

Министерство просвещения Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Московский педагогический государственный университет»



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Курс практической грамматики
английского языка

ЧАСТИ РЕЧИ, ОБОЗНАЧАЮЩИЕ
НОМИНАЦИЮ И КАЧЕСТВО РЕФЕРЕНТА:
СУЩЕСТВИТЕЛЬНОЕ, МЕСТОИМЕНИЕ,
ПРИЛАГАТЕЛЬНОЕ, НАРЕЧИЕ, ЧИСЛИТЕЛЬНОЕ

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A Course in Practical English Grammar
SUBSTANTIVE AND QUALIFYING
PARTS OF SPEECH:
NOUN, PRONOUN, ADJECTIVE, ADVERB, NUMERAL

Учебное пособие

МПГУ
Москва • 2021

УДК 811.111'36(075.8)
ББК 81.432.1-2я73
Г948

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Гумовская, Галина Николаевна.
Г948 Курс практической грамматики английского языка. Части
речи, обозначающие номинацию и качество референта: су-
ществительное, местоимение, прилагательное, наречие, чи-
слительное = A Course in Practical English Grammar. Substantive
and Qualifying Parts of Speech: Noun, Pronoun, Adjective, Adverb,
Numeral: учебное пособие / Г. Н. Гумовская, Л. И. Радченко,
С. В. Бондаренко. – Москва : МПГУ, 2021. – 292 с.

ISBN 978-5-4263-0972-2\=

Учебное пособие предназначено для студентов старших курсов бакалавриата, маги-
странтам и аспирантам институтов иностранных языков и филологических факультетов
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сание морфологических характеристик частей речи, обозначающих номинацию и каче-
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а также социально-культурную проблематику современного общества.

УДК 811.111'36(075.8)
ББК 81.432.1-2я73

ISBN 978-5-4263-0973-9

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PREFACE

A Course in Practical English Grammar: Substantive and Qualifying Parts of Speech is a practice grammar book intended for senior students and postgraduate students studying English as their principal course subject as well as for those wishing to gain professional language skills. Despite the textbook draws on insights from various traditional research, it aims at presenting modern theoretical approaches to the studies of substantive and qualifying parts of speech. The book provides students with a wide range of basic and advanced exercises, which are suitable for in-class work and as students' homework. Both the illustrative and the practice exercises are based on authentic materials available to contribute to the mastery of the fundamentals and peculiar aspects of English Grammar.

The structure of "*A Course in Practical English Grammar: the Substantive and Qualifying Parts of Speech*" comprises the following sections:

- Introduction. The introductory part offers coverage of general aspects of language studies and outlines the major goals and objectives of English Grammar, focusing on the morphological issues concerning the criteria of part-of-speech classification.
- The Body. Each of the five chapters is dedicated to a particular part of speech: *the Noun, the Pronoun, the Adjective, the Adverb, the Numeral*. The consistently structured theoretical material is supplied with authentic samples to illustrate every grammar aspect in question.
- Activities. Each section devoted to a particular grammatical category of a part of speech is followed by a variety of basic drills and advanced practical exercises, which range from comprehensive questions to contextualized practice.
- Review activities. Each chapter concludes with a supplementary reading and a review test aimed at students mastering their grammar and communicative skills. The complete part is

that of a most beneficial reinforcement of the grammatical material studied so that learners can enhance their knowledge and put it into practice in lively discourse.

- Glossary. Located at the end of the textbook, the Glossary of terms enables learners to look up the definitions of linguistic terms studied within the learning process.
- Appendix. The appendix reference contains illustrative charts on several parts of speech and their semantic, lexico-grammatical categories which may be relevant for students to clarify and summarize the theoretical issues studied.

A teacher is indispensably eligible to vary the sequence of parts, sections or paragraphs represented in the book structure. Both the theoretical and the practical elements within the course material can be sorted out or selected due to the goals and objectives of tutorials. Practical activities range in their reproductive and communicative orientation. In general, the exercises of the textbook are intended for the comprehension of the grammatical material as well as the development of practical skills and end with communicative supplementary activities for the students to apply the acquired knowledge in the process of communication. The review tests may serve as a good means of self-checking-up and general confirmation of personal learning progress.

The authors hope that "A Course in Practical English Grammar: Substantive and Qualifying Parts of Speech" will become an essential grammar book and engage learners in the course of Grammar studies to gain a thorough knowledge of English Grammar.

The authors will welcome comments and feedbacks on all the aspects of the textbook from students and teachers.

PART I INTRODUCTION

Like everything metaphysical, the harmony between thought and reality is to be found in the grammar of the language.

Ludwig Wittgenstein

1.1. GENERAL OVERVIEW OF LANGUAGE STUDIES

Language, social by nature, may be considered as a dual functional mechanism, which represents itself as a complex system of sign units in their consistent correlations eligible to form and store thoughts, reflecting reality and humans' activity. On the other hand, *language* serves as a speech means of communication and interchange of society's experience within the process of human intercourse; and hence *speech* production, the text itself, is widely regarded as the manifestation of the language system.

Since Greek-Roman antiquity, the evolutionary heritage of grammar treatises and language studies laid a firm foundation for the 20th-century edifice of novel linguistic scholarship, which contributed to the emergence of a range of language research theories and grammar schools. Despite a variety of linguistic descriptions and interdisciplinary approaches available in modern linguistics, language is generally studied as a system of the three interrelated constituent branches: *phonology*, *lexicology*, *grammar*.

Grammar is the study of the grammatical structure of language which is based on the two fundamental sections: *morphology* and *syntax*. Morphology deals with the internal morphemic structure of words, their combinability with other lexical units within an utterance. Syntax, in its turn, accounts for the way the language units function within phrases, sentences and sentential units within texts.

1.2. MORPHOLOGY AS PART OF GRAMMAR STUDIES

The studies of English morphology encompass not only the subject of morphemic structure of words, which is the essentials of *morphological analysis*, but also scrutinize the "valency" of morphemes and their correlative contribution to the functional meaning of the word. The variability of morphemes and lexical entries affects the word combinability with other lexical units and its relative syntactic position within a phrase or a whole utterance (e.g., *to depend on circumstances*; *dependent generation*; *economic dependence on the major power*; *independently reviewed*).

From the perspective of the segmental division of language, the morpheme is regarded as the elementary meaningful unit of the word, which expresses a generalized "*significative*" meaning and serves as a segmental constituent for the formation of a word (e.g., *foot, poor, will, is, dis-, mis-, -ity, -ed, -ly, un-count-able*, etc.). Whereas the word, built up by morphemes, is studied as a lexical nominative unit of language, which realizes the function of "*nomination*", naming notions – *referents* (e.g., *man, performance, timely, lengthen, have immobilized, was protruding*, etc.).

The morphemic peculiar structure of a word, its lexico-grammatical properties or categories predetermine the word differentiation into relevant sets of words with common morphological features characteristic of a particular word class. Thus, the correlation of the lexico-semantic properties of a word, its grammatical categories (e.g., *the category of number (projects), the category of comparison (bright – brighter – brightest), the category of voice (was destroyed)*, etc.) and its characteristic syntactic functions in an utterance enables to discriminate particular lexico-grammatical classes of words in terms of morphological studies, which are called "*parts of speech*".

1.3. GRAMMATICAL CLASSES "PARTS OF SPEECH"

The grammatical studies of word classification of "parts of speech" traditionally go back to Greek and Roman grammarians. Although the whole stock of words may be classified by means of various criteria, in modern linguistics, parts of speech may be nevertheless identified on the basis of the three criteria: *semantic, formal and functional*. The semantic criterion reveals a generalized meaning common to all the words of the given class. The formal criterion enables to differentiate the morphemic structure of lexical units, which exposes grammatical categories typical of a particular part of speech. The functional criterion concerns the syntactic usage of words characteristic of the same class. For instance, the noun as a part of speech expresses the categorial meaning of "substance" (e.g., *building, interviewer, unemployment, petrol*, etc.). The noun has the grammatical categories of number, case, gender, article determination (e.g., *companies, the university's curricular, a women's race*, etc.), whereas in the sentence nouns may perform the syntactic functions of a subject, a predicative, an object, an attribute and an adverbial modifier.

e.g. *Segregation* (a subject) in the *labour* (attribute) *market* (an adverbial modifier) leads to further *gender* (attribute) *inequality* (an object), which is the undervalued *work, skills and competencies* (predicatives) traditionally attributed to *women* (an object).

In accord with the aforementioned criteria, words can be divided into the two broad classes of *notional* words and *functional* ones. In English, the notional parts of speech – the noun (*headmaster, arrival, dreams*), the pronoun (*them, nothing, each other*), the adjective (*cute, troublesome*), the adverb (*regularly, devotedly, somehow*), the numeral (*thirteen, the second, two-thirds*), the verb (*broke, were, explain*) – are the words of complete nominative value, denoting concrete things, notions, phenomena. The notional parts of speech are characterized by self-dependent substantial properties and corresponding syntactical positions within an utterance. By contrast, the functional parts of speech –

the article (*a (n), the*), the preposition (*before, towards, despite*), the conjunction (*as if, as soon as, while*), the particle (*to, not*), the modal/link verbs (*might, seem*), auxiliaries (*have, will*), the interjection (*aha, phew, hum*) – are the words of incomplete nominative value, serving intermediate, binding functions so as to build up an entire coherent semantico-syntactical utterance, the text. Each part of speech, in its turn, may be subdivided into further subcategories in accord with various semantico-functional and formal features of the constituent words.

Though the traditional classification of words into relevant classes called parts of speech is utterly indispensable for practical and academic purposes, its scientific status in descriptive grammatical theory still remains disputed, and the cross-linguistic applicability of the notions and definitions of the parts of speech is often problematic.

Taking into account the goals and objectives of the present grammar book, the major emphasis is laid on the five notional parts of speech whose certain morphological features, except for the verb, are characterized by overlapping semantic properties and lexico-grammatical categories. Due to such differential peculiarities, the classes of the noun, the pronoun, the adjective, the adverb and the numeral in English might be, on the whole, consistently referred to as *substantive and qualifying parts of speech*.

Comprehension activities

Exercise 1. Comprehension questions.

1. What type of correlation is the language-speech concept based on?
2. What major linguistic branches does the language system consist of?
3. What sections do Grammar studies involve?
4. What is the domain of Morphology studies?
5. What does the notion "parts of speech" imply?
6. Which criteria are applied for word classification into parts of speech?
7. What parts of speech are discriminated in English?

Exercise 2. Read an extract from the article "The tortoise will not only outlive me, it'll outwit me, too". Pick out a variety of words and take an attempt to range them into different parts of speech.

As I walk into the kitchen, I see the tortoise in the middle of the floor, the size of a dinner plate, fixing me with an accusing look. I sense that he has been frozen in this position for some time, waiting for me to step into his accusatory line of sight.

"It's November," I say. "I don't make the rules." The tortoise blinks.

"You can't go outside," I say, opening the fridge. "You can, however, have some slightly limp rocket." I put a handful of leaves in front of him. He steps round them, and follows me as I go to unlock the back door. When I kick it open, I am greeted by a waft of surprisingly warm morning air.

Having yielded to the tortoise's piercing look and the weather goodwill, I carry him to the end of the garden, where I deposit him in a patch of sunlight on the wet grass.

"Good luck," I say. "Have a nice winter."

I had just been putting out the downstairs lights when I remembered he was still outside. "Hmm," I'd said to myself, peering through the back window. "I've got a feeling it may rain tonight."

It is just after 11pm and I am in the garden in a downpour that began precisely as I stepped outside, searching for the tortoise by the light of my phone. I lift wet leaves and push low branches aside, but under these conditions everything out here looks like the back of a tortoise. Finally, I see the tortoise's back sticking out of a pile of leaves, dimly reflecting the light from my phone.

"Ah, there you are, you bastard," I say.

PART II

THE NOUN

Grammar is the logic of speech, even as logic is the grammar of reason.

Richard Chenevix Trench

2.1. GENERAL MORPHOLOGICAL CHARACTERISTICS OF THE NOUN

The fundamental categorial meaning of the noun as a part of speech is that of "substance" proper, or "matter" as such, thereby expressing such various semantic properties of real subjects, notions and phenomena as things, physical objects, locality (e.g., *clothes, highway, apartment, mountain, desert*, etc.); material, substance (e.g., *leather, sand, oxygen*, etc.); living beings (e.g., *candidate, refugee, voter, crocodile, insect*, etc.); measure, periods, events, states (e.g., *mile, century, election, battle, marriage, flight, crisis*, etc.); quality, abstract notions (e.g., *passion, fidelity, generosity, hesitation, impressionism*, etc.).

In the sentence, the semantic properties of the noun predetermine its most characteristic syntactic functions of the subject (i) and the object (ii), e.g.:

(i) **The many reasons** for not being this man's wife anymore are too personal and too sad to share here.

There have been internal **experiences** to keep still unspeakable.

(ii) While watching me fall apart for months, he had been losing **patience**, ashamed of my **depression**. She longed for **a proper name**, in order to fully sense **a personal attendance**.

Although, the substantive properties of the noun are subject to occur in other syntactic functions, namely: a predicative (i), an attribute (ii), adverbial modifiers (iii), and an apposition (iv), e.g.:

(i) The only thing I could offer was my **regrets** for any hurt feelings and my **excuses** from their business.

David Evans has been appointed **secretary-general**, a move welcomed by the party's leader.

(ii) Most of **the Christians'** feelings on this issue he accepted with the grace and open-mindedness of **an ardent adherent**.

Their call to protect, restore and fund **nature** solutions comes ahead of a global **climate strike** led by a **New York climate action** summit of **world** leaders.

(iii) I have always responded **with** breathless **excitement** to anyone who has ever said that God does not live **in a** dogmatic **scripture** or **in a** distant **throne in the sky**, but much closer than we can imagine, breathing right **through** our own **heart, day by day**.

(iv) Moss, **an Obama appointee**, set aside a directive to give asylum seekers less time to consult attorneys.

The syntactic properties of the noun also enable to clearly distinguish certain specific types of part-of-speech combinability. In particular, the noun may be characterized by (non-) prepositional and case combinability with a noun in pre/post-position (e.g., *engagement in a more subtle form of sartorial diplomacy for her first appearance; Melania's stylist's attitude over this state visit; the first lady's fashion choices, conservation charity*, etc.), a pronoun (e.g., *most of the mystics of all religions*, etc.), a verb (e.g., *responded to mixture of emotions; for repeating that error; found the papers deleted*, etc.), an adjective (e.g., *the transcendent mysteries; a state of despair hopeless and life-threatening for months*, etc.), an adverb (e.g., *wide from the truth, well of the doctor*, etc.).

Activities

Exercise 1. Comprehension questions.

1. What semantic properties can the noun express? Give your samples.

2. What syntactic function may the noun perform in the sentence? Give your samples.

3. What types of part-of-speech combinability are typical of the noun? Give your samples.

Exercise 2. Read an extract below from the article "Career options for sociology graduates" and point out nouns supplying comments on their usage in the text.

What professional skills do you think would make the graduates of teacher training/education relevant and suitable for jobs in different social sectors?

The Higher Education Academy in the UK produces student employability profiles for most subject areas in the UK and they note that sociology graduates are found in a wide range of occupations. What I think is relevant here is that many sociology graduates are attracted to careers that centre on the challenges and demands that members of a society face. This leads to jobs in social services, education, criminal justice, welfare services, government, counselling, charities and the voluntary sector. They include charity fundraiser, community development worker, counsellor, lecturer, housing officer, teacher, probation officer, social researcher, social worker and welfare rights adviser. There are a range of specific abilities and skills associated with a degree in sociology but there are also wider transferable skills that you can develop. The specific skills include ability to judge and evaluate evidence; understanding the complexity and diversity of situations, including organisations themselves; collecting information; making reasoned and logical arguments. Sociology students will also develop a wider set of transferable skills like team-working; verbal communication skills; showing initiative; being able to work in a way that is supportive of equality and diversity in the workplace.

Sociology provides a skill set that makes graduates eminently suitable for jobs in a variety of sectors. Interpretation and evaluation of evidence, communication, and working in groups are the kinds of skills employers look for. The job market is tough but it is tough for everyone – the point is to present your skills in an employer-friendly manner.

2.2. MORPHEMIC COMPOSITION OF THE NOUN

In accordance with the morphemic structure, nouns may be classified into **simple (root) nouns** (e.g., *council, demand, desire, respect*), **derivatives** (e.g., *friendship, disrespect*) and **compounds** (e.g. *pencil-case, editor-in-chief, humanity crimes*).

The morphemic structure of **simple nouns** coincides with one root morpheme: *office, travel, break, human, history, courage*.

Derivatives are derived nouns which are built up by means of derivational morphemes (affixes) attached to the root noun. Derivational affixes, in their turn, are subdivided into prefixes (e.g., *outbreak, pre-history*) and suffixes (e.g., *humanity, development*). (See Appendix 2.2)

Amidst commonly used prefixes are those expressing the negative meaning of adverse notions, disorder, wrong or harmful doings and such like:

anti-: anticlimax, anti-creeper; anti-icer;

de-: decomposition, decrease, defoliation;

dis-/mis-: disability, dishonesty; misadventure, misgovernment;

il-/im-/in-/ir-: illegitimacy; imbalance; immorality; impatience; inaccuracy; incompetence; inevitability; irrationality, irrelevance.

mal-: malpractice, maltreatment;

un-: uncertainty, unfitness, unfriendliness.

Moreover, there are prefixes in general use expressing some other miscellaneous meanings as follows:

bi- (twice): bimonthly, bifurcation, bifocals;

co- (together): co-location, co-owner, co-creation, co-defendant, co-existence;

counter- (against): counterbalance, counter-flow, counterwork;

ex- (former, outwards): ex-miner, ex-serviceman, explosion;

inter- (between): internationality, interplay, interaction;

hyper-/over- (excessive): hyperspace, overweight, overvalue, overstatement;

macro- (large): macroclimate, macrostructure;

micro- (small): microwaves, microprint;

multi-/poly- (numerous): multi-purpose, polyclinic, polyglot;

omni- (all): omniscience;
para- (alongside): paraphrase, paratroops;
post- (after): post-graduate, post-modernism, postscript;
pre-/fore- (before, front): prearrangement, precaution, forecast, forefather, foreground;
re- (other, again): reconditioning, re-insurance, re-education;
trans- (change): transmission, transportation;
under- (below, insufficient): underground, undervaluation, undercharge;
uni- (wholeness): unification, uniformity.

Among derivational suffixes common in use are those forming concrete and abstract nouns:

-ant/-ent: assistant, applicant, defendant, respondent;
-(i)an: physician, technician, academician;
-dom: kingdom, fandom, principedom;
-ee: addressee, employee, nominee, trustee, refugee;
-(e)er/-or: mountaineer, converter, forecaster, toaster, conductor, distributor;
-i (y)st: careerist, scientist, populist, journalist, analyst;
-ess: waitress, hostess, abbess, manageress;
-ette: usherette, bachelorette, couchette, novelette, cigarette;
-hood (a group of people): neighborhood, brotherhood, priesthood;
-let: booklet, leaflet, starlet, cutlet, coverlet, test-let.
-kind (a group of people): humankind, womankind;
-age: abuse, leakage, coverage, storage, orphanage;
-al: arrival, approval, betrayal, portrayal, recital, refusal, renewal;
-ance(y)/-ence(y): appliance, disturbance, insistence, confidence; expectance/y, prominence/y, dependence/y, adolescence/y;
-dom: boredom, dukedom, wisdom, martyrdom;
-hood: neighborhood, parenthood, adulthood, nationhood, falsehood;
-ing: building, casting, feeling, meaning;
-sion/-tion: confusion, obtrusion, description, hesitation;
-ism: conservatism, populism, racism, terrorism, vandalism;

-ment: achievement, disappointment, excitement, nourishment;
-ness: awareness, brightness, forgetfulness, nervousness;
-ry: adversary, bravery, forestry, rivalry;
-ship: partnership, membership, relationship, scholarship;
-(i)ty: activity, curiosity, cruelty, insanity, popularity, sensibility;
-th: breadth, growth, length, strength;
-(c)y: dishonesty, modesty, candidacy, delicacy, frequency, proficiency.

Conversion is a word-formation way that involves the derivation of another part of speech by means of phonetic and morphemic identity of the stems of the words, with a stress-shift marked: *a butcher (n) – to butcher (v); to break (v) – a break (n); brief (adj) – to brief (v); blind (adj) – the blind (n); to record (v) – a record (n) – record (adj).*

Thus, in the following samples, **converted nouns** may denote definite meanings of substantival character:

to attack – an attack;
to drive – a drive;
to hint – a hint;
to look – a look;
to peel – a peel;
to spy – a spy;
to visit – a visit;
to extract an extract;
to construct – a construct;
to push up – a push-up;
to let down – a let-down;
to walk over – a walk-over;
to hang over – a hang-over.

Compounding or word-composition is considered to be a productive type of word-formation. **Compounds** are made up of two or more derivational stems of different part-of- speech words. The meaning of compound words is originated on the basis of various semantic correlations between/among constituents within a whole compound phrase (e.g., *carefree, doll-faced, bare-legged, two-day*

bristle, jack-in-the-box, deep-fry, good-for-nothing, make-peace, barrister-at-law, hang-up, download, salary reduction agreement).

Amidst compounding patterns, **compound nouns** may fall into certain types in general use as follows:

a) **a noun + noun pattern:** *generation gap, brain surgery, sound-proof, house clearances, dog-in-the-manager, building society, truck driving, sightseeing, pension reform protests;*

b) **a noun + preposition + noun pattern:** *man-of-war, editor-in-chief;*

c) **an adjective + noun pattern:** *greenhouse, blacklist, blue bloods;*

d) **a verb + noun pattern:** *pickpocket, lift-truck, drawbridge;*

e) **a preposition/adverb-noun pattern:** *hanger-on, on-coming, stander-by, downside, bystander, up-grading, background;*

f) **a substantivized compound pattern:** *a Jonny-come-lately, go-between, merry-go-round, letdown, takeaway, harum-scarum, turpsy-turvy.*

Alongside affixation, conversion, compounding, which are the most common ways of word-formation, there are a number of less common non-affixational processes of forming novel words, which involve different means of **lexical shortening** as follows:

a) **clipping** – the truncation of a noun: *Patricia → Trish/Trissy; bicycle → bike; laboratory → lab; photography → photo; professor → prof;*

b) **blending** – a junction of truncated elements of two nouns, at least: *science + fiction → sci-fi; breakfast + lunch → brunch; smoke + fog → smog; Medical care → Medicare; International + police → Interpol;*

c) **abbreviation** – a junction of (non-) initial letters of a word-group, pronounced by means of alphabetical reading rule: *Bachelor of Arts → BA ['bi:'ei]; Bachelor of Science → BSc ['bi:'es'si:]; European Community → EC ['i:'si:]; British Broadcasting Corporation → BBC; for example [ɪg'za:mp(ə)l] → e.g.;*

d) **acronymy** – a junction of initial letters of a word-group, pronounced by means of regular word reading of initial letters: *NATO ['neɪtəʊ] – North Atlantic Treaty Organization;*

UNESCO [ju:'neskəʊ] – the United Nations Educational, Scientific and Cultural Organisation; V-day ['vi:deɪ]; radar ['reɪdɑ:] – radio detection and ranging; Incorporated → Inc.

Summing up, the diverse processes of forming nouns are viewed as the most productive sources of vocabulary replenishment of Contemporary English word-stock. The significance and efficiency of the aforementioned means of word-formation (affixation, conversion, compounding, shortening, borrowings, polysemy) is predetermined by the availability of lexical entries as well as the communicative value in the present cross-cultural environment dealing with versatile practices of human experience. (See Appendix 2.1)

Activities

Exercise 1. Comprehension questions.

1. What morphemic structures may nouns be classified into? Give your own samples.
2. What word-forming means are typical of nouns? Give your own samples.
3. What means of lexical shortening may be further distinguished into?

Exercise 2. Classify the nouns given below according to the way of word-formation: affixational (prefixed and suffixed) derivatives, conversion, compounds, truncations (clipping, blends), abbreviations, acronyms.

Impenetrability, a find, daredevil, fridge, gofer, antifreeze, counter-attack, Jo, flowerpots, blackboard eraser, frying pan, sitcom, GIF, FBI, UFO, NASA.

Exercise 3. Translate the following sentences, paying attention to the word-formation of the nouns. Comment on their morphemic structure and the process of word-formation.

1. Many politicians are fond of appealing to the quotations of the president who throughout his party leadership has displayed unwillingness to reach compromises.

2. Teenagers hardly have a misunderstanding of parenthood's hypocrisy.

3. Her approach to the individuality in brand dressing, so far under the radar, has won recognition amid fellow devotees, which is the unambiguous opposition of the sartorial diplomacy of the monarchy.

4. Disorganization including incorrectness in identification and vote-counting led to long queues at polling stations across the neighborhoods.

5. GSMA's chief executive and the MWC's organizers made an attempt to axe the arrival of the travelers from the city of the virus outbreak, announcing their concerns about health and safety measures including a ban on handshaking and taking attendees' temperatures.

6. I made the decision to quit the law job I had had since graduation, despite the payment was all right and there was a hint of friendliness and shirtsleeve familiarity in the office atmosphere.

Exercise 4. Use different prefixes as many as possible to form derivatives from the following nouns, supplying with necessary comments. Make up sentences with the derivatives.

Model: *plantation* → *transplantation* (transfer sth from one place to another), *implantation* (to place sth into sth), *replantation* (to apply to sth over again).

Coloration, formation, treatment, construction, partner, literacy, maturity, location, appearance, modification, payment, tension, ground, movement, penetration, education.

Exercise 5. Apply diverse suffixes to different part-of-speech words to derive concrete and abstract nouns, and make up sentences with the derivatives:

a) *concrete nouns*

jewel, to forecast, to train horses, to be nominated, to breed cattle, opportunistic, to be examined, to admire, magical, to

be trusted, to correspond, celebrated, to offend, academic, to contribute, to occupy, politics;

b) *abstract nouns*

monarch, to persuade, to bring up, prominent, courageous, to deliver, minor, adult, to cover, to sympathize, indulgent, to defend, to regret, to condole, to acquaint, relation, patriot, philanthropic, scholar, changeable, resource, to excite, forest, prince, to offend, to suggest.

Exercise 6. Complete the sentences with the correct form of suffixed derivatives from the words given in brackets.

1. Nowadays, the (human) is increasing (consume) of natural resources, which is endangering the (environ).

2. The (contribute) grunted his (approve) of (participate) in the charity (entertain) with (reluctant).

3. The (emerge) of a new species is the (consequent) of some genetic (mutate).

4. The (severe) of diplomatic (break) resulted from the (violate) of the (agree).

5. No (encourage) is needed for children to engage in extra-curricular (active), which, however, leads to a (confuse) about the (influent) of (parent).

6. Through our (use) of up-to-date technologies, we enhance (engage), (creative), (innovate) and (independent).

Exercise 7. Use appropriate prefixes and suffixes so as to form noun derivatives, and make up sentence with them, clarifying their meanings.

Model: *prudent* → *imprudence* – an unreasonable, unwise attitude or behaviour. It was a fit of imprudence to invest money in this affair.

a) personal, definite, efficient, forest, satisfy, access, manage, courage, found;

b) engage, prison, resist, act, respond, determine, present, estimate, modest.

Exercise 8. Paraphrase the verb forms so as to derive converted nouns. Make up sentences with the nouns.

Model: *to promise* – *He would break his promises while being an adolescent; or He swore he would return some day, and he kept his promise.*

To try, to crowd, to raise, to fine, to challenge, to hand (help), to barrage, to find, to purchase, to hint, to defeat.

Exercise 9. Match the words in the two parts so as to derive noun compounds. Make up sentences with the compounds.

Model: *They launched a complaint against the dog handler.*

A dog, swords, crack, security, back, counting, awards, speech, drug, rumour, cross, tear, wise, black, adult.

B examination, house, education, mail, gas, man, *handler*, ceremonies, monger, downs, writer, procedures, cracks, grounds, offense.

Exercise 10. Derive shortened forms of the following nouns by means of truncation. Give some more samples.

Helicopter, influenza, professor, advertisements, final examinations, refrigerator, gallons, perambulator, pantaloons.

Exercise 11. Define the word-formation type of shortening the nouns refer to, and give their full definition. Give some more samples.

ASAP; SUV; dept; SOS; sitcom; DIY; vs.; GPS; ac/dc; WHO; scuba; AIDS; laser; DC; doc; doc.; MRBM; Wi-Fi/Hi-Fi; lbs; CCTV.

Exercise 12. Translate the sentences paying attention to the means of word-formation of the noun.

1. У меня был настоящий талант для выполнения таких практических обязанностей: я был (наделен) сообразительным, находчивым, практичным. Вот почему, когда я решил уволиться, старший компаньон в этой семейной юридической фирме предложил мне небольшую прибавку.

2. СПИД пронесся по городам подобно Второй мировой войне, целое поколение интеллигенции было истреблено.

3. Власти находятся под давлением, чтобы привлечь к ответственности руководителя компании, после того как британский суд установил, что он организовал похищение двух своих дочерей.

4. Глобальная монополизация этого сектора уничтожила средства к существованию миллионов мелких собственников и их работников.

5. Многие служащие борются за выживание, рассчитывая на поддержку властей и благотворительные подачки, чтобы свести концы с концами.

6. Главный исполнительный директор ассоциации Group Special Mobile и организаторы Mobile World Congress приняли попытку предотвратить приезд участников из-за вспышки эпидемии в целях меры безопасности и охраны здоровья.

7. Международное энергетическое агентство полагает, что растущий спрос на внедорожники в США, в странах ЕС, в Китае может свести на нет экологические выгоды от расширения использования электромобилей, так как из-за своих размеров внедорожники труднее электрифицировать, чем небольшие транспортные средства.

2.3. SEMANTIC CHARACTERISTICS OF THE NOUN

In view of the semantic properties mentioned above, all nouns are subject to fall into two fundamental groups: **common nouns** (e.g., *painting, progress, sanity, crowd*) and **proper names** (e.g., *the Alps, the Earth, South Korea, the Independent, the Smiths, Hyde Park, Sotheby's*, etc.).

Common nouns, in their turn, are subdivided into three subclasses: concrete nouns (e.g. *fence, sand*), abstract nouns (e.g. *crisis, threat*), collective nouns (e.g. *furniture, cattle, damages*, etc.).

Taking into account the categorial feature of **countability**, common nouns are classified into **countable** and **uncountable** nouns. Hence, concrete nouns fall into further two subgroups: class countable nouns (e.g., *bench, driver, scone*, etc.) and material uncountable nouns (e.g., *flour, gravy, marble*, etc.), whereas abstract and collective nouns may also be classified into countables (e.g., *a dream, a crisis, an outfit, people, police*, etc.) and uncountables (e.g., *anxiety, riches, foliage, equipment*, etc.).

Proper names, in their turn, may be split into three main subgroups: geographic names referring to those of geographical objects of land and water such as continents, countries, territories, regions, islands, populated localities, rivers, lakes, oceans, etc. (e.g., *Antarctica, Japan, the Gobi, North Asia, Siberia, the Canaries, the Andes, Delhi, the Yorkshire Forests, The Atlantic ocean, the Amazon, Lake Victoria*, etc.), personal names of animate beings referring to people, animals (e.g., *Susan, Aunt Beatrice, Granny, Professor Higgins, the mouse Stuart, the cat Snowbell, the horse Starlet*, etc.), social names referring to public places, objects, notions dealing with society's practices and activities such as names of streets, parks, bridges, social-educational, economic and political institutions, organizations, monuments, the days of the week, the months of the year, celebratory events, etc. (e.g., *Regent's Park, Fleet Street, Trafalgar Square, the Brooklyn Bridge, Victoria Station, Parliament, Harvard University, the National Gallery, the Albert Hall, the Savoy, St. Paul's Cathedral, NASA, the Apollo (a spacecraft), the Daily Telegraph, the Royal Exchange, the Tower of London, Monday, January, the Milky Way, Mercury (a planet), the Hubble (a telescope), Halloween*, etc.). (See Appendix 1.1)

Moreover, it is noteworthy that collective nouns may fall into further three subclasses (see Appendix 1.2), including:

1) a range of singular invariable nouns which regularly take a singular verb, e.g., *luggage, baggage, foliage, leafage, litter, rubbish, trash, debris, junk, linen, income, money, damage, injury, hair, furniture, equipment, software, fruit, cutlery, machinery, pottery, jewellery, advice, news, information, knowledge, success, progress, research*, etc.

e.g. *The **foliage** is clean and pleasantly green in summer and then alive with colour and berry in the autumn.*

*Thousands of tonnes of **debris** has accumulated orbiting the Earth, including old rocket parts, defunct satellites and smaller fragments, some from collisions between larger bits of junk.*

*All foreign computer **equipment** is to be removed from government offices and public institutions within three years. The parties' **success** makes the breakout of the country far more likely.*

*The detailed **research** gives a draft of a reformed immigration system.*

2) a range of plural invariable nouns, including names of multitude, a set of concrete and abstract notions, which regularly take a plural verb, e.g., *people, clergy, police, cattle, poultry, fowl, vermin, troops, damages, belongings, clothes, goods, oats, riches, premises, slums, savings, earnings, sweepings*, etc.

e.g. *The **clergy** are in financial hardship, with many resorting to credit cards or even a high-interest payday lender.*

*The British **police** have stopped sharing evidence from the investigation into the terror after a series of leaks.*

*The **cattle** were crowding for space to escape flies, causing heat stress and injury.*

*The breeder's **poultry** have always been used as a laying flock.*

*The organized act that **vermin** were driven to extinction has had an impact on the fauna of Britain.*

*After the **belongings** of the missing tourists were found on the beach, a search was launched including police and emergency services.*

*All the **premises** of the company were searched by the police.*

3) nouns of "multitude" denoting groups of animate beings (people, animals, fish, insects), e.g., *a team (of players), a crew (of pilots), a council (of ministers), a (hospital) staff, a (play) cast, a band of musicians, a class/a group of students, a herd (of deer), a pride (of lions), a pack (of wolves), a hive (of bees),*

a flock (of ducks), a shoal (of whales), a crowd (of spectators), a bunch, a board, a fleet, Congress, a corporation, the jury, the elite, the public, the audience, the press, social media, workforce, the army, customs, etc.

Such nouns may agree with a singular verb on the basis of grammatical concord if they denote a group as a single undivided unity.

e.g. The **family has** a much less monthly income than those in the neighbourhood.

The migration **committee has** rejected a full shift to a points-based system.

The **party has** shown a tendency to clamp down on information and not be forthcoming with accurate statistics.

The teaching **staff has** become a constantly fluctuating one with a high turnover.

The **government is** determined to prevent the courts from putting fetters on what **it wants** to do.

Social **media has** stopped people dreaming about stars.

The **public has** a right to access his drawings.

The studio **audience** for the debate **was** assembled by a polling company and **was** biased against the Conservatives.

In case the nouns are used to denote a collective group of separate individuals, they agree with a plural verb on the basis of notional concord.

e.g. The **family were** not guaranteed protection when removed from flight.

University **staff, who are** due to start 14-day strike, **have** expressed their concerns over pay, pensions and working conditions.

The flight **crew have** raised concerns about the health protocols surrounding the cabin crew.

The **company are** taking an extremely negligent approach to dealing with the WHO-declared emergency as well as to the general public.

The **jury were** told of the victims' intimate history and depression medication.

The **public are** already turning against Parliament's intentions.

When the painting was completed, the **press were** invited in to do interviews.

The **audience do not sit** there and **say** nothing and **do** nothing, **they respond** to the debates.

The ghost **pride, who live** along the Machampane river, **have** very good reason for being elusive – **they have** been deliberately poisoned three times since 2015.

On the whole, it should be pointed out that in the majority of cases the singular verb is more likely preferred, when in doubt, with collective nouns used in the meaning of a whole entity. Although, by force of the speaker's intentions, either a singular verb as grammatical concord or a plural verb as notional concord may occur with collective nouns.

e.g. All the **family was/were** against them being married.

The American **public was/were** misled about unwinnable war.

The audience for downloads **is/are** still dwarfed by the number of people who tune in to national radio stations.

In revolts the **elite does/do** not lead the real ones, when terrified, heading for the hills.

Theresa May insisted that her **government was/were** getting on with leaving the EU following a high court ruling.

Alongside the semantic classification of the noun as well as the category of countability, there are a considerable number of nouns which may be studied on the principle of **invariability**, dividing classes of nouns into two main groups: singular invariable nouns (*Singularia Tantum*) and plural invariable nouns (*Pluralia Tantum*). (See Appendix 1.3)

The group of singular invariable nouns includes a set of classes of uncountable nouns which always agree with a singular verb:

1) material nouns (e.g., *plastic, cheese, sand, petrol, liquid, cement, slush*, etc.);

2) abstract nouns (e.g., *music, curiosity, delight, corruption, defense, delicacy, fear*, etc.);

3) collective nouns (e.g., *advice, news, luggage, rubbish, linen, furniture, damage, waste, research, evidence, etc.*);

4) names of diseases, including nouns ending in **-s** (e.g., *measles, mumps, arthritis, rickets, shingles, diabetes, rash, influenza (flu), pneumonia, etc.*);

5) names of (sports) games, including nouns ending in **-s** (e.g., *dominoes, bowls, draughts, billiards, skittles, darts, gymnastics, dice, windsurfing, fencing, horse racing, cricket, rugby, etc.*);

6) branches of arts and sciences, including nouns ending in **-ics** (e.g., *classics, linguistics, phonetics, economics, physics, semantics, statistics, mechanics, politics, acoustics, mathematics, ceramics, ethics, engineering, chemistry, psychology, rhetoric, architecture, poetry, etc.*);

7) proper nouns, denoting names of countries, cities, organizations, streets, bridges, rivers, seas, etc., including nouns ending in **-s** (e.g., *Wales, Brussels, Athens, Cannes, Marseilles, Barbados, Naples, the Netherlands (Kingdom), the United Nations, the United States, the Philippines (Republic, archipelago), the West Indies, the United Arab Emirates, Drapers Gardens, BBC Records, Three Bridges, the Thames, etc.*).

e.g. *Leftover blue **cheese was** lavishly crumbled into a pear and chicory salad.*

*No further **research was** going to be carried out in this field.*

***Statistics** with political agendas **has** turned out to be a dangerous thing.*

***The Philippines has** replaced Brazil as the deadliest country for people defending their land and environment.*

Although, it should be noted that the semantic variability of the singular invariable nouns may come to the fore due to a certain contextual occurrence or stylistic emphasizing, which predetermines the usage of the plural lexico-grammatical form of the noun and the notional concord if necessary.

e.g. *Some mature **cheeses** (species of cheese) **are** subject to split when **they melt**, and **they turn** greasy and gritty.*

*A rampage by a wild boar that consumed **18 beers** (portions) has prompted warnings for campers to properly secure their food and alcohol.*

*Politicians tend to select which **statistics** (data, facts, results) **are** suitable for their causes.*

*The speaker's **phonetics** (skills, qualities) **are** not apparently included on the speech teleprompter.*

*Fierce **winds** (gusts of wind) and heavy **snows** (snow falls) whipped through the prairie landscape.*

*Heavy **rains** (spells of rain) **were** threatening the whole of the Philippines.*

*"**Sands of time**" (the name of the exhibition based on metaphor) is a collection of pictures taken by the Czech photographer in Saharan Africa in the 1930s.*

Whereas to the group of plural invariable nouns which always agree with a plural verb may refer the following classes of the noun:

1) nouns denoting names of devices, tools and articles of clothes consisting of two inseparable parts (e.g., *tongs, scissors, pincers, pliers, tweezers, scales, spectacles, glasses, binoculars, trousers, pants, tights, breeches, shorts, braces, suspenders, flannels, pajamas, jeans, etc.*);

2) collective nouns (e.g., *people, police, cattle, livestock, vermin, poultry, plankton, forces, troops, damages, slums, memoirs, rags, belongings, contents, riches, remains, leftovers, peelings, sweepings, benefits, oats, grits, etc.*);

3) miscellaneous nouns (e.g., *premises, lodgings, dregs, preserves, slops, greens, stairs, customs, regards, thanks, contents, suburbs, outskirts, etc.*);

4) proper nouns, denoting chains of islands, mountains, areas (e.g., *the Florida Keys, the Bahamas, the Canary Islands, the Caribbean (Islands), the Hebrides, the Alps, the Rocks, the Pyrenees, the Himalayas, the Highlands, the Midlands, etc.*).

e.g. *Sea **plankton have** been found on the outside of the International Space Station.*

***Oats** as porridge **are** simply steamed and **result** in a creamy porridge.*

*Instead of a wrench **pliers were** used to screw nuts.*

*The entire **contents** of the premises **were** pulled out for sales.*

Scotland's **Hebrides** are the last outpost against the waters of the Atlantic Ocean.

For quantifying purpose, there are a range of partitive words to make the invariable nouns countable, measured and sorted, such as: a sort/a species of tea (cheese, oil, fruit, metal); a piece of meat (chalk, cloth); a slice of ham (cheese, sausage); a loaf of bread; a bar/a box of chocolate; a lump of sugar (butter, metal); a carton of milk (juice); a tin/a can of liver paste (stew, beer); a jar of jam (cream); a bottle of wine (oil); a tube of toothpaste; a packet/a bag of tea (flour); a spoonful/a pinch of sugar (salt); a fit of coughing (anger); a sheet of paper (ice); a spell of weather; an item/an article of news (clothes, furniture); a pair of jeans (glasses, scissors, shoes); a flight of stairs; game of billiards; a feeling of responsibility; a spot of mud (fat, ink); a touch/a flavour of irony, colour, fruit); etc.

e.g. The organizers have rounded up the key **pieces of research** on literacy over the last decade.

People universally tend to think that happiness is **a stroke of luck** that may descend upon you like **a spell of fine weather**.

I was ushered to the porch where woven bamboo mats served as **items of furniture**.

A few splashes of olive oil will make the flatbreads golden brown and crispy.

It is worthwhile to note that due to such language phenomena as polysemy, homonymy and stylization there is a stock of nouns whose semantic meanings and lexico-grammatical forms come forth within the framework of a contextual occurrence, transferring from one semantic class to another, for instance: the abstract uncountable noun *nature* has the meaning of a physical world, e.g. *The tourists enjoyed the wild nature of the mountains*, and it may as well function as an abstract countable noun in the meaning of qualities and features, e.g. *The nurse had a gentle nature*. Here are a few more samples of the lexico-grammatical transference of classes of nouns:

1. Stradivari (us) – a personal name <i>Antonio Stradivari was an outstanding 18th-century crafter of string instruments.</i>	A Stradivarius (a violin) – a concrete class countable noun <i>The Stradivarius was stolen in an armed robbery and subsequently recovered.</i>
2. A custom – customs (habits) – abstract countable <i>This time-honoured custom like many others (customs) has survived.</i>	Customs (taxes department, fees) – collective countable <i>The customs has suspended two officials being under investigation.</i> <i>The customs have dismantled a Stradivarius.</i>
3. Culture (activity dealing with literature, music, other arts) – abstract uncountable <i>Culture as a central concept of anthropology encompasses a range of notions through the history of human societies.</i>	A culture (a set of morals, ideas, behaviour, ideology; a group of living beings) – collective countable <i>A culture of professionalism in the sciences is self-sufficient enough to suppress the propagation of errors.</i>
4. Society (people in general) – collective uncountable <i>The multi-ethnic society has to be tolerant to diverse cultures.</i>	A society – societies (a group or a state of humans, an organization) – collective countable <i>The building societies are up in arms over the huge bills they face for bailing out banks that collapsed last year.</i>
5. People (human beings in general) – collective countable <i>Why is it young people who are often stigmatized for their drinking habits?</i>	A people – peoples (a nation) – collective countable <i>The verdict has failed to stir passion of a people who have been in grip of austerity.</i> <i>Tribal peoples have a crucial role to play in global conservation.</i>

6. Fruit (species of berries) – collective uncountable <i>Prepackaged, sliced <u>fruit</u> is more likely to be eaten by children.</i>	A fruit – fruits (a piece of fruit; species of fruit, good results) – either class or abstract countable <i>The little <u>fruits</u> have <u>fallen</u> from a group of trees that may owe to their origin to apple pips. Young writers have seen <u>the fruits of their labour</u> that were <u>rewarded</u> in the young writers' awards.</i>
7. A duck – ducks (a species of birds) – class countable or used in a generic meaning <i>A sign urging people <u>to feed ducks</u> bread has gone viral and sparked a heated debate. The <u>tufted duck</u> tends to flock with game species, and if they move on into hunting areas, it is at risk, as <u>this duck</u> has no protected status.</i>	Duck (duck meat, game bird) – material uncountable or used in a collective meaning <i>It is not about the shooting, it's a question of taste – <u>wild duck</u> tastes fabulous. I relished the chance to head out on the lake <u>to hunt water duck</u> (fowl).</i>
8. Success (successful achievement, prosperity) – collective abstract uncountable <i><u>Success</u> is sustainable for a designer turning waste into fashion statement. The authority explained their <u>success</u> in reducing violent crime.</i>	a success – successes (good results; successful plans/ events) – abstract countable <i><u>Ethiopians' running successes</u> are explained dramatically as originating in genetics or as a result of poverty.</i>
9. Ireland (a country) – a Proper geographical name <i>It is insisted after a number of violent crimes that <u>Ireland</u> is a safe country that has a relatively low crime rate.</i>	Ireland (Ireland's team of players) – common collective countable <i><u>Ireland</u> were unrecognizable when they were labouring against Scotland.</i>
10. Politics (a study, sphere or a course of government and management) – abstract singular uncountable <i>Australian <u>politics</u> has to change with citizens unable to sleep and breathe.</i>	Politics/policies (a set of actions, activities, plans, beliefs, results) – collective abstract uncountable <i>The leader's <u>politics</u> are believed to be authoritarian and destructive for people's democracy.</i>

11. Work (works) (physical or mental activity) – abstract uncountable <i><u>Work</u> has ruled humankind for centuries and <u>it does</u> so today more than ever. Maintenance <u>work</u> is going to be outsourced to a private company. Big Ben is to fall silent while urgent <u>repair works</u> are carried out on the Elizabeth Tower and the famous clock.</i>	A work – works (products of art and science) – class or abstract countable <i>I first came to the hall as a soloist to play a work in my own performance. The most expensive <u>works of art</u> have ever been sold at Sotheby's and Christie's.</i>
12. Damage (harm caused to something injured) – singular collective uncountable <i>Devastating <u>damage</u> was caused to farmland, the storm creating severe flooding.</i>	Damages (payouts to be awarded by a court) – plural collective uncountable <i>The magazine publisher appealed against the general <u>damages</u> which were awarded twice as much as expected.</i>

Summing up, with all the types of classifications of the noun and the text category of stylization taken into consideration above, it is noteworthy that the semantic occurrence of the noun within a certain occasional surrounding predetermines the usage of an appropriate lexico-grammatical form of the noun, its determiners (articles, pronouns) as well as the concord between the subject-noun and the predicate-verb.

Activities

Exercise 1. Comprehension questions.

- 1) What classes of nouns may be distinguished?
- 2) What subclasses can the collective nouns fall into?
- 3) In what cases can the notional concord be observed?
- 4) What peculiarities of invariable nouns may be pointed out?

Exercise 2. Pick out the noun that is different in class from the others and give classifications to the two groups of the nouns:

- 1) crew, staff, person, society, audience;
- 2) information, advice, junk, adventure, equipment;

- 3) people, police, foliage, poultry, livestock, vermin;
- 4) ink, cotton, poetry, bread, oil;
- 5) the Alps, the Financial Times, the Atlantic, the Thames, the Sahara;
- 6) tongs, scales, mechanics, suspenders, stairs.

Exercise 3. Identify the nouns in the following sentences, comment on the classes they belong to and their semantic variability where possible.

Model: *The installation at the Tower of London was a startling public artwork to mark another century.*

- *the installation (a set of objects)* is a common collective countable noun;
- *the Tower (of London)* is a proper public name;
- *London* is a proper geographic name;
- *an artwork, a century* are common abstract countable nouns.

1. The pianist drew together the contrasting works associated with his homeland.

2. He believes to be a Christian but Jesus said you know man by their fruits.

3. The research has showed the acoustics of the theatre at Epidaurus are not as dazzling as they have been highly praised.

4. Almost the entire Philippines is experiencing heavy rains.

5. A thousand sold Monets marked the triumph of impressionism.

6. Before you are tempted by exotic-sounding, fast-cooking porridges, mind you that the contents are nothing but cereals.

7. The waters of the Outer Hebrides are rich with whale, dolphin, orca, porpoise.

8. The attraction of the Isle of Harris is its tranquility, magnificent scenery and, finally, the warmth and confidence of the local community.

9. The idea is to raise awareness of the surroundings and to inspire people to get involved in conservation.

10. Swans are most vulnerable to egg thieves such as fox, mink, raven.

Exercise 4. Comment on the meanings and lexicogrammatical forms of the nouns. Make up sentences with the phrases.

charming beauties, to declare goods at the customs, an apprentice mechanic, refugee statistics, alleged successes, emergency powers to deal with the situation, residential properties, to display the national colours, private papers, pedestrian deaths, nut-based cheeses, a kitchen cloth, fire irons, to take great pains, to come into a fortune, repair works.

Exercise 5. Use an appropriate present-tense form of the verb in brackets following the grammatical and notional concord with the noun-subject.

1. While leaving the country, the family (to be) questioned by the police that (to be) searching the checked luggage.

2. The council (to be) unable to overcome the public's objections to the legislation.

3. The staff (to have) been drifted in to carry out the maintenance to the equipment which (to be) damaged by burglars.

4. Some audience (to be) being way too sensitive to make out the drawbacks of the Hall's acoustics that (to be) judged to be unsatisfactory.

5. The car mechanics (not to have) any effect on race results.

6. The company (to have) been accused of hosting content that (to be) sponsored by the tech giant.

7. Most of the debris (to be) ferried across the river.

8. Now the western suburbs of Melbourne (to have) its own tribute to Michelangelo's artwork which (to have) been erected in the front yard of a private home.

9. Meanwhile, the population (to be) ageing, serious damage (to be) going to have an immense impact on state services from healthcare to employment.

10. The foliage of the plants (to be) joined by honey-scented blooms in summer.

11. Instead, a pair of smart glasses (to have) built-in sensors and hidden speakers which (to pipe) music to your ears.

12. For a while, a colony of sea lions on Kangaroo Island (to be) treated with anti-parasitic medicine.

13. Maggy regrets that material goods (to substitute) all in her life, and completely assured that so many clothes, which (to be) bought for several years, (to be) to be donated to charity.

14. The scientist is focused on designing livestock that (to be) more heat tolerate, hardy and productive so that the cattle (to be) likely to thrive in a climate-altered future.

15. The tactics of the Hollywood paparazzi (to be) back in the spotlight yesterday after a couple of photographers (to be) accused of having supplied the actor with drugs.

16. The scientists' research (to have) taken an approach that the plankton (to be) blown up into space by air currents on earth.

17. The Himalayas (to have) been searched for two days after a dozen climbers (to have) gone missing after avalanches.

18. The worst thing was that this rubbish (to be) bought with other people's money whereas the stationery (to be) just plain unreachable.

19. The Philippines (to be) hit by about 20 typhoons and tropical storms each year whereas tens of thousands of people (to remain) displaced.

20. The premises of the Art Gallery (to be) searched by the police last night and the staff's belongings (to be) taken for further inspection.

21. The crowd of 200,000 concertgoers (to be) shouting back combative lyrics.

22. Yet history (to show) that the crowd always (to find) a way to return.

Exercise 6. Use as many partitive words as possible with the following nouns. Make up sentences with the phrases.

Model: debris – Piles/mountains/pieces of debris were removed from the streets.

paper, scissors, fabric, juice, goods, advice, life, cookies, butter, greens, land, grasshoppers, porridge, paint, unease, wind.

Exercise 7. Translate into English.

1. Стихийное бедствие нанесло значительный ущерб фермерскому хозяйству в пригороде города, который был охвачен пожарами несколько месяцев.

2. Эта политика нанесла серьезный ущерб (play havoc with) коренным народам, живущим в тропических лесах Амазонки более 10 тысяч лет.

3. Это компания должна оплатить вам расходы и убытки в случае, если товар потерян или поврежден.

4. Тренерский состав был сдержан к первым успехам команды, которые рассматривались лишь везением.

5. Экстренные советы от учителей по обучению на дому прежде всего были направлены на благополучие и творчество ребенка, наряду со стабильным повседневным распорядком.

6. Все содержимое вашего хозяйства не включено в страхование жилья, которое коренным образом отличается от страхования домашнего имущества.

7. Комплексный обзор источников позволяет понять, кем и как информационный контент был финансируван и произведен.

8. Компрометирующие фальшивые новости были удалены из социальных сетей.

9. За последний месяц полиция задержала тысячу людей, которые отказываются соблюдать строгую изоляцию.

10. Большинство населения признает климатический кризис "чрезвычайной ситуацией" и убеждено, что политика государства не справляется с этой проблемой, отдавая предпочтение прибыли нефтяной промышленности перед благополучием простых людей.

11. Модная одежда занимает сейчас в ее жизни и мозгу больше места, чем у обычного человека.

12. Огромные деньги вкладываются в строительство концертных залов, однако удивительно, как часто их акустика оценивается как неудовлетворительная.

13. После удивительно сильных февральских снегов и морозов яркий солнечный свет этого месяца все же пробудил весну к жизни.

14. Все фрукты, которые продаются здесь, кажутся одинаковыми на вкус.

15. Весь экипаж, когда находится в тесном контакте с пассажирами носит средства индивидуальной защиты, которыми являются маска и перчатки.

2.4. THE CATEGORY OF NUMBER

Being an inflected language, English possesses a tremendous stock of countable nouns which have both the singular and the plural form. As opposed to the singular unmarked form of the noun (e.g., *branch, building, wage*), the plural regular form is marked by the inflexion – **(e)s** (e.g., *branches, buildings, wages*).

Nevertheless, it's worth reminding of a bulk of invariable nouns that, due to their lexico-semantic properties, are referred to as either singular invariable nouns (*Singularia Tantum*), taking only the singular verb (e.g., *news, measles, linen, progress, furniture*), or plural invariable nouns (*Pluralia Tantum*), taking the plural verb (e.g., *police, livestock, goods, scales, savings*).

On the whole, the plural form of the noun may be expressed by a set of ways: *the regular plural, the irregular plural, the identical plural, the plural of compounds and borrowings*. (See Appendix 3.1)

I. Regular plurals

The suffix **-s**, added to the stem of nouns ending in vowels and voiced consonants is pronounced as [z]: *trays, sparrows, bears, worlds, dreams*. After voiceless consonants, the suffix **-s** is pronounced [s]: *clocks, grants, plates, drops, myths*. Nouns ending in **-ce, -s(e), -sh, -ch, -x, -ze** (sibilants) have the suffix **-s/-es** pronounced as [ɪz]: *places, senses, crosses, bushes, branches, prefixes, freezes*.

1. Nouns ending in **-o** preceded by a consonant have the suffix **-es** (e.g., *potatoes, echoes, heroes, etc.*).

The suffix **-s** is added to the stem of the noun in case the letter **-o** is preceded by a vowel (e.g., *radios, studios, bamboos, zoos,*

kangaroos), in proper names (e.g., *Filipinos, Eskimos*), in some borrowings (e.g., *kilos, photos, pianos, concertos, solos*). Some nouns may have both the plural forms: *cargo (e)s, mosquito (e)s, ghetto (e)s, mango (e)s*.

2. In nouns, the final letter **-y**, preceded by a consonant, changes into **-i** followed by the suffix **-es** (e.g., *country – countries, authority – authorities, cry – cries, etc.*).

The suffix **-s** is added to the stem of nouns ending in **-y** preceded by a vowel (e.g., *keys, plays, convoys*), and in proper names (e.g., *the Kennedys*).

The noun *penny* has two plural forms: *pennies* (with reference to individual coins), and *pence* (when referring to a whole sum/amount of money):

e.g. *Piles of pennies (coins) were scattered on the floor.*

The fare cost him eight pence (a sum of money).

3. The final consonant **-f(e)** of the noun stem changes into **-v** followed by the suffix **-es** in the following nouns *calf – calves, elf – elves, half – halves, knife – knives, leaf – leaves, life – lives, loaf – loaves, thief – thieves, scarf – scarves, self – selves, sheaf – sheaves, shelf – shelves, wife – wives, wolf – wolves*.

Other nouns ending in **-f(e)/-ff** take the plural inflection **-s** (e.g., *belief – beliefs, cliff – cliffs, gulf – gulfs, roof – roofs, safe – safes*).

The following nouns have both forms in the plural: *dwarf – dwarfs/dwarves, wharf – wharfs/wharves, hoof – hoofs/hooves, handkerchief – handkerchiefs/handkerchieves*.

4. Nouns ending in **-th** take only the plural inflection **-s** (e.g., *months, paths, truths*), pronounced as the voiced [ðz] after a long vowel or a diphthong: *paths* [pɑ:ðz], *mouths* [maʊðz], *youths* [ju:ðz], except for the noun *births* [bɜ:θs], whereas after a short vowel the nouns in **-th** have the voiceless [θs] in the plural: *myths* [mɪθs], *deaths* [deθs], *months* [mʌnθs].

II. Irregular plurals

There are a few nouns whose plural form is built up by means of a root vowel change: *man – men, woman – women, tooth – teeth, foot – feet, mouse – mice, goose – geese, louse – lice*.

A few more nouns have the archaic suffix **-en** to mark the plural: ox – oxen, child – children, brother – brethren (referring to male members of a religious group or people of the same community).

III. Identical plurals

In English there are a range of nouns having the identical form for both the singular and the plural:

1) *an aircraft – two aircraft, a spacecraft – two spacecraft, a bison – two bison, a grouse – two grouse, a moose – two moose, a rhino – two rhino (s), a sheep – two sheep, a swine – two swine, a deer – two deer, a fish – two fish (including some kinds of fish: several salmon/carp/pike/trout/herring/mackerel);*

It should be noted that the noun *fish*, except for the meaning of living creatures, may denote a few more ones in a variety of contexts, contributing to its lexico-grammatical changes:

e.g. **These fish** (living creatures) **live** in mutual beneficial partnerships with larger client fish from whom **they** feed on dead skin and parasites.

Before, a long time ago there were many catfish in the lake.

The fish (a whole generic class) **is** about 10cm long with a stripe, and **lives** in coral reefs.

Fatty fishes (less common in use; species of fish or fish species) such as mackerel, herring and salmon **are** naturally rich with vitamin D.

Fish (seafood – uncountable) **has** traditionally been free for locals, but people are now having to buy **it** at ever rising prices.

Frozen raw fish (seafood – uncountable) **has** been popular on the island for centuries.

Much of the fish (as a bulk weight in marine fishery), which **is** caught by Danish boats, **is** called industrial species which go to feed pigs.

2) nouns ending in **-s**: *a means – several means, a (gas) works – several (gas) works, a barracks – several barracks, a headquarters – several headquarters, a series – several series, a species – several species;*

e.g. *Freshwater fish **species are** dwindling, with the entire ecosystem breaking apart.*

*If **a whale species has** gone virtually unnoticed, hence, how **many smaller species have** been missed.*

*There **are five means** of making up nutritional deficiency.*

*The commitment to build **a new headquarters requires** collaborative relationships with local officials.*

*The oil and gas **works have** had a far worse impact on the climate than previously believed.*

3) names of nationalities ending in **-ese, -ss**: *a Chinese – several Chinese, a Japanese – several Japanese, a Portuguese – several Portuguese, a Swiss – several Swiss;*

e.g. *The sensitive look of its most well-known labels, such as Versace, is rarely spotted on **the Milanese themselves**.*

***The Viennese** often prefer to shop, drink and eat in their own district or a neighbouring one than venture into the centre.*

***The Sudanese** attended the rallies to protest against the rule of their long-time president.*

4) nouns indicating some quantity and measurement (e.g., dozen (hundred, thousand), head, hers, pound, stone, score, foot, etc.) may be used in the singular when preceded by a numeral and followed by a noun (prepositional phrase) or a numeral:

e.g. *That purchase cost me **seven pound(s) fifty**.*

*That's not a small bill, but for **two dozen (of) people** it's a steal.*

***A dozen people** were evacuated from the building.*

*Another **seven pounds and forty-five pence** was wasted.*

*The company insisted on spreading employees out across its **six million square foot facility**, implementing social distancing.*

*Mid-century, **three score and 10** used to seem a 'a good innings': now **five score and 10** seems more like it.*

*At least **10 thousand head of livestock** have been confirmed lost as a result of the disaster.*

*The actress was obliged to put on extra **two stone of weight** for the role.*

However, when used referring to a large quantity with no numeral determiner preceding, the nouns take the plural form:

e.g. **Scores of** volunteers were willing to offer their help.

Dozens of the injured were taken to hospital.

A gambler was accused of having used credit cards to spend **tens of thousands of pounds** with online casinos.

The authorities received **hundreds of** applications for this job.

With **herds of** cattle grazing on the farm grasslands, scientists are trying to find a solution to reducing gas emissions.

IV. Plurals of Compounds

In compound nouns either the first or the final component or both components may take the plural form:

1) in nominal and substantivized compounds, it is traditionally the final component that marks the plural form (e.g., *bookcases*, *toothbrushes*, *handfuls*, *drawbacks*, *fireplaces*, *fish-eaters*, *maid-servants*, *schoolmasters*, *housewives*, *boyfriends*, *forget-me-nots*, *merry-go-rounds*, *grown-ups*, *drop-outs*, *pick-ups*, *go-betweens*, *by-standers*, *breakdowns*, *downloads*, *Frenchmen*, *Dutchmen*, etc.).

It is worth noticing that the names of nationalities such as *German*, *Norman*, *Roman* are not compounds, and therefore take the regular plural form: *Germans*, *Normans*, *Romans*.

2) there are a range of nominal compounds formed with the help of a preposition, adjective or adverb, with the first component marked the plural (e.g., *passers-by*; *lookers-on*; *standers-on*; *editors-in-chief*; *mothers/fathers/cousins/-in-law*; *commanders-in-chief*; *men-of-war*; *men-of-letters*; *lilies of the valley* (*lily of the valleys*); *attorneys general*; *governors general*; *courts martial*);

3) in compounds with the first element expressed by "man", "woman", the plural is marked twice – in both the first and the final component (e.g., *men/women-servants*, *men teachers*, *men/women-children*, *men/women cooks*, *women drivers*, *women builders*, *women voters*).

Nevertheless, as regards phraseological units, it is the second component of such compounds that is marked plural (e.g., *man-*

eaters; *man-engines*; *man-holes*; *manhunts*; *man-traps*; *woman-haters*, *lady-killers*; *lady-birds*; *lady-cooks*).

V. Plurals of Borrowings

In English, there are a number of nouns borrowed from other foreign languages (especially from Greek and Latin), used in formal style, academic or learned language. The plural forms of the nouns have retained their original plural inflexions, for instance: the singular suffix **-is [ɪs]** changes into the plural **-es [ɪːz]** (e.g., *basis* – *bases*; *crisis* – *crises*); **-on [ən]** into **-a [ə]** (e.g., *criterion* – *criteria*; *phenomenon* – *phenomena*); **-us [əs]** into **-i [aɪ]** (e.g., *stimulus* – *stimuli*; *radius* – *radii*); **-um [əm]** into **-a [ə]** (e.g., *stratum* – *strata*; *datum* – *data*); **-a [ə]** into **-ae [ɪː]** (e.g., *formula* – *formulae*; *vertebra* – *vertebrae*); **-ex, ix [eks]** into **-ices [ɪsɪːz]** (e.g., *index* – *indices*; *matrix* – *matrices*).

Nonetheless, the borrowings tend to take the regular plural form when denoting some acquired, connotative, meanings or in informal style:

e.g. "Though there are perhaps different **criteria**s to support the other point of view."

If I take water out of one *stratum*, that will cause water in higher **stratums** to come down.

The company marketed its infant milk **formulas** as "closest to" and "following the example of" human breast milk in several countries.

Moreover, it is noteworthy that there is a tendency to use the plural forms of the nouns "*media* (*medium*)", "*data* (*datum*)" with the singular verb, although both forms of the verb are common and equally acceptable, with the plural verb agreement still more frequent in technical and scientific language.

e.g. Why **has the media** ignored the misbehaviour allegations against the candidate?

The "*fake news*" **media** (a variety of resources) **were** treated as enemies of the people.

Privately compiled **data shows** that casualties now account for more than half of all fatalities in 14 states

The data have actually been pretty consistent across lots of different countries.

Here is all the data Google and Facebook have on you.

Activities

Exercise 1. Comprehension questions.

1. By what means is the category of number marked in English?
2. What ways of forming the plural may be distinguished?
3. What classes of nouns are referred to as invariable?
4. Give samples supplying with comments on semantic-grammatical variability of the noun. (For instance, "fish", "people", "man-hunter", "damage", "data").

Exercise 2. Give the plural forms of the following nouns.

1. negro, hair-do, cargo, veto, studio, manifesto, volcano, tobacco, cello, portfolio, concerto, photo, bamboo, echo;
2. rally, penny, supply, survey, authority, storey, policy, tray, enemy, sky, theory, donkey, convoy, clergy, casualty, gateway;
3. knife, cliff, leaf, chief, thief, kerchief, handkerchief, calf, mischief, staff, roof, half, grief, hoof, scarf, relief, sheaf, life, belief, wharf, proof, safe, dwarf, cuff, reef;
4. bath, booth, mouth, death, oath, birth, sheath, month, myth, locksmith, path, faith;
5. works, moose, headquarters, rhino, series, a Vietnamese, spacecraft, a Swiss, bison, means, a Milanese, salmon;
6. Frenchman, bookseller, Roman, by-stander, looker-on, go-between, brother-in-law, boy-messenger, drop-out, pencil-sharpener, man-of-war, drawback, man-tutor, man-eater, gatekeeper, lady-killer, breakdown, man purse, spoonful, commander-in-chief, merry-go-round, lady-bird, Norman, clergyman, room-mate, hang-out, lockdown;
7. radius, genius, bacillus, focus, calculus; curriculum, referendum, bacterium, datum, medium, memorandum, addendum; formula, copula, amoeba, antenna, larva, uvula; basis,

crisis, diagnosis, thesis, analysis, neurosis; phenomenon, criterion, automaton, index, appendix;

8. ash, sheep, specimen, fowl, strength, workmate, anchovy, postmaster, editor-in-chief, virtuoso, herring, woman servant, louse, hanger-on, court-of-law, mongoose, alumna, alumnus, deer, Sunday, fungus, Hindu, ski, nebula, ox, truth, tie, hypothesis, aisle, goose, Filipino, offspring, lily of the valley, vertebra, cupful, in-law, species, piano, youth, embargo, decency, symposium, spray, pick-up, cumulus, flamingo, encyclopedia, lynx, grown-up, quota, parenthesis, search, moratorium, bully, mayor, stimulus, depth, paralysis, oasis.

Exercise 3. Choose an appropriate form of the noun due to semantic reference.

1. (**mediums – media**) a) Have any _ received messages from the spirit world about life after death? b) Most political _ was still entirely focused on impeachment and the Democratic primary.

2. (**formulas – formulae**) a) These symbols are used as mathematical _ . b) Quite a number of words are not informative, I used as special _ of politeness or etiquette.

3. (**aquariums – aquaria**) a) People hold _ to keep live fish in the house. b) Oceans are, in a way, huge natural _ for underwater life. c) I am a lifelong fan of good zoos and have visited dozens of zoos, safari parks and _ around the world. d) The company supplies marine life for display in _.

4. (**content – contents**) a) The unity of form and _ is an important requirement for a true piece of art. b) How high is the _ of fat in this food? c) The police emptied the bag and examined _ d) The Prime-Minister declined to go into details on the _ of his talks with the Chancellor. e) The Mass Media produces a variety of _ with funding from outside parties.

5. (**brothers – brethren**) a) As ye (= you) have done it unto (= to) one of my _, ye have done it unto me. b) The two _ have got so many messages of support from members of the community and further afield.

Exercise 4. Give the missing form of the following nouns if necessary, matching with the forms of the verb "to be" and supplying with comments.

Model: scales: are, Pluralia Tantum; wood – woods: is/are, material uncountable (substance), class countable.

Premises, food, billiards, livestock, means, suspenders, safes, swine, sledge, staff, phonetics, leafage, goods, poultry, ink, headquarters, jury, axes, customs, fruit, spacecraft, mechanics, strata, men of letters, poetry, works, machinery.

Exercise 5. Supply with an appropriate form of the noun and the verb.

1. The freshwater species of (fish) (to live) at the bottom of cool lowland rivers across eastern England but (to leave) their preferred habitat for ponds and pools to spawn.

2. Because of the high mortality rate for (fish), hundreds of thousands of (young fish) (to be) first reared in captivity from eggs brought from European hatcheries.

3. The (fish) (to be) successfully reintroduced into several river valleys with good floodplains that is the ideal habitat where this species of (fish) (to live).

4. Though some (fish) (to be) able to breathe on land taking oxygen from air, most of the (fish), when taken out of water, (to suffocate).

5. Four out of five people agree we should only eat (fish) that (to come) from sustainable sources.

6. Oily (fish) such as sardines, mackerel and herring (to deliver) greater health benefits in the form of vital omega-3 oils and (be) easy to cook.

7. The (fish) usually wild salmon (to be) traditionally frozen in the open air and overwintered under the snow, before the (fish) (to be) dug up to eat in spring. (It/They) (to be) then cut and eaten while still frozen, and served with soy sauce and fresh wasabi.

8. Even when fish (to be) caught in areas where stocks are sustainable, damage (to be) still legal.

9. "It's still much harder for people to check how (much/many fish/fishes), they are buying in supermarkets, (to be) sourced sustainably."

10. (The/A/-) cod (be) endangered, now (the, a, -) barracuda (have) been fished to near extinction in the North Sea.

11. In contrast, the amount of wild caught fish (have) barely changed since the late 1980s and a number of commercial fish species (to be) overfished.

12. (This/These) mysterious (fish) (migrate) from the Atlantic to fresh and coastal (water) to grow, then (it/they) (head) back out to the ocean to breed.

13. Humans have never eaten so (much/many fish/fishes) as well as other seafood, but nearly half of (it/them) (to be) no longer caught wild but grown in farms.

Exercise 6. Translate the sentences into English.

A 1. Я очень люблю фрукты. Они придают мне силы (энергию). 2. Сходи на рынок и купи фрукты. Там продается много экзотических фруктов, и я их использую для пирога и мороженого. И вообще, фрукты полезны и богаты витаминами и минералами. 3. Скот продают и покупают на этом рынке. 4. Миланцы гордятся своим оперным театром. 5. – Где твои новые часы? – К сожалению, я их потерял. 6. В наше время мыши и крысы часто рассматриваются как домашние животные. 7. Домашняя птица моей свекрови славится на всю округу. Три десятка кур, уток, гусей, индеек приносят ей доход в десятки яиц. 8. На поверхности этой планеты происходят странные явления. 9. Разные образовательные программы представлены факультетами университета. 10. Каковы критерии оценки этих произведений искусства? 11. Каково содержание этой бутылки? 12. Каково обычно содержание сахара в крови? 13. Кризисы в экономике отражаются на уровне жизни разных слоев населения. 14. Содержание этого пакета неизвестно. 15. Деньги – вещь очень важная. Особенно когда их нет. 16. Успех, как правило, зависит от упорного труда и удачи. 17. Фильм имел большой успех.

18. Твои успехи очень всех радуют. 19. Его знания очень обширны. 20. – Не могу понять, откуда у тебя берутся деньги. – Они любят меня и находят меня. 21. Этот вид рыб проплывает большое расстояние. 22. В этом озере так много рыбы, что мы рыбачили до заката и поймали десяток трески и даже две форели. 23. Из здания было эвакуировано с десяток человек. 24. Заметили, как стая волков охотилась на стадо оленей, которые бродили по заповеднику. 25. За несколько дней более миллиона волонтеров согласились принять участие в нашем исследовании.

В 1. Жирная рыба также является отличным источником постного белка и минералов, что значительно полезнее, чем мясо. 2. Механизм управления не гарантирует, что в будущем не будет банковских кризисов. 3. Люди разных социальных слоев подвержены этому заболеванию, вызванному этими бактериями. 4. Выбор товаров, который представлен на полках магазинов, зависит от одного или двух очень специфических способов торговли. 5. Механизмы предвыборной кампании были мгновенно разоблачены, после того как ремонтные работы магистралей были завершены в кратчайший срок. 6. Благотворительные организации неохотно делятся своими неудачами и успехами. 7. За последние годы, все большее количество людей приходит к пониманию того, что сведения имеют «темную сторону» и являются глобальным источником информации, который позволяет кучке магнатов монополизировать цифровую инфраструктуру во всем мире. 8. Если вы работаете дома, то ни интернет-услуги, ни техническое обслуживание, ни домашнее оборудование не оплачивается работодателем. 9. Есть явные свидетельства того, что ассоциации студентов и ученых стремятся видоизменить проблематику (agendum) научно-исследовательской работы и учебные планы британских университетов, а также ограничивать деятельность исследователей в университетских кампусах. 10. Смит возглавила инициативу в своем колледже в Хартфорде, чтобы заменить портреты давно ушедших мужчин-ученых новыми фотогра-

фиями выпускниц и выпускников, и приветствует дебаты о расширении учебной программы.

Exercise 7. Make the nouns plural where possible supplying all necessary grammar changes.

1. Any housewife has spotted that the statesman handles the policy as the original man-child.

2. The dam also blocks the movement of this species of fish in the Mekong basin that relies on a long distance migration.

3. This fish species is fascinating in its breadth of cognitive ability.

4. The scientist is researching a new animal species on the basis of some new criterion, supplying new information about the species that was previously only partially studied or known from a museum specimen.

5. The aircraft maker has delivered 50 commercial aircraft in Chicago where is its headquarters.

Exercise 8. Revision. Translate the sentences into English.

1. Было бы вполне разумно предсказать, что команда, знающая формулы победы, будет иметь ошеломляющий успех.

2. Речные воды падают до рекордно низкого уровня, поскольку плотины продолжают строиться, подвергая риску сотни видов рыб и животных.

3. Посмотрите сегодня вниз на воды венецианских каналов, и вы увидите удивительное зрелище – не только ясный вид песчаного дна, но и косяки крошечных рыбок, десятки моллюсков и разноцветных растений.

4. Поскольку значительная часть рыбы, продаваемой в Великобритании, не имеет сертификации экологического улова (sustainable certification), проблема для потребителей может быть решена только в том случае, если рыба из неэкологических источников будет полностью удалена с полок магазинов.

5. Рыбий жир богат омега-3 жирными кислотами и микроэлементами, которые способствуют улучшению здоровья сердца, мозга и глаз, а также помогают предотвратить рак.

6. Статистика показывает, что каждую секунду через границы проходят миллиарды данных, что эквивалентно примерно 13 миллионам экземпляров полного собрания произведений Шекспира.

7. Эти данные о сокращении использования мобильного интернета создают некоторые проблемы для компаний.

8. Полиция изучает содержание писем, чтобы выявить любую потенциальную связь.

9. Тысяче сотрудников был предоставлен отпуск, так как авиакомпании несут масштабные убытки из-за кризиса, вызванные тем, что самолеты продолжали совершать полеты с 20%-ной загрузкой.

10. Есть разумное количество японцев, живущих и работающих в крупных китайских городах, но в целом китайцы и японцы редко общаются вне делового контекста.

11. Изучение образцов под микроскопом и их оценка показывают, является ли расположение чешуек отличительной чертой нового вида или нет.

12. Исследование Гарварда показало, что разнообразие диетических продуктов питания и бакалейных товаров связано с ростом заболеваний, вызванных избыточным весом.

13. Ряд работ неоимпрессионизма, похищенных нацистами из частной собственности успешного бизнесмена во время немецкой оккупации Франции, были недавно возвращены наследникам Гастона Леви, коллекционера произведений искусства во Франции в 30-х годах XX века.

14. Как генетические заболевания, так и высокий уровень смертности были вызваны выбросами хрома и асбеста промышленных заводов, обрекая последующие поколения людей на болезни и раннюю смертность.

15. Власти популярного туристического штата Индии Гоа предложили внести в список несколько диких видов, в том числе кабана, обезьяну, дикого бизона, павлина, в качестве паразитов, которые наносят серьезный ущерб фермерским земельным угодьям (cultivation) и урожаю в сельской местности.

2.5. THE NOUN-VERB AGREEMENT

Agreement is a type of "dominating connection" (concord) of the subject and the predicate in number and person – namely, that a singular noun-subject will require a singular present tense-aspect form of the finite verb and the singular past form of the verb **to be** (e.g., *the plant **grows**; the population **is** increasing; no damage **has** been done; the store **was** overcrowded*), whereas a plural noun-subject will require a plural verb-predicate (e.g., *people **are** most affected; children **were** dressed; experts **debate**; a lot of issues **have** been raised*).

Alongside all the aforementioned patterns of noun-verb concord required with collective and invariable nouns (see "Semantic Characteristics of the Noun", 2.3), a few more cases of noun-verb agreement should be taken into account:

1) homogeneous noun-subjects connected by means of the coordinating conjunctions **and**, **both... and** or **asyndetically** take a plural verb:

e.g. *a school mate **and** a sibling of mine were eager to learn to play instruments.*

***Both** the musicians **and** the singer have been surprised with the audience's wild applause.*

Collapsing prices, the rise of farms have led to a flood of bankruptcies.

However, care should be taken to the homogeneous noun-subjects which take a singular verb when carrying the meaning of a single unity:

• <i>Bread, cheese and milk (separate objects) were piled into the basket.</i>	<i>Fish and chips (a total unity) is a traditional <u>dish</u> which is to be well-done to get people to change their habits.</i>
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• <i>The president and the minister (two leaders) were reported to announce the details of the treaty.</i>	<i>The former minister and rising star of the government (a single person) has released the reason of his joining the party.</i>
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2) the verb-predicate agrees with the first noun of homogeneous noun-subjects connected by means of the coordinating conjunctions **as well as, rather than, more than** and the preposition **with, together (along) with**:

e.g. *The wine **with** cheese and fruits was served as an aperitif.*

*Books **along** with the book market are going to vanish.*

*But: **Along with the melting** of Arctic sea ice, the atmospheric changes of the planet have already gone into effect.*

*Oil and gas **industries as well as** a new infrastructure strategy have pushed back net zero emissions.*

Britain as well as some eastern European countries has made zero progress in tackling gender inequality in the past decade.

Gold rather than ideological strategies has paved the rugby club to success.

Apps rather/more than the mobile web have been used by gadget consumers.

3) the verb-predicate agrees with the nearest noun of homogeneous noun-subjects connected by means of the coordinating conjunctions **or, either ... or, neither ... nor, not only ... but**:

e.g. ***Either** carbon taxes **or** a trade system **is** likely to be adopted to reduce emissions.*

***Were the staff or** the director evacuated under pressure?*

***Neither** work **nor** even household chores **were** accessible to her.*

***Not only** businesses **but the consumer is** concerned about environmental sustainability.*

4) the verb-predicate agrees with the first noun of homogeneous noun-subjects introduced by **there, here** and **where**:

e.g. ***Here come** engine canoes and a solar one.*

***Here is** an ambulance and the police to conduct an inquiry.*

***There appears** to be no evidence and guarantees.*

***There was** a growth of tourism industry and a huge number of international tourist visits.*

***There have** not been any new cases and any fatality.*

***Where is (are)** the interpreter and the reporters?*

5) the plural nouns and homogeneous noun-subjects denoting titles of companies, journals, art and scientific works, and measures of time, distance, weight, value, etc., take a singular verb, when used in the meaning of a whole unity:

e.g. ***The Times does not** alter, edit or update the article to preserve them as originally appeared.*

***"Pride and Prejudice" remains** still fresh in the minds of people and still **exemplifies** the tragedy of current communal norms and morals.*

***"The Bathers" is** viewed as a masterpiece of contradictions.*

***"Sands of time" is** a collection of pictures taken by the Czech photographer in Saharan Africa in the 1930s.*

***Rolls-Royce Motor Cars is** cashing in on the trend of extravagantly upholstered luxury cars with a range of upgrades. If twenty-four **hours** (a period) **is** a long time in politics, then the past ten **years has** been literally a life time in the medium world.*

***Hundreds of billions of dollars** (a sum) in aid **has** ended up in the pockets of a corrupt political elite.*

6) the prepositional nouns **the rest of, the/a majority/minority of, a number of, a range of, a variety of, a proportion of, a percentage of, a handful of, etc.**, followed by a plural noun take a plural verb, when followed by a singular noun, they take a singular verb:

e.g. *There **are** a wide range of transferable **skills** for graduates to develop.*

*A growing number of group **bookings have** been cancelled or postponed.*

*A large percentage of **players have** remained and **are** going to have a full two weeks without any competitive match.*

*The vast majority of **mortgages have** been withdrawn.*

*A small minority of **the electorate was** required to implement the legislation.*

*The rest of **the world is** responsible for the coming economic crisis.*

*A variety of home-cooked **food was** on offer to complement the world-wide variety of music.*

*A large proportion of the population **have** been vaccinated with antibodies produced.*

However, when used with the definite article, the prepositional nouns **the number of, the range of, the variety of, the proportion of, the percentage of, the handful of, etc.**, even if followed by a plural noun, take a singular verb:

*e.g. **The proportion** of women in the largest companies **has** more than doubled.*

***The number** of shoppers **has** abruptly dropped since.*

***The percentage** of milk sales **is** much smaller compared with other beverages.*

***The variety** of foods and groceries **is** to be scaled back.*

It should be noted that the quantitative phrase **the/an amount of** which is commonly followed by a singular uncountable noun takes a singular verb:

*e.g. a huge **amount of plastic** **is** swirling on the open ocean.*

*A tremendous **amount of authority** **has** always been an effective recipe for disaster.*

Activities

Exercise 1. Comprehension questions.

1. What does the term "agreement" imply?
2. What patterns of agreement may be applied to noun-subjects connected by means of coordinating conjunctions?
3. What types of concord should be followed with plural noun-subjects?
4. What form of the verb do nouns denoting quantities take?

Exercise 2. Use the proper present tense-aspect form of the verb in brackets following the grammatical and notional concord with the noun-subject.

1. The research (show) that a moderate amount of running (reduce) risk of early death.
2. Neither the building nor the statues (be) required to be removed.
3. Both Britain's suburbs and its bourgeois stability (make) the country majestic.

4. This species along with other animals (die) due to lack of water and food in the park.

5. The cut and collect method (reduce) the fertility of soil.

6. The variety of native fruits (to be) smaller than it (to have) been for decades.

7. "Inglorious Bastards" by Quentin Tarantino (seem) cinema's revenge on life.

8. There (be) a host of great shows from the age of Peak TV that you may have missed.

9. Not only fertilization methods but the diversity of plants (be) having no dramatic results.

10. A significant number of the population (not believe) that human-driven damage (have) negative impacts on the world community.

11. A real variety of quality content of children's programmes (be) suitable, and a vast majority of educational platforms (be) not designed for children.

12. The couple (be) seen sheltering under an umbrella, to mainly cheers from a small crowd of well-wishers who (be) braving the inclement weather.

13. Some university staff (have) expressed anger at the amount of money that (be) spent on new university buildings and vice-chancellor salaries, rather than on improving staff pay and conditions.

14. "Pounds" (derive) from the name of an ancient Roman unit of measurement, *Libra pondo*.

15. British Airways (suspend) its staff who (have been) given a month's furlough while Heathrow shuts one runway.

16. The quality and variety of most types of food which (to be) sold in Britain (to have) greatly improved.

17. A variety of craft beers (to be) produced by independent brewers using traditional methods.

18. At least a dozen schools across the UK (to have) put students and staff into self-isolation after returning home.

19. More than a hundred Victoria police staff (to have) now been suspended or transferred to other police offices.

20. The world's climate statistics (to show) there (to be) only a dozen years for global warming to be kept to a maximum of 1.5°C.

Exercise 3. Translate into English.

1. Такое же количество углекислого газа выбрасывается в атмосферу за последние три года.

2. Ни обломки (debris) с мусором, ни развалины (rubble) здания не были удалены с мостовой.

3. Известно, что «Друзья» (сериал), который выходил в эфир в течение десяти сезонов, планирует возвращение для специального выпуска.

4. Стресс и неудобство двухнедельной изоляции не принимались в расчет.

5. Четверть всех видов китов и дельфинов всего мира были зарегистрированы в этом заповеднике.

6. Педагогический персонал вместе с профсоюзом, готовый начать двухнедельную забастовку в кампусах, выразил негодование по поводу неспособности руководителей решать вопросы об оплате и условиях труда, а также о пенсии.

7. Вот целый ряд комнатных растений, которые вы можете размножить дома прямо сейчас, чтобы поднять себе настроение.

8. Все большее число пассажиров сталкиваются со штрафами за то, что не переключают телефоны на режим полета.

9. Подозреваемый преступник и наркодилер был осужден за убийство после нескольких лет в бегах.

10. Разнообразие местных фруктов значительно меньше, чем это было в течение многих десятилетий.

11. Существует целый ряд приложений, направленных на то, чтобы помочь вам достичь успехов в списке ваших задач (дел).

12. Из поколения в поколение увеличивается доля доходов от строительства жилья.

13. Растущее использование приложений, нежели браузеров, сильно контрастирует с настольным использованием интернета, где пользователи сравнительно легко отслеживаются.

14. «Маленькие женщины» наконец-то имеют финал, который заслуживают взрослые женщины.

15. Каждые четыре фунта говядины, которые вы употребляете, способствуют столько же глобальному потеплению, как полет из Нью-Йорка в Лондон.

2.6. The CATEGORY OF CASE

Case is a grammatical category which is represented in the Genitive form of a noun (or a pronoun) expressing varied relations to the other one. As opposed to the **Common Case** of the noun, the **Genitive Case** is marked by the apostrophe and the suffix **-s** or the apostrophe (**'**) alone added to the word (e.g., *the director – the director's speech; the actress – the actress's play; the teachers – the teachers' strike*).

1. The Genitive inflexion (**-s**) is pronounced according to the reading rules for the regular plurals, e.g., *jury's, dog's, player's* [z] – after vowels and voiced consonants; *student's* [s] – after voiceless consonants; *prince's, judge's, fox's, Elvis's* [ɪz] – after sibilants. The Genitive suffix **-s** is added to singular nouns (e.g., *staff's, cow's, the public's, tailor's*), to irregular plural nouns (e.g., *mice's, children's*), to invariable plural nouns (e.g., *people's*) and the final component of compound nouns (e.g., *grown-up's; farther-in-law's*).

Proper nouns ending in sibilants traditionally take the genitive inflexion (**-s**), although the suffix **-s** may be omitted due to certain style/tongue peculiarities (e.g., *Soames's collection, Dickens's novels, Lewis's works, Burns's poems, Keats's (Keats') odes, Zeus's sons, Achilles' heel, Archimedes' Law, Heracles' exploits, Athens' tourism, Athens's culture minister, Cannes' film stars*).

The apostrophe (**'**) alone is added to regular plural nouns (e.g., *the parents', soldiers'*) and personal names in plural (e.g., *the Smiths' mansion; the Douglasses' claims*). (See Appendix 3.2)

2. Structurally, as an attributive modifier, the noun in the Genitive Case generally precedes its head-word, which is called the Dependent Genitive. The usage of the Genitive Case is nevertheless restricted to certain groups of nouns:

1) nouns denoting animate (living) beings (personal names, people, animals) (e.g., *Bella's wardrobe, the brothers-in-law's virtues, the lion's roaring, the swallows' nests, the fish's scales, these species' habitat; our neighbour's tenant's scandals*); whereas with nouns denoting inanimate objects and abstract notions "the of-phrase" is

traditionally used (e.g., *the height of the mountain, the surface of the table, the naivety of this suggestion*, etc.);

2) nouns of multitude (e.g., *the team's victory, the people's traditions, the staff's demands, the crew's newest recruit*, etc.); as well as nouns denoting inanimate objects but referring to organizations, communities, social spheres of human activities (e.g., *the government's approach, the council's resolution, the company's strategy, the state's policy, the media's research, the Church's doctrines, Silicon Valley's giants, The New York Times's success, the University's budget, the EU's economic response, fashion's impact, the table's (visitors') order, the schools' websites, the play's (the playwright's) appeal, the article's contents*, etc.);

3) proper names and nouns denoting continents, countries, towns and other public/communal places, areas (e.g., *Africa's public health system, Europe's migrant workers, Britain's food supply system, London's transport network, the country's lockdown, the county's public libraries, the city's parks, the village's struggle, the island's outline, the park's sites of interest, the building's original architecture*, etc.);

4) nouns denoting quantity/value, distance and temporal measures (time, years, seasons, months, days) (e.g., *a pound's worth, half a mile's path, a few days' trip, a two years' absence, last year's exams, a moment's pause, a seven months' pay, a good night's sleep, winter's frosts, May's thunderstorms, Friday's agenda, today's breaking news*, etc.);

5) nouns denoting vehicles and vessels (e.g., *the ship's crew, the car's brakes, the bike's engine, the aircraft's landing, the spaceship's flight*, etc.);

6) nouns denoting unique objects and water bodies (e.g., *the world's trade, the sun's rays, the moon's light, the Earth's resources, the Milky Way's black hole, the ocean's tides, the river's current, the lake's ecosystem, the pond's surface*, etc.);

7) a considerable number of set-phrases in which nouns of different classes may be found in the Genitive Case: *to one's heart's content, at one's wit's end, in one's mind's eye, at one's finger's end, out of harm's way, from a bird's view, to a hair's breadth, at arm's reach, at arm's length, at a stone's throw, at sword's points, at the razor's*

edge, at death's door, for donkey's years, a baker's dozen, duty's call, a needle's point, a pin's head, for goodness' (God's, Christ's, Heaven's, convenience's, argument's, friendship's, old times') sake.

3. the Group Genitive Case may be applied to a whole group of words as a single genitive unit, with the inflexion *-s* added to the final constituent: *Brien and Steve's office, Jack and Ann's children, the brothers Grimms' fairy tales, the Prime Minister of England's residence, the Prince of Denmark's tragedy, in an hour or two's time, three miles and a half's drive, the woman in the corner's baby* (less common).

However, in case of individual possession, the inflexion *-s* is used with both nouns: *WhatsApp's and Facebook's customers, Matisse's and Picasso's works*.

4. The Absolute (or Independent) Genitive Case, with the head noun omitted, may be used in the following cases:

1) to avoid repetition of the noun mentioned above: *Leonardo's paintings were compared with Rembrandt's*;

2) in the meaning of locality to omit nouns denoting trade, service (shops, offices, institutions, agencies, churches, residences of people and some other places dedicated to proper names): *the barber's, the butcher's (shop), the dentist's, at the aunt's (apartment), St Paul's (cathedral), St George's (hospital), Christie's (auction house), Zara's (fashion company), McDonald's (restaurant)*;

5. The Double Genitive Case may be used in the meaning of "one or several of the whole part" followed by the noun in the Absolute Genitive Case or in the Common Case as well as by pronouns in their possessive absolute forms: *a client of the doctor's (his) (one of the doctor's clients); a roommate of Andy's (hers); a few tips of my relatives' (theirs); an opinion of mine; a project of ours*.

The head noun may be preceded by demonstrative pronouns (*this, that, these, those*) to emphasize the meaning "one or several of the whole part": *this joke of Robert's, that outfit of Ashley's, those paintings of the artists'.*

6. Alongside the Genitive inflexion *-s*, the "of-phrase" is also common in the aforementioned cases, e.g., *the Queen's portrait –*

the portrait of the Queen; London's streets – the streets of London; the ship's sheer size – the sheer size of the ship; for the children's sake – for the sake of the children; the nation's history – the history of the nation; Van Dyck's portrait of King Charles; the National Gallery's portrait of King Charles by Van Dyck.

Nevertheless, the "of-phrase" with the noun modifier is in common use, expressing the following meanings and cases of:

1) the possessive referent of inanimate things and abstract notions (e.g., *the foot of the mountain, the frame of the page; the roaring of the ocean, the sounds of music, the significance of reputation; the value of dignity*, etc.);

2) content, quality and measurement referent (e.g., *a packet of biscuits, crowds of rebellions, a flock of birds, a period of innovation, a feeling of relief, an issue of importance, a sailor of middle height, a building of enormous size, a weight of three tons, a temperature of twenty degrees*, etc.);

3) the objective referent (e.g., *the support of freelance artists, the arrest of a classics professor, the punishment of children, the development of technologies, the estimates of the unemployment statistics, studies of human evolution*, etc.);

4) prepositional phrase or clause (e.g., *the whole frame of the dog beneath the bars, the support and trust of voters from our generation; the summit of representatives from governments that cover around a third of the world's population*, etc.);

5) certain fixed expressions and titles (e.g., *the Prince of Wales, the Bank of England*, etc.).

Note: *the Bank's policy, BoE's scenario*.

7. Semantically, the relations between the noun in the Genitive Case and its head word may be of two types:

1) the specifying (belonging) genitive, which may express the following meanings:

a) the possessive genitive (e.g., *Emily's generous relatives, the company's moral values, the family's movable property, the Earth's gravity; the fox's den*, etc.);

b) the genitive whole to its constituents (e.g., *the child's dirty hands, the lion's strong paws*, etc.);

c) the subjective genitive (or the doer of the action) (e.g., *the parents' hesitating consent, the doctor's medical conclusion, the deputy's participation, the Queen's reign*, etc.);

d) the origin genitive (or authorship) (e.g., *Albert Einstein's general theories, the playwright's social tragedies, the authorities' traffic laws*, etc.);

2) the classifying (descriptive/qualitative) genitive may refer to either a whole class of living beings, representing characteristic features, or measurement modifying the head noun (e.g., *a children's festival = designed for children; a woman's wedding ring = designed for a woman; a men's fashion journal = designed for men; his sly idiot's smirk = like an idiot; her gracious angel's eyes = like an angel; delicate goat's cheese; a heavy ten kilos' bag; a tedious half an hour's chatter*).

8. It is noteworthy that the head noun may be modified not only by nouns in the Genitive Case but also by some other attributes whose positions as well as the choice of the articles are predetermined by the semantic type of the Genitive Case.

Namely, in case of the specifying (belonging) genitive, attributes precede right the nouns they refer to, e.g., *the old man's wise words = the wise words of the old man; these famous actors' stunning acting = the stunning acting of these famous actors; last year's terrifying events = the terrifying events of last year; the great Beethoven's best-known compositions = the best-known compositions of the great Beethoven; yesterday's national results = the national results of yesterday*.

Whereas in case of the classifying (descriptive) genitive, all attributes precede the noun in the genitive case, although the article and attributes modify the head noun, e.g., *a spacious fairytale-themed children's park = a spacious fairytale-themed park for children; a multifunctional well-equipped women's center = a multifunctional well-equipped center for women; a deep mole's hole; several damaged birds' nests; much creamy cow's milk; an oppressive five minutes' wait = an oppressive wait within/for five minutes; an amusing three hours' trip*.

It should be noticed that certain ambiguous meanings may emerge in some cases like *"a large cow's head"* (*a large head like*

a cow's or the head of a large cow) or "another woman's hat" (another feminine hat or the hat of another woman), which are traditionally dealt with referring to context.

Activities

Exercise 1. Comprehension questions.

1. With what groups of nouns can the Genitive Case be used?
2. Structurally, what types of the Genitive Case may be pointed out?
3. Semantically, in what types can the Genitive Case fall into?

Exercise 2. Replace the of-phrase by the noun in the Genitive Case, paying attention to the spelling and pronunciation of the Genitive inflexion.

a) the sniff of Soames, the novels of Dickens, the poems by Burns, the suits of Mr. Jones, the children of the Joneses, the appearance of the hostess, the headquarters of the company, the palace of St James, the policy of France;

b) the labours of Hercules, the tragedies of Sophocles, the teachings of Socrates, the sword of Damocles, the will of Zeus, the wrath of Achilles, the music of Orpheus;

c) the hobbies of the child, the pranks of children, the duties of the doctors, the tail of a mouse, the faces of the mice, the struggle of the people, the cultures of the peoples;

d) for the sake of convenience (old times, Goodness, sport, decency, argument, health);

e) a distance of two miles (of two miles and a half), a talk for an hour and a half (for half an hour), a trip of three days (of half a year, six months);

f) the apartment of my mother-in-law, the study of the editor-in-chief, the voice of a passer-by, the remarks of a by-stander, the threats of by-standers, the motherland of my in-laws;

g) the wedding of John and Mary, the inventions of the Wright brothers and the Lumières, the chain-stores of Neiman Marcus, the poetry of Byron and Shelley, the opinion of somebody else, the relations of Zeus and other gods with mortals, the visit of the Prime Minister of Great Britain.

Exercise 3. Replace the of-phrase by the noun in the Possessive Case where possible, supplying necessary comment.

1. The house of my daughter-in-law is within a throw of a stone from here. 2. The taming of animals requires great patience and composure. 3. He told me of the return of his brother Roger. 4. The hotel was a drive of two miles from the center of the town. 5. In a distance of half a mile we saw the hut of a native. 6. Will you join the historical excursion of tomorrow? 7. The rays of the sun did not penetrate through the dense foliage of the oak. 8. The ringing laughter of girls was heard in the distance. 9. Peoples of the world are battling against the natural resources of our planet rather than making use of the power of nature. 10. Could the movement of the moon be the solution to the crisis of energy. 11. The power of the tides of the oceans might be able to provide a huge amount of electricity. 12. We enticed a pack of animals with tides of wasted food washing around the streets of Rio de Janeiro. 13. The collection of the museum includes artifacts of the ruins of two ancient cities gone under water. 14. A strong scent of acid fills the air of the warehouse in the midday heat. 15. As a result of the growth of the population, the wilderness of New Zealand is under strain. 16. Within an interval of three months, the editorial independence of the Guardian has never been more important. 17. She had to share a home with her in-laws and the families of the brothers of her husband. 18. The studies of findings in the depth of Lake Titicaca highlighted the significance of a recent expedition. 19. Smith led an initiative at her college in Hertford to replace the portraits of long-dead men with newly commissioned photographs of female alumni.

Exercise 4. Translate the sentences paying attention to the set-phrases.

1. Внимательно изучая повадки питомца, он держал его на расстоянии вытянутой руки. 2. Он мне никогда не нравился, хотя я знаю его и его семью уже много лет. 3. Ситуацию спасло то, что офис Алана находился всего в двух шагах от клуба. 4. Мысленно Максим представил себе людей, которые были важны в его жизни. 5. Моя мать обожает ковыряться в саду и занимается им

сколько душе угодно. 6. Как выяснилось, многие были в полном тупике, не зная, что такое чертова дюжина. 7. Пистолеты теперь были спрятаны, от греха подальше. 8. Она написала завещание на пороге смерти. 9. Имей в виду, мы сделали это просто ради дружбы. 10. С этой башни открывается вид на город с высоты птичьего полета. 11. Макс игнорировал предупреждения о том, что находится на острие ножа, вмешиваясь в это дело. 12. Казалось, что кандидат чуть было не достиг победы, как вдруг были объявлены новые результаты голосования.

Exercise 5. Use the Absolute and the Double Genitive Case, supplying necessary comment.

A 1. His eyes avoided the eyes of Andrew. 2. It was her job; not the job of old lady Winnie. 3. Gideon put out his left hand, and took the hand of Kate. 4. She had an unexpectedly pleasant voice, a little deeper than the voice of a clown. 5. The windows of her apartment face those of the apartment of Peter. 6. Suddenly he started twisting and wriggling, and his body moved just like the body of a worm. 7. His hands were as smooth and gentle as the hands of a woman. 8. All those stories can't be compared with those written by Updike. 9. These days, Primark's sales compete against those of Marks & Spencer and Next.

B 1. I'm not going to the house of Caroline Kent at all. 2. Paintings by LS Lawry are to go on sale in the auction house of Christie. 3. The church of St Augustine was to be as splendid as any new church in London. 4. We met just by chance in the saloon of the hair-dresser this morning. 5. The street had never changed, with the shop of the baker at the corner and the shop of the butcher with the gilt ox's head on the signboard. 6. The patients have been transferred to the specialist centers at the hospitals of Guy and St. Thomas in London. 7. We are going to stay in the mansion of the Wiggins until Christmas.

C 1. Peter was the son of one of friends of Aunt Lottie. 2. One of the special little friends of Holly had come in – a fair child with short hair like the hair of a boy. 3. You are quite sure he wasn't one of the patients of Doctor Brown. 4. I am thinking of one of cousins

of my father, who was a well-known physician and lived in Harley Street. 5. Well, they say he's one of the nephews of Kaiser Wilhelm. 6. We had already met a few of the cousins of old Jolion earlier. 7. I saw her in one of the chain-stores of Simons. 8. One of the close friends of Marianne got in touch with Cohen to inform him that she was dying. 9. One of his muses was immortalized in that lyric song written by Leonard.

Exercise 6. Give an answer to where you would go so as to:

1) get fast food? 2) buy some vegetables? 3) have your eyes examined? 4) buy some nails and a hammer, screws, other tools? 5) get your hair cut? 6) have some clothes cleaned? 7) buy some cigars and cigarettes? 8) buy a wedding ring? 9) get pens, pencils, paper? 10) buy cakes and chocolate? 11) buy a lot of different things? 12) have your teeth examined? 13) buy some medicine? 14) buy some meat? 15) buy some flowers? 16) get some information about travelling? 17) have your watch repaired? 18) buy the most expensive things in London? 19) have your pet examined? 20) to have your health examined? 21) to obtain some things at auction? 22) to buy different stuff for sewing (thread, needles, buttons, etc.)? 23) to take a promenade in a park? 24) to attend a church service or get married?

the florist's; the butcher's; St James's; the greengrocer's; the supermarket; the travel agent's/agency; McDonald's; the ironmonger's; the jeweller's/the jewellery shop; Harrods; the vet's; St Peter's; the haberdasher's/the haberdashery; the chemist's (the drugstore); the tobacconist's; the watchmaker's; the optician's; the doctor's; Sotheby's; the dentist's; the confectioner's; the (dry) cleaner's; the stationer's; the hairdresser's (the barber's).

Exercise 7. Translate the sentences paying attention to the usage of the Genitive Case or the of-phrase where necessary.

1. Эти проекты Стива были отклонены точно так же, как и проекты Джона. 2. Ты слушал выступление министра образования (президента банка Англии) во вчерашних новостях?

3. Многие драматурги современных театров сопоставляют новеллы Чехова и Моэма. 4. После сдачи завтрашнего последнего экзамена можно вволю нагуляться по паркам города. 5. Боюсь, это высказывание не королевы Елизаветы, а премьер-министра Черчилля. 6. Всемирный успех компании Майкрософт был предопределен, благодаря крепкому сотрудничеству Билла Гейтса и Пола Аллена и их страсти к предпринимательству. 7. Это не займет много времени, библиотека в пяти минутах ходьбы от моего дома, просто рукой подать. 8. Несколько вещей Клер были приобретены в магазинах "Маркс & Спенсер" и «Зара». 9. Выражение ее глаз казалось трогательным, как у матери. 10. Несколько работ граффити эксцентричного Бэнкси были проданы на аукционе Сотбис в Лондоне. 11. Руки всех детей были подняты, кроме руки Майкла, который едва сдерживал слезы отчаяния. 12. Давай зайдем в кондитерскую и бакалею, чтобы купить какие-нибудь продукты для вечера у Бартонов. 13. Благотворительный фонд мистера Бреди предстал как самый надежный партнер нашей компании. 14. Клоди – одна из двоюродных сестер дяди Тома. 15. «Пигмалион» – одна из наиболее популярных пьес знаменитого английского драматурга Б. Шоу. 16. Терпеть не могу проводить длинные двухнедельные праздники в доме моей свекрови. 17. Это предупреждение Клайда повлияло на окончательное решение Дженни и ее матери. 18. Советую держаться подальше от этих странных знакомых Мэри! 19. В современном обществе нет места физическому наказанию детей, так как прежде всего права детей берутся за основу системы образования нашего государства. 20. Токсичные тренды скоротечной моды пагубно сказываются на окружающей среде нашей планеты. 21. В современной постановке драматурга Оуэна особое внимание было уделено скорее социальному призыву пьесы, нежели детскому фантастическому альтернативному миру Питера Пена. 22. Поддержка читателей всего мира служит защитой независимости газеты «Гардиан». 23. Число слонов уже выросло настолько, что привело к уничтожению баобабовых деревьев многовекового парка, которые стояли бы со времен правления Тутанхамона в Египте.

Exercise 8. Paraphrase the Genitive Case by the *of*-phrase to determine the correct position of the adjectives preceding the nouns they refer to.

Model: Young Jolion's old father = the old father of Young Jolion.

A pleasant two days' trip; the elder brother's wise decision; a new baby's feeding bottle; light-minded ladies' childish whims; the famous poet's vital credo; a glorious twenty years' reign; this prosperous writer's best-known novel; an elegant girls' uniform; the great Byron's unexpected success; a blue firefighter's outfit; today's magnificent sunrise; last year's entrance exams; this term's last exam; this year's final exams; a confused five minutes' search; a large children's book department; a funny child's (children's) toy; several much-loved children's animations; a good night's sleep; yesterday's disastrous events.

Exercise 9. Use the Genitive Case instead of prepositional phrases, paying attention to the usage of the articles and the position of the adjectives, supplying necessary comment.

The intelligent eyes of my faithful dog; a comfortable pram for a baby; elegant gowns worn by the graceful actress; a spacious playground for children; the prearranged visit of the former Prime Minister Theresa May; the sociological ideas by Spencer and Charles Darwin; a torturous testing within ten days; a well-known motto of/for students; one of the well-furnished mansions of my beloved mother-in-law; a pair of nice new shoes for children; the best-known places of interest of London; a prolonged silence of five minutes; a stony track within two miles and a half (half a mile); the best minds of Russia; the challenging Olympic games of next year; the most popular songs of the Beatles; the sealed order of the current commander-in-chief; the dramatic lyrics of the 19th century poet Maikov; the dry leaves of last year; a valuable wedding-ring worn by a woman; a most fashionable magazine for women; the disgusting habits of my little nephew Nick.

Exercise 10. Translate into English.

А реалистичные произведения Диккенса; захватывающие новеллы великого Диккенса; вступительная речь назначенного министра образования; хорошо оснащенная женская школа; неожиданный приезд премьера-министра Джонсона; тяжелое двухминутное ожидание; современный детский лагерь; легкая нежная женская шаль; несколько красивых женских шляпок; первые потрепанные книжки моего старшего сына Кевина; новые красочные детские книжки; самое трогательное произведение Байрона; тревожные вчерашние известия; веселая студенческая песня; веселая песня наших первокурсников; громкие крики напуганного прохожего; тягостное двухнедельное отсутствие; полное собрание сочинений Маркса и Энгельса; полное собрание сочинений Пушкина и Достоевского; птичье гнездо; новые птичьи гнезда; просторное гнездо этих первых аистов; волк в овечьей шкуре; лучшие сорта вин Франции; лучшие атлеты сборной команды страны; приятная получасовая поездка; дорогостоящая мужская бижутерия, дорогостоящий браслет той импозантной дамы.

В 1. Неожиданно привлекательный стиль нового фильма, с коллекцией хлопковых костюмов, окажется самым модным трендом женской одежды следующего сезона. 2. Нелегко было посадить космический корабль на твердую поверхность Луны. 3. Несколько талантливых студентов этого профессора завоевали призовые места в прошлогоднем всемирном конкурсе. 4. Помоему, коровье молоко вкуснее козьего. 5. После ошеломляющего трехдневного празднования молодые решили провести долгожданный медовый месяц в особняке своих родственников на берегу океана. 6. Поддержка преданных читателей всего мира подтверждает национальную независимость газеты Гардиан. 7. Эти картины Айвазовского и Репина будут представлены на выставке. 8. Чье предложение вы поддерживаете, директора или инженера? 9. Это было твердое решение опытного человека. 10. В парикмахерской я встретил одного из старых приятелей моего дяди Майкла. 11. Бывало, он говорил о тяжелой профессии врача как о суровой собачьей жизни. 12. Это был скромный дом местного известного доктора, который был активным чле-

ном этого клуба. 13. На всемирном конкурсе в Доме музыки звучали самые известные шедевры великих русских композиторов. 14. За короткую трехдневную поездку группа посетила не только самые известные музеи Греции, но и впечатляющие древние достопримечательности великих Афин. 15. Число слонов уже выросло настолько, что привело к уничтожению баобабовых деревьев многовекового парка, которые стояли бы со времен правления Тутанхамона в Египте. 16. Репортаж Франка – репортера технологической команды Washington Post – освещает достижения гигантов Кремниевой долины, разрабатывающих электрические и самодвижущиеся транспортные средства.

2.7. NOUN + NOUN COMBINATIONS

The head-noun of a word combination may be modified by a noun not only in the Genitive Case (e.g., *a children's theatre; France's borders; the Kennedys' residence; the world's architecture; Shakespeare's tragedies*) but in the Common Case as well, used attributively, in pre-position (e.g., *the children punishment; France protests; the Kennedy archive; the World Shakespeare festival*). (See Appendix 4)

Between the noun constituents within the framework of nominal compounds, a range of semantic relations might be identified similarly to those marked between the noun in the Genitive Case and its head word. Hence, the semantic meanings of the noun-modifier correlated to the head-noun may correspond to the following:

1) material or substance denoted by the referent-modifier (e.g., *leather upholstery, cloth bags, sand whirl, horseradish cream*);

2) relation to (referred to/meant for/aimed at/caused by) the referent-modifier (e.g., *education issue, travel booklets, hunting equipment, conservation charity, family occasions, fruit and veg stalls, volcano victims, impeachment proceedings; aggressive paparazzi pursuit*, etc.);

3) locality of events, organizations or activities, expressed by the referent-modifier (e.g., *the Geneva Summit; New Zealand travel, Australia fire management, Tokyo Institute of Technology, France strikes, Paris protests* – compared to the possessive genitive of the combination *"Paris's fire brigade"; the lake house, mountain trips, seaside resorts, desert (street, horse) racing, wood pigeon, etc.*);

4) dedication to (named after/headed by) the referent-modifier (e.g., *Charles Darwin University, The Rembrandt House Museum, the Albert Einstein Medal, the Roosevelt administration, the Picasso collection, etc.*);

5) quantity or distance and temporal/seasonal measurements, denoted by the referent-modifier (degree, temperature, time, distance, space) (e.g., *a four-hour documentary – a four hours' play, 300-meter depth – a twenty meters' tower, summer festivals – this summer's festival season; May local elections – February's record warmth; the world (worldwide) economy – the world's largest rainforests, etc.*);

6) resemblance (a shape/a look) denoted by the referent-modifier (e.g., *a shell building, a leopard outfit; a pencil skirt, ruffle sleeves, etc.*);

7) a whole to its constituents, commonly expressed by nouns denoting inanimate things (e.g., *shop windows; coat pockets; (to design) book covers* – compared to *"the well-illustrated covers of the children's poetry book"; car industry, (to steel) car wheels* – compared to *"under the car's wheels", etc.*);

8) the object of the action denoted by the referent-modifier (e.g., *a truck driver, a meal preparation, house clearances, animal taming, space exploration, egg thieves, etc.*).

It should be pointed out that nominal compounds are provided with internal semantic-syntactical correlations between/amid the noun constituents within the whole formation. For instance, in the nominal combination *"riot police"* the semantic relation between the noun-modifier *"riot"* and the head-noun *"police"* may be interpreted by means of the following syntactic subordinate-clausal apposition: *"well-trained and well-equipped police (who are) meant for dealing with riots"*, whereas the consecutive correlation amid the noun

elements within the compound framework *"tear gas cartridge"* may be explicated through a subordinate-sentential interpretation as follows: *"a cartridge in a shape of a small container (which is) meant for storing gas making eyes fill with tears"*; thus, the noun *"gas"* serves both as a modifier of the key-noun *"cartridge"* and at once as the head-noun preceded by the modifier *"tear"*; and furthermore, a sort of "parallel correlation" of noun constituents may be observed within the nominal construction *"Buckingham Palace finance scrutiny"* where the noun modifiers *"Buckingham Palace"* and *"finance"* are both referred to the key-noun *"scrutiny"* on the basis of a coordinate-clausal apposition: *"scrutiny (which is) initiated by the British monarchy institution and aimed at detailed financial analysis"*.

Thus, nominal compounds are in common and frequent use in the contemporary English language. The increasing tendency to resort to the usage of the "N + N combination" is predetermined by the real ease and literality of the processing of novel noun collocations (e.g., *oil hair treatment, youth conservation charity, the Oyster Restoration Research Project, etc.*), which is affected by time-space economy and density of data content heavily loaded in the present digital media-discourse environment.

Activities

Exercise 1. Comprehension questions.

1. What semantic relations may be identified between the noun constituents of the nominal compound – the "N + N combination"?
2. By way of contrast, What semantic relations may the Genitive Case express?
3. In what cases is the use of the *of-phrase* considered to be required?

Exercise 2. Comment on the semantic relations between the noun-modifier and its head-noun in the following "N + N combination".

Trade enterprises; an 11-year marriage; a Scotland eco-tourism summit; a milk substitute; a reference library; security measures;

a leather accordion skirt; a cave dwelling; child endangerment; a Harvard law professor; upbringing policy; environment damage; rebellion damages; round-the-clock care; the Albert Einstein Award; a ground-floor furniture shop; flower fields; a nightingale singing; a butterfly encyclopedia; a fairy tale castle; adult education courses; bargain hunter; ruffle sleeves; designer brands; marble pillars; a Gucci lace jumpsuit; the chamber floor; the Birmingham Jazz Festival; cowboy outfits; gas emissions, housing development reforms, unemployment benefits.

Exercise 3. Replace the following prepositional phrases by a "N + N combination" or the Genitive Case where possible, supplying necessary comment.

A the wedding rings of the parents – a wedding ring for a woman – a ring for engagement – a ring made of diamond – rings of smoke – the ring of her voice; the cup of the little Bonny – cups made of china – a cup of hot chocolate – the tournaments of the World Cup – a cup for soup – a bowl for grinding; a park for children – a park for entertainment – a zoo park in London – the green parks of the city – a park of oaks – the caretaker of the park – a park of 300 square miles – a park of fallen defenders – the annual attendance of the wildlife park – the park of St. James; a day of mourning – a feeling of mourning – the sounds of mourning; the agreement on cooperation signed in Oslo – the ratification of the agreement – the contents of the agreement.

B the theory of relativity; the theories by Einstein; the true successors of Einstein; ceremonies of a wedding; the voices of a nightingale; comfortable outfits for officers; registration of voters; the boson (particle) named after Higgs; disasters caused by an earthquake/climate crisis; the first show of fashion of Daniel Lee; a season of hunting duck; the conference dedicated to the change of climate in Madrid; the complete exploration of the universe; benefit on disability; a range of radical discoveries made by Hawking; an expression of deep regret; the discovery of a new species of fish; the reign of Queen Victoria over 63 years; the piercing sound of the wheels; income on retirement; the efficient

experiences of the company; a medical treatment of refugees; a shelter for animals; protection of animals; a pride of lions; the system of healthcare in New Zealand; cases of poisoning caused by mushrooms; an exhibition of Picasso in Moscow; paintings by Picasso; cardigans made of cashmere; a medicine for allergy; the mechanism of the clock; e galleries of the museum; the solution of the issues about employment; a salary for a fortnight; heaps of garbage and rubble; a purchase of a house; sonatas/strings for a violin; a famous store of (selling) books for children; a book about travels in mountains; the teaching/punishment of children; the teaching assistant of the children; the courageous voyages of Captain Cook; the Museum of (dedicated to) Captain Cook.

Exercise 4. Translate the word combinations using "N + N combination", the Genitive Case or the of-phrases and adjectives where possible, supplying necessary comment.

A договор о торговле, подписанный в Гонконге; подписание договора; содержание соглашения; администрация Рузвельта; инаугурационная речь, произнесенная Рузвельтом; преподаватель информатики; курсы подготовки учителей; квалификация преподавателя; Чикагский союз учителей; инновационные методы обучения; в соответствии с требованиями учебной программы; глобальное развитие информационно-коммуникационных технологий; победители конкурса Чайковского; Первый фортепианный концерт Чайковского; скрипичный концерт Чайковского; детская книжка с картинками; концертная программа; программа развлечений; участники концерта; председатель Венецианского кинофестиваля; молодежный фестиваль университета; пуговицы из жемчуга в форме роз; протесты против загрязнения океана; океанические течения; дом с двориком в пустыне; ущерб от наводнения и оползней.

B 1. В этом маленьком вегетарианском ресторанчике недалеко от знаменитого фонтана в Треви в Риме (the fountain in the Trevi district) выпекают эти прекрасные свекольники и морковные блины и их подают со сливочным

травяным соусом. 2. Вопрос об объединении перестал быть актуальным после того, как соглашение Белфаста положило конец беспорядкам в 1998 году. 3. Сообщают, что в воскресенье он провел с королевой четырехчасовую беседу – впервые после драматической встречи на высшем уровне в Сандрингеме (Sandringham). 4. Фонд «Начинание» (Endeavour) был создан для финансирования спортивных и туристических проектов, направленных на восстановление ветеранов. 5. Министр секретариата (the Cabinet Office) решил нанести сокрушительный удар по Чикагскому союзу учителей, который, по его мнению, был препятствием для приватизации городской системы образования. 6. Вопросы о реформации школ были разделены как республиканцами, так и демократами всей страны, что привело к шквалу атак на профсоюзы учителей, разрушительным сокращениям бюджета школ. 7. Доход семьи зависел от ежедневных попыток отца Дугласа продать бытовую керамику и хозяйственные товары. 8. Для коллег-ученых и близких людей именно интуиция и острое чувство юмора Хокинга выделяли его как человека яростного интеллекта, символ безграничных возможностей человеческого разума. 9. «Как крупнейшая в Европе природоохранная благотворительная организация, мы несем ответственность за то, чтобы сделать все возможное для борьбы с изменением климата, которое представляет самую большую угрозу для природы и окружающей среды планеты». 10. Рост мирового населения является причиной растущего спроса на продукты животного происхождения. 11. Пожертвования на благотворительность в пользу животных значительно ниже, чем те, которые ориентированы на детские медицинские благотворительные организации и благотворительные организации за рубежом (overseas). 12. Фешенебельная квартира площадью 21,108 кв. футов в отеле небоскреба в Сингапуре оснащена 12-метровым бассейном на крыше, террасой для отдыха, винным погребом на 600 бутылок и развлекательным залом. 13. Речь премьер-министра Великобритании Бориса Джонсона, произнесенная сквозь шкал освистывания

и криков несогласных, была описана политическим редактором консервативной газеты как жестокое, воинственное выступление труса, а не глупца. 14. Этот вопрос о мировом финансовом кризисе прекрасно символизирует отсталость и некомпетентность администрации Джонсона (кабинета Бориса Джонсона). 15. Конференция по изменению климата в Глазго – самая важная международная встреча по климатической чрезвычайной ситуации с момента подписания Парижского соглашения в 2015 году.

2.8. THE CATEGORY OF GENDER

The issue of Gender in the English language is considered to be most disputed due to its purely semantic character rather than a grammatical one.

The category of Gender in English is expressed with the help of the correlation of nouns with the personal pronouns of the third person singular (*he, she, it*). Hence, the gender distinction of living beings along with inanimate and/or non-human things may be defined by means of a system of three genders: **the masculine, feminine and neuter genders**. Names of male beings are called masculine (e.g., *groom, uncle, nephew, cock, drake, stallion*); while names of female beings are feminine (e.g., *daughter, nun, witch, vixen, cow*). Whereas nouns denoting inanimate notions and/or phenomena as well as non-human beings (e.g., *ocean, spider, fish, society, union, rain, storm, delight*) are treated to be of the neuter gender.

The gender distinction may be expressed by a range of lexicogrammatical means: **suffixation, compounds, lexical units**.

1. The feminine gender may be marked by means of the suffixes **-ess; -ine/-ina; -ix; -ette** (e.g., *host – hostess, actor – actress; hero – heroine, czar – czarina; testator – testatrix; usher – usherette*).

Although, the suffix **-er/-or** marks the masculine gender: *widower – widow; author – authoress; waiter – waitress*.

2. To mark a gender distinction, a variety of compounds of different patterns may include stem words as one of the components of compounds such as **man/woman/maid; girl/boy; lord/lady; male/female; he-/she-** (e.g., *manservant – maidservant; salesman – saleswoman; schoolboy – schoolgirl; landlord – landlady; he-wolf – she-wolf; male deer – female deer; Tom-cat – Pussy-cat; Billy-goat – Nanny-goat*).

3. There are definite lexical units to mark the gender distinction of human and non-human beings (e.g., *husband – wife; brother – sister; king – queen; son – daughter; uncle – aunt; bull – cow; cock – hen; gander – goose*, etc.).

However, it is noteworthy that, nowadays, the ways of making a gender distinction, like *waitress, manageress, man/woman driver, female student, male nurse, boy/girl cousin, policewoman, fireman, spinster, steward/stewardess, headmaster/headmistress*, are treated as sexist. Instead, when there is no need to emphasize a gender distinction, nouns of the **common gender**, expressing both feminine and masculine genders, are employed so as to avoid ambiguity and social misunderstanding: *person, friend, cousin, doctor, teacher, tutor, lecturer, neighbour, journalist, student, stranger, tourist, driver, visitor, foreigner, humans/human beings, chairperson, salesperson, postal worker, flight attendant, firefighter, police (officer)*, etc. The usage of nouns of the common gender is supposed to sound non-sexist and politically correct.

e.g. As fears grow, **flight attendants** are at higher risk than previously thought.

Fire seasons increase more demand than ever on volunteer and paid **firefighters** while resources to support them have been cut. **She** has been furloughed from **her** job as a retail store **manager** and is devoting to her **son's** schooling.

Unable to correctly explain a complicated sum, we emailed **the teacher** for help and **he** called soon after.

It is extremely challenging trying to keep **a teenager** motivated with loads of school work assigned by **teachers**.

When **a relative** arrives, **he/she (they)** will be let in and **his/her (their)** arrive, will be welcome by everyone.

Alongside with nouns, expressing feminine, masculine and common human genders, in English there are words marking gender distinctions of animals corresponding to males, females, common names and young ones as well, for instance:

<u>Male</u>	<u>Female</u>	<u>Common</u>	<u>Young</u>
boar	sow	pig	piglet
bull/steer	cow	cattle	calf – heifer
cock/rooster	hen	chicken	chicken
tiger	tigress	tiger	cub
ram	ewe	sheep	lamb
stallion	mare	horse	foal
gander	goose	goose	gosling
drake	duck	duck	duckling
stag	hind	deer	fawn
Billy-goat	Nanny-goat	goat	kid

e.g. The animal is technically **a steer** and **he's** believed to be the biggest in Australia. **His** record-breaking size has saved **him** from the slaughterhouse.

"We feel entitled to artificially inseminate **a cow** and steal **her** baby. Then we take **her** milk intended for **her calf**, for our coffee and cereal."

The cow was returned to **its** owner after he handed **its** identification documents to the police who had had **the heifer's** DNA tested.

4. The usage of personal and possessive pronouns may also serve as a way of gender differentiation with nouns denoting inanimate things due to a pragmatic purpose of context or stylization, based on personification:

a) the names of vehicles (*car, motorbike*), vessels (*plane, ship, boat, yacht, icebreaker*) as well as countries and cities may be referred to as feminine corresponding to the gender pronoun **she – her**:

e.g. *The violent movement of **the yacht** as **she** struggled through the storm would make me seasick.*

*While **the ship** sped along, **her** work went on.*

*"**England** is decadent. **She's** finished because **she** is living in the past."*

***Rome** still exists with **her** buildings, holding **her** Roman ground with dignity, waiting for **her** next incarnation.*

Although, in a neutral context, with no emotional colouring stressed, the nouns correspond to the neuter generic pronoun **it – its**:

e.g. *On **its** maiden voyage, the innovative **tanker** used **its** integral icebreaker to cross the ice field.*

*With increasing tourism, **Naples** is striving to reclaim **its** title as the flourishing capital of craftsmanship.*

***The boat** continued **its** forward advance, moving farther and farther away, until **it** was about to fade from view.*

b) with a view of personification, which is commonly resorted to in fables, fairy tales, poetry and emotive prose or speech, nouns denoting non-human living beings (e.g., *birds, trees, fish, ants, etc.*), inanimate things and nature phenomena (e.g., *silence, pride, loneliness, ocean, sun, moon, wind, etc.*) may also be referred to as those of the masculine and feminine genders, corresponding to the generic pronouns **he – his**; **she – her**. For instance:

e.g. *...and **Night**, upon **her** somber throne, folds **her** black wings above the darkening world, and from **her** phantom palace, lit by pale stars, reigns in stillness.*

*But **the Oak-tree** understood, and felt sad, for **he** was very fond of **the little Nightingale** who had built **her** nest in **his** branches.*

***Depression** even confiscates my identity; but **he** always does that. Then **Loneliness** starts interrogating me... **He's** polite but relentless, and **he** always trips me up eventually.*

Personification is based on transference of human qualities being ascribed to non-human beings and inanimate things. The nouns may correspond to the masculine generic pronoun **he – his** when endowed with man-like qualities (*strength, brevity, wisdom,*

power, cruelty, violence, etc.), while, for womanlike behavior and features (*kindness, tenderness, mercy, fragility, cunning, light-mindedness, etc.*), the nouns may be referred to as feminine, corresponding to the generic pronoun **she – her**. Hence, in English, the nouns like *the Sun, the Wind, the Ocean, Fear, Passion, Misery, Death* are commonly referred to as "**he**", whereas the nouns like *the Moon, the Star, the Stream, Hope, Fortune, Mercy* traditionally correspond to the feminine generic pronoun "**she**". Although, the gender differentiation of animals in fables and fairy tales may vary depending on certain contextual pragmatic peculiarities as well as the author's purposefulness. For instance, in Aesop's fables, the personages *the Loin, the Fox, the Ant, the Gant, the Grasshopper* are mostly referred to as "**he**", whereas *the Crow, the Cat, the Mouse, the Oak* – as either "**he**" or "**she**".

e.g. *a timid little **Mouse** came upon **him** (the Lion) unexpectedly, and in **her** fright and haste to get away, ran across the Lion's nose.*

*A little hungry **Mouse** found **his** way one day into a basket of corn.*

*The second time **the Fox** saw the Lion **he** stopped behind a tree to look at him a moment before slinking away.*

*And so, when **he** (the Butterfly) fluttered near and told how **he** loved **her** (the Rose), **she** blushed rosily and said yes.*

Activities

Exercise 1. Comprehension questions

1. Which way is the category of gender marked in English?
2. By what means can gender distinction be expressed?
3. What peculiarities of gender differentiation should be taken into account with regard to nouns denoting inanimate things and non-human living beings?

Exercise 2. Supply the missing names for the following nouns with the masculine, feminine and common genders.

Hero, host, Signor, fireman, duchess, usher, stewardess, male driver, poet, headmaster, landlady, salesman, policeman, nun,

bachelor, niece, Tom-cat, Billy-goat, fox, peahen, ewe, goose, he-bear, duck, stallion, sow, stag, fiancé, bride, abbot, wife, postman, lass, barmaid, witch, wizard, sorceress, spokeswoman, mankind, Mister (Mr.), ballerina, mermaid, emperor, heir.

Exercise 3. Look through the following sexist advertisement for an airline company. Change definite words so as to make it sound non-sexist and politically correct.

Now! Eagle Airlines offers even more
to the businessman who needs comfort.

Let us fly you to your destination in first-class comfort, looked after by the best-trained air hostesses in the world. Any businessman knows that he must arrive fresh and ready for work no matter how long the journey is. With Eagle Diplomat-Class you can do just that.

And, what's more, your wife can travel with you on all intercontinental flights for only 25% of the normal fare! Your female secretary can book you on any flights 24 hours a day on 0557-465769. All she has to do is lift the phone.

Exercise 4. Fill in a personal or possessive pronoun corresponding in gender to the word in bold type.

1. If England treats _ criminals the way _ has treated me, _ doesn't deserve to have any (Wilde).

2. When did the USA first send _ ambassador to Russia?

3. God bless America, Land that I love, Stand behind _, and guide _, Through the night with a light from above (Old song).

4. Go to the sea and cast a hook, and take up the fish that first comes up, and when you have opened _ mouth, you shall find a piece of money (Matthew).

5. Where essential silence cheers and blesses, _ more lovely music broods and dies (Stevenson).

6. And when Death at last lays _ icy hand upon you, you will share my Kingdom.

7. Many of the Arab states are opposed to the State of Israel and would not regard Jerusalem as _ capital.

8. A horse, like a dog or a cat, can easily find _ way home even in the darkness.

9. San Francisco put on a show for me. I saw _ across the bay (Steinbeck).

10. It was _ first voyage, and though _ was but a cargo-steamer of twenty-five hundred tons, _ was the very best of her kind, with arrangements that enabled _ to carry cattle on _ main and sheep on _ upper deck if _ wanted to; but _ great glory was the amount of cargo that _ could store away in her holds (Rudyard Kipling).

11. The crane went to _ friend the crab and shared _ misery about the big cobra who would eat up _ eggs every time _ wife laid _ in _ nest.

12. It would take almost twenty centuries before Rome ever recovered the population _ had boasted during _ height of glory.

13. Next to _ new paint and varnish I was most impressed by _ four brand-new tyres.

14. In November a cold unseen stranger, whom the doctors called Pneumonia, stalked about the colony, touching one here and there with _ icy fingers.

15. The moon was rising blood-red. The boy was looking at _, thinking that he had never seen so red a moon.

16. The old man was soon asleep and dreamed of the ocean and _ golden beaches.

Exercise 5. Insert appropriate pronouns in the following extracts of the fables, and search the internet sources for their final parts so as to retell them.

The Frog and The Ox

On a lily pad in the little stream that flowed at the bottom of the meadow, there lived an old Frog. _ was a big frog and _ was very proud of _ size. All the other frogs were in awe of _ and treated _ with the greatest respect.

So did all the other creatures. The shining blue dragonflies that hovered over the stream during the day took great care to keep far out of the reach of _ long sticky tongue. So did the little midges

that fluttered by in a soft cloud in the evenings. Even the fishes in the stream were careful not to annoy . The Frog ruled watery kingdom unchallenged.

The Farmer who owned the meadow by the stream also had an old Ox. The Ox had worked hard for the Farmer all life. had helped him plough his fields. Yoked to an old wooden cart, had carried his crops to market and his children to school. But now the Ox was growing old. no longer had the strength to work as hard as used to.

The Lion and The Hare

Once in a forest there lived a lion who was very proud of strength. would kill any animal which came in way just for fun. All the animals in the forest were worried about their survival.

"If the lion keeps this up, none of us will be left in the forest," said the bear.

" kills much more than really needs to," squeaked the little hare.

"We have to come up with something to stop this massacre," said the monkey.

So, they all joined together and went to meet the lion.

"Oh, King of the forest, we have come to make a small request," they all said to the lion.

An Indian Tale

Long, long ago, when the world was young, the Sun, the Wind and the Moon were once invited to a dinner party. Their mother, the Sky, stayed at home waiting for them. On their return, asked them what they had brought from dinner. The Sun and the Wind were greedy little boys. The Sun got angry for clearly realized own selfishness but would not admit it openly. The Wind, brother, also mumbled something rude in justification, for it had never occurred to either to think of old mother. Only the little Moon really cared for mother, so brought some food, which had put aside during dinner.

2.9. THE ARTICLE DETERMINATION (REVIEW)

The article is a determining unit specifying the noun-referent. From the perspective of the semantic properties of the English article, it is worthwhile pointing out the definite article "*the*" (e.g., *the most significant books; the selections*), the indefinite article "*a/an*" (e.g., *a combination; an unfamiliar kitchen*), and the so-called "zero article" identified with the absence of the article (e.g., *glob-trotting chefs, moonlighting novelists, inspiration*). It should be noted that the use of the articles is to be correlated with the morphological properties of the noun.

The definite article performs *the individualizing (specifying) and restrictive functions*, aimed at singling out a representative or several ones from all the others of the same class or representatives identifying the whole class. The individualization (restriction) of the referent of the noun may come out in different ways:

1) contextual identification stating whether the object or situation is considered clarified from the context or previously mentioned above:

e.g. As ***the car*** stopped, Paul was about to open ***the door***.

*She seemed stunned, and I couldn't explain ***the stunned look on her face***.*

*Season boaters give their insights into daily life ***on the water***.*

2) restrictive (limiting) attributes expressed by adjectives, prepositional phrases, verbal phrases and limiting subordinate clauses:

e.g. *She was still full of ***the memory of the (those) pancakes and the (that) coffee*** with real cream which Milly had served at breakfast.*

*You should not go into ***the reasons*** why they hate each other.*

*He got ashamed at ***the harshness*** that leapt to his tongue.*

*The lieutenant handed me ***the cigarette*** refused by Grey.*

*We could feel ***the smell*** of the fallen leaves coming from the garden.*

The promised (expected, forthcoming, last, same) consideration of sanctions was tempered by anxiety.

3) class or collective generalization:

e.g. **The snake, the scorpion, the bee** have their sting as a weapon of defense.

The Democrats knew that impeachment was a political risk.

It was a drama depicting the life of **the aristocracy**.

He was most different from all **the Jacksons**.

4) uniqueness:

e.g. a few shifting objects were discovered close to **the Milky Way's** largest black hole.

The sky was still dark to **the east**, with the slightest rays of **the sun on the bare horizon**.

The indefinite and the zero articles may serve the nominating (classifying) and descriptive functions, aimed at naming a new introduced object (things) and supplying some additional (aspective) information, bringing out some other aspect of the referent of the noun in question.

e.g. Since **pills** had been prescribed, she used to take **an aspirin** for **a splitting headache** and **a sleeping pill**.

The couple sat at **a round table** served with **cold meat, bowls of rice, a jug of cheese cream** and **a plate of curd tarts**.

She thought, **without malice**, but **with satisfaction**, how **grief** destroys **appetite**.

His face had **a strange calmness** that was new to her.

She felt like **an Alice in Wonderland**.

It should be stressed that the indefinite article may be used with uncountable (material and abstract) nouns due to a certain contextual semantic transference of the meaning of the noun.

a) Coconut milk gives you all the creaminess you would want from **an ice-cream** (a portion).

Someone would bring her choice of refreshment: **a mineral water** and **a Suffolk cider**.

This film seems **a still water** (a type) running deep with unspoken emotions.

With customers' increased interest in **homegrown wines** (kinds), we can look to offer our customers **a quality English red wine** soon.

b) One could hear **a (certain) bitterness** in her voice.

What **a delight** (a situation, event) it was to meet the owner of the estate!

More profound than **a displeasure** (an emotion), more powerful than **an annoyance**, disgust is one of life's great detestations.

The descriptive function of the indefinite and the zero articles may be marked out by descriptive attributes expressed by adjectives, nouns, prepositional phrases, verbal phrases, descriptive subordinate clauses:

e.g. Marion came out of the garden shed, wearing **gardening gloves** and **an old denim jumpsuit** and carrying **a tin bucket** with **fine earth**.

Light ragged-edged clouds were floating gently over **a soft blue sky**.

I came across **an enraged Elizabeth** demanding to know where I was going.

An instinctive kindness made him eager to protect Gorin.

A feeling of relief and elation swept through the town, **crowds of excited people** could be in every street.

All of a sudden he felt **an impulse** to laugh.

She stared at me with **an (some) expression** that made me uncomfortable.

"Still, we are living in **an America** where history dictates that hatred and bigotry continue to reign."

The indefinite article in its descriptive function with uncountable abstract nouns may be omitted in attributive and adverbial prepositional phrases even if they are modified by descriptive attributes.

e.g. He awoke with a feeling **of sharp anticipation**.

His face bore a look **of cold disapproval**.

The comedy first aired and admitted to a sense **of tremendous excitement**.

He had an unsatisfied hunger **for (a) profound knowledge** of the universe.

She scrutinized him **with warm affection**.

He could tell a story **with dramatic intensity**.

Her eyes looked back at me **with polite reciprocal curiosity**.

The indefinite article never occurs before abstract nouns modified with relative adjectives (e.g., *English, classical, physical, religious, geographical, racial, spiritual, eternal, daily, contemporary, modern, ancient, further, real, genuine, authentic, original, final, local, internal, romantic, detective*, etc.) and adjectives expressing degree of completeness (e.g., *great, complete, deep, perfect, sufficient, immense, huge, tremendous, utter, sheer, infinite, absolute, full*, etc.).

e.g. This job will give you **complete satisfaction**.

Only through **sheer determination and desperation** did we masterfully convince the woman of our importance.

The company immersed themselves into **contemporary poetry**.

Steve was hardly interested in **ancient sculpture**.

The girls had been brought up to admire **French culture**.

Moreover, there are a range of singular abstract nouns and collective nouns which are never used with the indefinite article: **progress, trouble, permission, assistance, admiration, research, work, approval, concern, luck, fun, health, music, weather, money, advice, information, news, furniture** and some others.

e.g. The Company has been granted **planning permission** to design an all-wooden stadium.

The coach's conservatism has allowed the team to make **careful and considerable progress** to fight for Europe.

The group is demanding emergency solutions towards **short-term rental assistance**.

The challenge of **fake and misleading news** has come to the fore in the wake of the presidential election.

Decisions on higher education require **professional advice**.

The tournament attendance fell below capacity as **miserable weather** prevented ticket holder from turning up.

Alongside the grammatical usage of the articles, it is worthwhile to take account of the traditional usage of the articles including cases of set-phrases and Proper Names (e.g., *at first sight – at the sight of; in the distance – at a distance; as a result of – under the influence of; to take (the) trouble – to take an effort; in danger – in*

a rage; in the morning – till morning; from top to bottom; day after day; at the prison – in prison; Ancient Greece, Lake Ontario, the Antarctic, the Netherlands, the Philippines, the Hague, the Sudan, the Brooklyn Bridge, the Emperor Napoleon, etc.)

Activities

Exercise 1. Comprehension questions.

1. What functions do the English articles perform?
2. What properties of the noun are to be referred to in the choice of the articles?
3. What peculiarities of the use of the articles should be taken into account in regard to uncountable (material and abstract) nouns?

Exercise 2. Comment on the use of articles.

1. I was alone *at home*, enjoying *the solitude* and *the freedom* of *the empty house*. I went to *the kitchen* for *a glass of water*, then out to *the veranda* to look at *the cat's dish*. *The mound of sardines* was untouched from *last night*.
2. Kumiko earned *pretty good pay* as *editor of a health food magazine*, and she would occasionally take on *illustration assignments* from *editor friends* at *other magazines* to earn *substantial additional income*.
3. I had just ripped open *a plastic pack of tofu*, which I set down carefully on *the kitchen table* to keep *the water* from spilling out.
4. None of *the neighbors* complained, because none of them used *the alley* as *a passageway*, and they were just as happy to have this extra protection *against crime*. As *a result*, *the alley* remained like *an abandoned canal*, unused, serving as little more than *a buffer zone* between *the two rows of houses*. *Spiders* spread *sticky webs* in *the overgrowth*.
5. *An old, brown, withered Christmas tree* stood in *the corner of a garden*. Another had become *a dumping ground* for every toy known to *man*, *the apparent leavings* of several childhoods. There were *tricycles and toss rings and plastic swords and rubber balls and tortoise dolls and little baseball bats*.

Exercise 3. Supply the required articles in the following sentences.

1. I gave _vague grunt and shifted _receiver back to _left hand.
2. One of _gardens had _basketball hoop, and another had _fine lawn chairs surrounding _ceramic table. _white chairs were caked in _dirt, as if they had not been used for _months or even _years. _table-top was coated with _lavender magnolia petals, beaten down by _rain.
3. I had _clear view of one living room through _aluminum storm door. It had _matching leather sofa and _chairs, _large TV, _a decorative floor lamp. _room looked like _set of _TV drama. _huge doghouse occupied _large part of _garden, but there was no sign of _dog itself, and _house door stood open.
4. You are _only person whose opinion is of any value to me in _present regrettable circumstances.
5. He was wearing _tweed jacket with _leather inserts at _elbows, which was _thing that I had never seen before.
6. Henry hesitated _minute, then said that he had _impression of me not being frank with him.
7. Without knowing her at all I got _feeling that she was _strongest person in _family.
8. "_respect for _property is ingrained in _English soul," she remarked with _sense of _dignity.
9. _police said that _Indians could come freely to _town and do all _required duties.
10. _English are _political people, and I was often invited to _houses where _politics were _ruling interest.

Exercise 4. Comment on the use of the articles for nouns modified by the *of*-phrase, stating whether the *of*-phrase is a limiting attribute expressing the possessive meaning, which requires the use of the definite article with the head-noun (e.g., *the height of the mountain*), or it functions as a descriptive attribute expressing the qualitative meaning of description, content, measurement, which requires the use of

the indefinite article with the head-noun (e.g., *an expression of sympathy*).

1. *The sharp sunshine of early summer* dappled the surface of the alley with the hard shadows of the branches that stretched overhead.
2. I could almost hear *the blades of grass* breathing in the sunlight.
3. These were screened off by *walls of well-placed shrubs and hedges*, between which I caught *glimpses of (over) manicured gardens*.
4. My friend is *a man of culture and wide reading*.
5. His voice was determined, *the lines of his face* had grown harsh.
6. Tom sat down on *the edge of a log* and looked at *the glassy surface of the lake*.
7. *A deposit of 5 pounds* is payable by anyone who wishes to become *a reader of the library*.
8. *The faint purring of a motor under the shelter of the shop* woke Julia the next morning.
9. *The dim light of the lamp* made the skin of his face a colour of red brick.
10. He found *an orchid of peculiar rarity* in a flower shop of the town.
11. He remembered *the soothing effect of her words* and *a feeling of complete relief*.
12. From the sitting-room came *a chink of light* beneath the door, and *the sound of whispers* from *the circle of children* plotting some mischief.
13. The wallpaper was dark-blue with *a design of conventional flowers*.
14. This machinery drills holes to *a distance of two miles*, or even more, into *the depth of the mountain*.
15. He was a little weird boy who brought *large packets of curious boiled sweets* every Monday.

Exercise 5. Supply the required articles with nouns modified by the *of*-phrase.

1. _Dramatist of _theatre has to make _decision whether _title of _play should ever be uttered on stage.
2. When they approached _river they saw _grove of _pine trees on _other bank of _river.
3. _maid

brought _loaves of _rye bread and _jar of _cow's milk. 4. He breathed _sigh of _relief at hearing that. 5. The car stopped at _distance of half a mile from _village. 6. She was _daughter of _well-known theatrical manager, _fragile girl with _mass of _fair hair. 7. _sudden expression of _fear came upon his face when he saw _dog with _jaw of _bare teeth. 8. I put aside _bottle of _red wine that she had left on _table. 9. _biggest danger for him was to get into _hands of _military police. 10. It is easier for _camel to go through _eye of _needle, than for _man of _wealth to enter into _kingdom of God (Matthew). 11. She dried _drops of _blood from _forehead. 12. _road through _desert lay over _hills and _valleys of _loose sand. 13. He is, no doubt, _man of good breeding and gentle manners. 14. _young boy of the neighbours already had _strength of _grown-up man. 15. She was then at _height of _popularity. 16. As _bat flies along, it emits continuous _succession of _supersonic sounds. 17. Is _murder of _killer to be regarded as _act of _justice? 18. She saw Nial at _distance of five meters, and _feeling of _biting remorse swept over her, then _feeling of _panic, mixed with _new sense of _apprehension. 19. They were greatly impressed by _depth of his feeling. 20. _head of _department was _man of _force and _intellect. He always took _line of least resistance. 21. He was _orphan of _nobles left in _possession of _great wealth. 22. _interior style of _mansion looked like _antidote to _austere furniture of _postwar Britain. 23. She wore _dress of _purple cloth, relieved by _sort of _Spanish trimming _black velvet. 24. _different accidents of _life are not so changeable as _feelings of _human nature. 25. _flashes of _lightning lit _drowning countryside illuminating _silver veil of _heavy rain, then _peals of _thunder rolled across _overcast sky. But _dawning light of _next morning turned the countryside into _pool of _shimmering light.

Exercise 6. Comment on the use of articles with uncountable material and abstract nouns.

A 1. The Stone age is a period in the development of civilization when tools and weapons were made of stone. 2. "Once you see a stone, you follow it to find the other stones." 3. Oil is a liquid, which does not mix with water. 4. Is this picture painted in oils or in water-

colours? 5. An unidentified fishing boat was detected in Japanese waters. 6. Asian and minority ethnic groups had 50 % higher risk of death. 7. Drunken driving causes thousands of deaths every year. 8. Iron is a metal. 9. Metal is a good conductor of electricity, while wood is not. 10. Is there a wood near the lake? 11. We had trouble in breaking the eggs, which seemed harassing work. 12. Foods rich in fats include butter, bacon, egg yolk and certain cheeses. 13. I can do with a hard-boiled egg for breakfast. 14. Wipe your chin: you've got crumbs of egg there. 15. The Greek myth says that Prometheus Mole the fire from Olympus to give it to men. 16. When night came, the scouts put up a fire to frighten off wolves. 17. A light appeared in one window. Then lights appeared in many others. 18. With light there comes hope. 19. The path could be clearly seen by the light of the moon. 20. The candle shed a very warm soft light.

B 1. When I answered the phone there came dead silence. 2. The silence was broken with the soft patting of rain. 3. Long silences made her uncomfortable. 4. Robinson's sublime skills of perfect eloquence stunned the public into a respectful silence. 5. The musical show predicted on the expansive power of pure imagination of the beloved children's book turned out a complete failure, contrary to a huge success. 6. It had beauty, a melancholy beauty, and the beauty of a remote and incredible world. 7. Education is a major concern for voters. 8. I'd like you to get an education that will give you greater opportunities in business life. 9. The afternoon had made them tranquil for a while, as if to give them a deep memory for the long parting the next day promised. 10. There was an excitement in her voice that men who cared for her found difficult to forget. 11. When I heard the news, I did not feel relief, but full frustration. 12. He tried to give the impression that a word of indulgence from him would be enough. 13. She had attached herself to youth and hope and seriousness and now they had failed her more than age and despair. 14. She said it without malice, there even was genuine sympathy in her voice. 15. He nodded and turned his eyes away with a sense of guilty discomfort. 16. Anthony used to read books with the most passionate attention. 17. During his first talk with them he felt a certain uneasiness and the awkwardness of a man unused to words.

18. Besides, if I quit, I would have an additional income for a while from unemployment insurance. 19. Maude spoke with a pretended excitement, with complete coldness hidden beneath. 20. He could tell a story with dramatic intensity full of profound satisfaction.

Exercise 7. Supply the required articles for uncountable nouns.

1. Mr. Morley was not in _ best of tempers at _ breakfast. He complained of _ bacon and wondered why _ coffee had to have _ appearance of _ liquid mud and tasted of _ raw straw. When he finally expressed himself fully on _ point, he had _ second cup of _ despised coffee. 2. On the travel he drank _ substantial tea, but in the cabin it was _ thick coffee with _ sugar and _ tinned milk. 3. If he were kept late at an official dinner, she would work herself into _ fever of _ apprehension. 4. I had lived _ lonely childhood and _ boyhood straitened by war. 5. Yet it was, in _ truth, _ monstrous love such as I had never experienced before, _ love out of such depths of self as monsters live in. 6. I felt _ unpleasantness in the air, _ harshness that hadn't been there before. 7. There was _ wholesome bulkiness about his person and his position. 8. You have _ strength of a woman in _ prime of _ life. 9. I do need _ silence when I work but I would never want to live in _ silence of the graveyard. 10. _ complete quietness settled over the little community, _ quietness that was in tune with _ stillness of _ night. 11. He spoke with _ light modesty, but with _ immense confidence. 12. In _ continually disappointed anticipation or else in _ sheer nervous dread, I realized that my friend was in _ deep trouble. 13. His smile was concentrated on you with _ irresistible prejudice in your favour. 14. At this point Miss Baker said "absolutely" with such _ suddenness that I started. 15. The young man said good-bye with _ greatest excitement and _ jauntiness which deceived no one. 16. Not enough is being done to protect _ academic freedom from _ financial, political and diplomatic pressure. 17. There was _ certain refinement in his face and _ spirituality that was oddly moving. 18. Now he told with _ sheer pride that he was in _ good luck to have been granted _ final permission to set up _ expensive equipment in the hall. 19. One

of the greatest figures in _ Greek thought was Aristotle. 20. Your silly mistake makes all our plans hang by _ thread now. 21. In the darkness of the hall only _ thread of _ light came through the keyhole. 22. He saw _ light in the distance and felt more assured. 23. Could you give me _ light? 24. There was _ fire in the coal-mine the other day. 25. When the Western Allies waged _ war against Hitler, it was not _ war within Europe only. 26. He had _ romantic affection for all _ manifestations of _ nature. 27. _ nature of _ language is sociable. 28. We cannot stay here: there is _ dust on _ furniture and all over _ place, and _ air smells disgusting. 29. _ modern research tends to emphasize _ role of _ liver in maintaining _ blood sugar levels. 30. One can't deny _ essential impact of _ antique culture on _ contemporary one.

Exercise 8. Translate into English paying attention to uncountable nouns.

А 1. Медь – металл желтого цвета, являющийся хорошим проводником электричества. 2. Война всегда несет несчастье и смерть. 3. Большой бизнес – это обычно война амбиций. 4. Дом, построенный на песке, не может быть таким же крепким, как построенный на твердой почве. 5. Существуют черви, которые перерабатывают (produce) настоящую шелковую нить. 6. Древние философы считали, что огонь – вещество, как и вода, земля и воздух. 7. Современное искусство включает в себя традиции классического европейского искусства и многое из национальных искусств других народов мира. 8. В былые времена Лондон не раз страдал от пожаров. 9. У него хорошие знания по истории Англии. Знания – сила. 10. Не мой сказать, что у меня было безоблачное детство. 11. В чем преимущества высшего образования? 12. Образование, которое дает мог университет, намного шире, чем то, которое дают во многих других университетах Европы. 13. Пространство и время – это формы существования материи. 14. У меня никогда не было хорошей памяти на имена. 15. У меня не очень приятные воспоминания о школьных днях. 16. Память можно улучшить специальными упражнениями. 17. Вы сегодня в пре-

красном настроении. Надеюсь, вы в добром здравии. 18. Вы делаете большие успехи: у вас хорошее произношение и довольно большой запас слов. 19. Его слушали в полном молчании, но это было молчание недоверия. 20. У этого певца хороший голос, но плохой вкус, он часто выбирает вульгарную музыку и плохие стихи. 21. Я не люблю громкую современную музыку. Я предпочитаю старую классическую музыку, особенно музыку XVIII–XIX века. 22. Он испытал странную радость, услышав это, радость, смешанную с завистью. 23. Физическая география описывает климат и природные ресурсы страны, политическая география имеет дело с политическим устройством государства. 24. Русская история полна примеров борьбы народа и с захватчиками, и с тиранией своих собственных правителей.

В 1. Запах жареного мяса и шипение жира на сковороде привлекали голодного мальчика, однако хозяйка не торопилась звать его к столу. 2. В былые времена дома отапливались углем и дровами, а в современное время – газом и электричеством. 3. Ее подвенечное платье было сшито из бледно-розового атласа, отделанного кружевом с золотой вышивкой. 4. Имитация пожара удалась на славу: дыма и шума было предостаточно. 5. Культурный человек – это тот, кто живет богатой духовной жизнью. 6. Древнегреческая философия включает в себя материалистическую философию (труды Демокрита) и идеалистическую философию (учение Платона). 7. Одним из принципов, к которому лидеры были непоколебимо привязаны, придя к власти, было отвращение к расовым предрассудкам. Расовая справедливость и враждебность к этнической дискриминации были идеалами, которые искоренили соперничество двух партий. 8. – Больше всего мне нужна полная уверенность. Я устал от постоянных сомнений. То, что цены растут, – это точно. – Ты говоришь это с уверенностью? – Я убежден в этом наверняка! 9. Это давно доказанная истина, что неизбежность наказания сдерживает преступников больше, чем суровость наказания. 10. Ревность, дикая ярость, презрение, чувства полной вины и досады боролись в его груди. Это был момент, когда он почувствовал глубокое отчаяние.

Exercise 9. Comment on the use of articles with abstract nouns in the following phrases to identify the meanings expressing either a feeling in general (e.g., *have/feel/take pleasure/delight/shame/pride*) or a result (situation, event) with the introductory "It" (e.g., *It is a pleasure/a shame – a pleasant/shameful situation*).

1. It is an English custom of long standing to show honour to King or Queen. 2. It is an honour for me to work with someone like you. 3. May I have the honour of your company at dinner? 4. He is an honour to his school. 5. Do have pity on me! 6. What a pity it is that you can't swim. 7. His failure did not cause great surprise. 8. His failure was not a great surprise. 9. To the surprise of everyone, his plan succeeded. 10. An honest person cannot but feel shame at having told a lie. 11. He is a shame to his family. 12. It is disgrace that people of that kind fear most, not any pricks of conscience. 13. It is a disgrace that he said such things to a dying person. 14. It has been a great inconvenience being without this bag all these years.

Exercise 9. Supply the required articles with abstract nouns acquiring different syntactic position in the sentence.

1. It's _ honour to be well thought of by such _ colleague as you. 2. It's brought me _ immense honour to find myself in such _ place with you. 3. It was _ irony that he spoke out in such _ weird calmness. 4. Isn't it _ shame to take such _ big money for doing such easy work? 5. It was _ shame to awake us at this yearly hour. 6. It was only _ shame that he felt, not _ pride, as he had expected. 7. What he did then brought only _ shame on his family. 8. It had been (given) _ mere sacrifice to his parents to give him _ prestigious education. 9. It has always given me _ great surprise that you ever attracted that girl. 10. Lots of people cannot understand _ pleasure of walking nude in _ open air on _ sunny day. 11. It was _ tremendous pleasure to go to see them once a month and talk over all _ gossips of _ town. 12. He experienced _ peculiar pleasure when he did mischief. 13. It was (gave). _ great bitterness to Martine to see herself deserted by Paul. 14. It seems

_pity to take up _old scandals and wash _dirty linen in _public.
15. It has been _bitter grief to her that _son of hers should refuse
_appointment as _vice-president. 16. It is really _relief to have
somebody to tell things over with. 17. It was not _relief that he
felt now, but _embarrassment. 18. You are back at last! What _
relief. 19. As many other prominent politicians, Churchill could
not resist _desire to write _English History (_History of England).

Exercise 10. Supply the required articles and comment on the use of Proper Names.

1. One day, while composer Beethoven was taking walk with _
poet Goethe, they noticed _carriage of _Archduke of Austria
approaching them. 2. _Famous Hungarian pianist and composer
Franz Liszt was once giving _concert in _small town in _South of _
France. 3. Within a short walk lived a family with whom _Bennets
were particularly intimate. 4. _Rubens, said Simpson, would be
taken over to France, where it would pass into the millionaire's
possession. 5. Then there was also ...Mr. Curie, of whom I could say
nothing except that he had come down to discuss books with _Sir
Ambrose. 6. You are not _Andrew Manson I married. 7. _impatient
Granby called out to his companion. 8. He looked at himself in the
glass. Here, then, was _modern Hercules – very distinct from that
unpleasant naked figure with plenty of muscles, brandishing a club.
9. Can I then say that _America I have seen has put cleanliness
first, at the expense of taste? 10. Aren't you _Cicero, talking so
finely! 11. just note how different all these composers are –
touching Schubert, _graceful Mozart, and _stormy Beethoven!
And it is certainly hard to imagine _tragic Rossini or _light-minded
Bach. 12. I happened to get _nicely illustrated Goethe the other
day. 13. But it was _very subdued Rose who replied. And it was quite
_frightened Rose who rang the bell.

Exercise 11. Translate into English.

1. – Вас просит к телефону некий Петров. – А, это, навер-
ное, Петров, с которым я встретился вчера в доме Павловых.
2. Крылова можно назвать русским Лафонтеном, а Лафонтена –

французским Эзопом: оба они переводили басни греческого
поэта Эзопа. 3. Туземца (native), которого Робинзон Крузо спас
от смерти, он назвал Пятницей, так как это произошло именно
в пятницу. 4. – Что это за картина? – Мне кажется, это Рубенс.
5. Как истинный Форсайт, Джوليон был рабом собственности.
6. В его интерпретации это был совсем иной Пушкин – такого
Пушкина мы раньше не слышали. 7. – О каком Толстом ты гово-
ришь? – О Толстом, который написал «Петра Первого». 8. Было
трудно найти для Агнесс какую-либо параллель с классиче-
скими примерами: может быть, добросердечная Медея? Или
Клеопатра с чувством долга? 9. «Если ты рожден Эллиотом, ты
рожден джентльменом» – так говорили Эллиоты. 10. Это был
не тот Стэнли, которого все знали, а робкий и чувствительный
Стэнли. 11. Он сейчас проживает, кажется, у некой мисс Браун.
12. В кипе книг на полу он нашел Шелли в рваной бумажной
обложке. Он осторожно поставил Шелли обратно на полку.

Communicative Activities

Read two students' viewpoints of part-time work while at university from the article "Should universities ban part-time work for students?" paying attention to the usage of nouns in the text.

Will you put forward your own opinion on the issue of working alongside studies?

"My university is right to ban part-time work" Natalie Gil

There's no way I could have held down a part-time job as an undergraduate. With relatively short eight-week terms, at least three essays constantly on the go, and a never-ending reading list, on top of the extra-curricular commitments so crucial for one's CV, I would have burned out. When sleep is considered a luxury and there's never a day when you couldn't be working, faking a smile behind a supermarket counter is the last thing you want to be doing.

Oxbridge students are advised against undertaking part-time work and I believe it's for good reason. You may wonder what the difference is between part-time jobs and the hours many

students spend involved in extracurricular activities. The senior tutors committee at Cambridge states there isn't necessarily a difference between such commitments and part-time work. "We try to discourage students from taking on part-time work if they're struggling to keep up and meet deadlines". These activities are part of the student experience so the university has a duty to encourage students to participate in them. Obviously extracurricular activities can be overdone to the extent that they interfere with academic work, but they're fine if they're balanced with it.

Universities like Oxford and Cambridge provide generous bursaries. They prevent students from being forced into jobs that would compromise their academic achievement, which is, after all, the main point of university.

It is true though that university is expensive, so students might feel the need to take on part-time work to meet living costs. I was lucky enough to qualify for a bursary and would have struggled to maintain a decent quality of life without it.

Bursaries might not be enough to sustain some students, so there is always the option of a holiday job. With three months off over the summer, many take up paid internships or retail work to tide themselves over for the following academic year.

"Part-time work helps students improve their employability" Alexa-Jane Moore

For myself and many other students, there are lots of reasons for taking on part-time work. Financial issues is perhaps the most pressing reason to work, but a part-time job is also an opportunity to gain experience in your chosen field, put study into practice, gain relevant skills and make networks that will help you get a job after uni.

With university fees currently at £9000 and hefty living costs on top, life as a student is so expensive that I need to work. I use my earnings to pay for the living costs not covered by student loan. It is tough finding the right balance but the experience is a fundamental element of my course. Experience is the key that students are using to distinguish themselves from other applicants.

Working alongside studies is a boost to employability. Most employers ask for experience alongside a degree, and working while at uni puts you in a much better position when it comes to finding a graduate job. Part-time work is a good way for students to develop practical skills and to secure full-time employment upon graduation.

Review Tests

Test 1. Noun Classification. The Category of Number and Gender.

Task 1. Give the plural form of the following nouns.

Country, Kitty, penny, concerto, hero, cuckoo, proof, sheaf, dwarf, lily-of-the-valley, genius, Norman, woman-coach, man-eater, lady-killer, bacterium, oasis, fungus, automaton, formula.

Task 2. Use the following nouns with the suitable form of the verb "to be" (singular, plural or both if possible).

Works, scales, series, statistics, cattle, crew, contents, cloth, irons, luggage, audience, aircraft, vermin, swine, furniture, fruit, onions, Swiss, poultry, equipment.

Task 3. Give the opposite gender form correlated with the noun.

Hero, host, usher, steward, headmaster, salesman, policeman, bachelor, landlady, duchess, peahen, niece, monk, tom-cat, vixen, Billy-goat, ewe, gander, he-bear, duck.

Task 4. Supply the noun-verb concord.

1. A significant number of livestock (to be) raised in bushfire affected regions.
2. Both Google and Facebook (to have) very well-established franchises on mobile.
3. The data on shrinking mobile web usage (to pose) some challenges for Google.
4. The rest of the apps, including gaming apps, (to be) simply not getting their fair share of advertising spent.
5. Hard work rather than innovations (to be) sure to raise you up atop the podium.

6. (To be) your flock potential prizewinners?
7. The majority of sessional staff also (to do) not have access to private office space in which to conduct lectures or tutorials by Skype.
8. Success or failure (to be) sure to partially depend on how much the importance of the issues (to be) made to care about.
9. The choice of goods in the stores (to be) dependent on one or two very specific trade routes.
10. It is a myth that all fruit (to be) packed full of vitamins and minerals.
11. There (to be) a neat, scrubbed outdoor terrace and sparsely set tables, and the clientele (to be) aged from seven to 70.
12. All stationery in his parliamentary office (to be) procured competitively, the majority of separate items (to be) supplied by a company that his family owned.
13. How (much/many) (fish/fishes) sold in the UK (to be) from sustainable sources?
14. Yet history (show) that the crowd always (find) a way to return.

Task 5. Translate the following sentences into English.

1. Народы Севера используют оленей как транспортное средство.
2. Информация оказалась неверной, и компания понесла большие убытки.
3. Ее одежда всегда была аккуратной и скромной, хоть она и стоила немалых денег.
4. Повреждения судна оказались серьезными, поэтому экипаж корабля в увольнении (on leave).
5. Огромное количество фруктов импортируют из стран Южной Европы.
6. Ваши советы были полезными в этом деле.
7. Его фонетика улучшилась за последнее время.
8. Где ваши деньги? Полагаю, либо их украли, либо вы оставили их дома.
9. Обычные критерии не годятся для описания таких явлений.
10. Его успехи в произношении пока невелики.
11. Полиция сейчас расследует жестокое убийство на окраине города.

12. Кризисы в экономике отражаются на уровне жизни разных слоев населения.
13. Товар только что прибыл на станцию. Его доставят вовремя.
14. Фруктовые и овощные соки очень полезны.
15. Его домашняя птица славится на всю деревню.
16. Вся мебель изготавливается из дерева и металла.

Test 2. The Category of Case. Noun Combinations.

Task 1. Paraphrase using the Possessive case.

1. They have just built a huge modern well-equipped stadium for children, which was very close to the University.
2. They read the most famous novels of Charles Dickens and William Collins.
3. He didn't know what to say at the very final exams last year.
4. The school is at a prolonged distance of two miles and a half from their house.
5. We met at the gorgeous house of my beloved mother-in-law.
6. We visited the best famous museums of the capital during our delightful visit of two days.
7. How I dislike those weird boyfriends which Susan has!
8. It was the most efficient experiences of the company.
9. I heard the voice of my boss, but I took it for the voice of someone else.
10. We were confused at the unexpected wedding of Marry and David.
11. We got all the information at the travelling agency.
12. One of the daughters of general Korvin was considered to be a lady of whims.
13. The teacher drew the attention of the children to the style of the author.
14. She contributes to a fashionable magazine for women.

Task 2. Paraphrase using the Possessive case or Noun + Noun combinations where possible.

A holder for a kitchen-roll made of onyx, the piercing sound of the car wheels; the vague attention of the naughty children; the door of the garage; the high waves of the stormy ocean; safe utensils for baking; a sudden feeling of cruel fury; the issues of education;

the joint enterprise of Dolce and Gabbana; a shelter for animals; the readings dedicated to Tolstoy; a plan of reconstruction; huge heaps of shabby clothes; achievements of technology of computer; the disappointed events of yesterday; efficient three days of the negotiations in Geneva; the promising speech of the Minister of Finance of Russia; the patriotic up-bringing of the youth; an illustrated journal about animals; theatrical performance for children; delicious cakes of cottage cream; a trip along roads at cross-country.

Task 3. Translate the sentences into English.

1. Музей купил эту потрясающую картину великого Дега на аукционе Сотбис (Sotheby).

2. Я провел изумительный двухнедельный отпуск у одного старого друга моей любимой сестры.

3. Эти картины Айвазовского и Репина будут представлены на выставке русской живописи в Лондоне.

4. Ради приличия, посидите еще несколько минут от греха подальше.

5. При лунном свете ее бледное кукольное лицо выглядело словно фарфоровая статуэтка.

6. Он прочитал ту известную книгу скандального Роберта о сегодняшней величественной Британии.

7. Мой проект отклонили точно так же, как и проект Джона.

8. В парикмахерской я встретил одного из старых приятелей моего дяди Майкла.

9. Несколько лет она преподавала в престижной женской школе в одном из известных городов Англии.

10. Он был на волосок от смерти, оказавшись на краю скалы.

Task 4. Supply the required articles.

1. She used to experience _ mature distrust of _ triviality.

2. She was seen as _ emblem of _ post-recession generation, reveling in _ wreckage of _ promised future.

3. It was _ simple statement of _ fact, but there was _ certain depression behind it. My wife did not hear _ depression.

4. When they came to _ power, one principle they seemed unbreakably attached to was _ detestation of _ racial prejudice. _

equality of (in) _ racial justice and _ hostility to _ ethnic discrimination were ideals that united _ old and _ new Labour.

5. I noticed _ weird Barton take _ three lumps of _ sugar, putting two in his cup and wrapping _ third in _ corner of his handkerchief.

6. _ correctness was _ quality he most valued: _ correctness of _ machine, _ correctness of _ report.

7. Not enough is being done to protect _ academic freedom from _ financial, political and diplomatic pressure.

8. In _ search for _ further proof he found _ weapon of _ crime.

PART III

THE PRONOUN

*The greater part of the world's trouble
is due to questions of grammar.*
Michel de Montaigne

3.1. GENERAL MORPHOLOGICAL CHARACTERISTICS OF THE PRONOUN

The categorial meaning of the pronoun is that of a substitute part of speech that may refer to living beings, objects, notions or situations and indicate, not name, their properties, qualities, quantities, spatial and causal relations. All pronouns may function in the sentence either as noun-pronouns, substituting nouns (e.g., **they** (children) hate **it** (radio); from **them** (relatives); etc.), or as adjective-pronouns, substituting adjectives (e.g., **every** employee has **their** duties; some other time; all the suggestions, etc.).

e.g. **I** broke **his** camera and **he** was utterly upset about **it**.

*It is possible to respect **both your** opinions and **those** of **other** people.*

***Many** of the latest models have been recalled, and **this** has caused embarrassment to the manufacturers.*

In accordance with the morphemic structure, pronouns may be classified into **simple pronouns**, having one root morpheme (e.g., *you, mine, those, some, none, neither, all, which*, etc.), **compound pronouns**, consisting of two-root stems (e.g., *themselves, everybody, someone, nothing, whoever*, etc.) and **composite pronouns**, having the structure of a phrase/word combination (e.g., *each other, one another*).

From the perspective of semantic properties, a whole stock of pronouns may fall into the following subclasses: 1) personal pronouns (e.g., *she, it, we, they*, etc.); 2) possessive pronouns (e.g., *my, mine, his, its, our, theirs*, etc.); 3) reflexive pronouns (e.g., *herself, yourself, itself, themselves*, etc.); 4) demonstrative

pronouns (e.g., *this, those, such*, etc.); 5) indefinite pronouns (e.g., *some, anybody, each, everything, either, a great many*, etc.); 6) reciprocal pronouns (e.g., *each other, one another*, etc.); 7) interrogative pronouns (e.g., *who, what, which*, etc.); 8) conjunctive pronouns (e.g., *whose, which, how much*, etc.); 9) relative pronouns (e.g., *that, who, which*, etc.).

Morphologically, the pronoun as a part of speech is characterized by a lack of unified grammatical categories typical of the whole class of pronouns. The subclasses of pronouns have different categorial characteristics. Some of pronouns have the category of number (e.g., *he/she – they; this – these; yourself – yourselves, other – others*, etc.), the category of case (e.g., *somebody's, other's, his, our*, etc.), the category of gender (e.g., *she – he – it, herself – himself – itself*, etc.), animate/inanimate reference (e.g., *someone – something, who – what*, etc.), while others lack any categorial differentiations, having invariable forms (e.g., *such, each, whose*, etc.).

In the sentence, used as either noun-pronouns or adjective-pronouns, with substantive and adjectival properties available, pronouns may perform the syntactic functions of a subject, a predicative, an object, an attribute, an adverbial modifier.

e.g. *The boys went out and **some** did not return until morning.*

***This** country sees **itself** as overcrowded and overgenerous – it is **neither** of **those** things.*

***You** can establish **your** business for the benefit of **those** around **you**.*

3.2. SEMANTIC SUBCLASSES OF PRONOUNS

I. Personal Pronouns

1. Personal pronouns may be discriminated on the basis of the following categories of:

1) person and number: the 1st person singular and plural (**I – we**); the 2nd person singular and plural (**you**); the 3rd person singular and plural (**he/she/it – they**);

2) case (nominative and objective): **I – me; you – you; he – him; she – her; it – it; we – us; them – them;**

3) gender in the 3rd person singular: **he** (masculine) – **she** (feminine) – **it** (the neuter gender with reference to inanimate things and non-human beings), whereas the personal pronouns **I, we, you, they** are indifferent to gender, referring to either animate beings or inanimate things.

However, the personal pronouns **he** (**him, his**) and **she** (**her**), which are traditional markers of the gender discrimination in regard to human beings, may be referred to non-human and inanimate objects (see "The Category of Gender", 2.8).

e.g. Come and take a glance at my new car. **She** is a beauty.

The steer's record-breaking size has saved **him** from the slaughterhouse.

The personal pronouns **we, you, they** may be used as **indefinite-personal** ones with reference to people in general, a community or group of people.

e.g. We are convinced that we can get all we need in terms of talent and artistic energy from within Europe.

You can't believe everything what they say about the riots in the streets.

We managed to learn a lot of names over the course of our lives.

2. The personal pronouns of the Nominative Case function in the sentence as a subject and a predicative, followed by a clause (a), while the forms of the Objective Case may be found in the sentence as an object, an adverbial modifier and as part of subjective, objective, adverbial nominal phrases (b).

e.g. a) **He** follows me as **I** go to unlock the back door.

It would be terrible if **they** should meet with a loss.

How are **you** going to cope with the data **we are** constantly deluged with?

It was **she** who convinced the jury of his innocence.

b) I found a can of cat food in the cabinet and gave **it** to **him**.

We aren't here to do **you** any harm, believe **me** and don't look at **us** that way.

It is not like generations have a cast iron wall between **them**.

Very few of us are responsible for the government's policies.

Here are a few recipes to make the most **of them**.

The increasing gap **between some of us** can be accelerated by technological changes.

It is noteworthy that in colloquial style the usage of the Objective Case is preferred in the subjective, predicative functions and comparative patterns as follows:

e.g. "Who else is familiar with it? – **Me**." (**I** am. It is **I** who am familiar with it).

It is **me who has** to find the solutions.

It is **him** (who is) doing the searching. (It is he who is doing the searching).

She's just a little older than **me** (I am).

Robots don't have to be as clever as **us** (we are).

No one could see them but **her**.

He was enlisted in the same time as **them**.

3. The pronoun **it**, in its turn, is generally used with reference to inanimate things, abstract notions and non-human beings.

e.g. In any case, **it** had nothing to do with me.

I stared at the receiver for a while and then set **it** down in its cradle.

He got down the horse and tied **it** to the rail.

Yet, in the sentence, the pronoun **it** may perform certain semantic-syntactic functions as follows:

1) as a **personal pronoun** – a substitute for the *antecedent* noun, phrase, clause or utterance, referring to a whole situation/context;

e.g. I decided to iron the shirts instead. **It** is an old habit when I am upset.

As the phone rang again, I hesitated for a second but decided to answer **it**.

The music had stopped but he didn't notice **it**.

Just get on with **it**! There is no time to lose.

2) as a **demonstrative pronoun** in the function of a *notional subject* to indicate or name some things, situations (events);

e.g. If **it** (that) were the same woman I would drop the receiver. This time **it** (this) was Kumiko.

*It means that he has decided to set off somewhere else.
It was an amazing experience.*

3) as **an impersonal pronoun** in the function of a formal subject to name/state certain facts referring to time, distance, other types of measurements, natural phenomena;

e.g. It was freezing cold in the room.

It is Saturday tomorrow. It is half past three.

It is about three miles from here to Plymouth.

It was nearly midnight when we got home.

Hardly had it got dark when it started raining heavily.

It looks/seems as if all the demons of her past have melted away.

The impersonal pronoun **it** may also be used in an *emphatic pattern* so as to lay stress on a particular part of the utterance.

e.g. It might be compassion that the jurors felt for the accused.

it was yesterday that she was noticed on the dock.

It was in Belfast that I met the audience.

It is I who have contrived these devices.

It is them whom we are worshipping.

4) as **an anticipatory formal subject** so as to introduce the notional one, expressed by a non-finite form of the verb (a), or its complexes (b), or a clause (c):

e.g. a) It is such a pleasure to see you again.

It was no use building a bridge over the river.

It must have made him upset to leave the place.

b) It was impossible for all the people to be evacuated.

It is no good you just thinking like that.

c) It seems strange that she has never mentioned the wedding.

It was clear that he was going to give in.

It is suggested that they share any experiences with one another.

4. It is worthwhile additionally to take notice of the following patterns of agreement between the subject expressed by personal pronouns and the verb-predicate (see "The Noun-Verb Agreement", 2.5).

1) homogeneous subjects connected by means of the coordinating conjunctions **and**, **both... and** take a plural verb;

*e.g. Both she and her sister have remarkably selective memories/
My brother and I have made a hugely talented young rock band.*

Both she and he were to describe it as an accident.

2) the verb-predicate agrees with the nearest word of homogeneous subjects connected by means of the coordinating conjunctions **either ... or**, **neither ... nor**, **or**, **not only ... but**:

e.g. Not only he but the others are at risk.

Either you or she is to work out a strategy.

Neither I nor you are likely to change our views.

Neither she nor her friends were obliged to disclose the matter to anyone.

Neither my wife nor I am/are in any trouble with the police.

Neither you nor she knows/know exactly what happened between them.

II. Possessive Pronouns

Functioning in the sentence as either an adjective-pronoun or a noun-pronoun, possessive pronouns express the meaning of possession towards a modified noun. Possessive pronouns have **the conjoint forms** and **the absolute forms**: *my – mine; his – his; her – hers; its; our – ours; you – yours; their – theirs*. There is no absolute form corresponding to the personal pronoun **it**. The conjoint forms of possessive pronouns are used attributively (a), pre-modifying nouns, whereas the absolute forms may perform a range of syntactic functions, and serve as a noun-substitute (b).

e.g. a) It is my way of expressing my feelings.

The letter didn't reflect its position.

She had to fight her family's attitudes to be able to play music.

Your fist habit should be turning your clothes inside out to read the label.

Prominent musicians practise their art nationwide.

People at nearby tables stole glances in our direction.

b) She withdrew her hand from mine and took several deep breaths.

*So he revealed these thoughts of **his** to my sister.
Is that message **yours**?
So their well dried out, but **ours** didn't.
My life will have to be different from **theirs**.*

It is noteworthy that the definite article is commonly used instead of a possessive pronoun in certain idiomatic phrases, with no meaning of possession emphasized.

*e.g. He took me **by the hand**.
The ball struck him **in the back**.
He patted the child **on the shoulder**.
Only the shaggy black fur grew **on the face** and head.*

III. Reflexive Pronouns

From the perspective of the morphemic structure, reflexive pronouns are regarded as compounds and formed by means of the suffix **-self** in the singular and **-selves** in the plural, added to the stem of either the possessive pronouns or the objective case of the personal pronouns: **myself; yourself; himself; herself; itself; ourselves; yourselves; themselves**. The pronoun **oneself** is derived from the indefinite pronoun **one**.

Semantically, reflexive pronouns denote a reflexive action towards the doer of the action that functions as the subject of the utterance.

In the sentence, reflexive pronouns may perform a full range of syntactic functions: a subject (a), a predicative (b), an object (c), an attribute (d), an adverbial modifier (e).

*e.g. a) My wife and **myself** are hoping it won't be a prolonged affair.
He felt **himself** growing hot to the roots of his hair.
b) I realized that it was **myself** that I was running from, not to adventures.
It is a year since she has felt like **herself**.
c) We had to leave the place to save **ourselves** from self-destruction.
The disease has got her laughing at **herself** in the mirror.
The dogs drew attention to **themselves** by barking loudly.
d) The actor will play a version of **himself** accepting the invitation to attend the party.*

*The protection of **oneself** and one's family is the core of responsibility.*

*e) a humanoid robot can now run through a park all by **itself**.
He cares so little about anything other than **himself**.*

There are a range of "reflexive verbs" that are followed by reflexive pronouns forming a close sense-unit, e.g., *to immerse oneself, to pride oneself, to find oneself, to forget oneself, to bear oneself, to avail oneself, to excuse oneself, to praise oneself, to make oneself comfortable, to set oneself apart, to pull oneself together*, etc.

Cf. Here, finally, was a politician who represented the interests of students.

*The country **represents itself** as the victim of the aggression.
Schools were forced to introduce harsher disciplinary measures.
The man **introduced himself** as Duncan and handed us two pieces of paper.*

When it comes to writing essays, she is hopeless.

*He was given a breathing operation after that but he never came to **himself**.*

Nonetheless, it should be pointed out that there are a set of *intransitive* phrases or patterns that are reflexive in meaning, but are commonly used without reflexive pronouns.

*e.g. This fabric **does not wash** well.*

*He **washed and dressed** quickly.*

*She tends **to dress** in dark colours.*

*The **carpet has worn thin** in places.*

*At the age of 50, he **had worn well**.*

*Do you **enjoy cooking** or do you just see it as a chore?*

*Water began **splashing** over the sides of the boat.*

*He cut himself while **shaving**.*

Besides, there are a number of idiomatic phrases used by means of reflexive pronouns.

*e.g. At night, the boy would set off to the mountains (**all**) **by himself**.*

*I had kept that story **to myself** for a long time.*

*She felt sick, disgusted, and **beside herself** with rage.*

*He was constructing an ever more solid position **for himself** in the society.*

*My family used to speak English **among ourselves** in public.
Once again I've become **myself** inside my body, my back
against the wall.*

*The atmosphere may **in itself** be helping spur the increase.*

Furthermore, the reflexive pronoun may also be used for emphasis in the function of apposition towards its antecedent noun or pronoun. The emphatic pronouns may be omitted without destroying the sense of the utterance. They can be placed either immediately after their head-word or at the end of the sentence.

e.g. ***She herself** couldn't understand her own reaction.*

***You'll** have to fill the forms **yourself**.*

***The island itself** is tiny, pristine, sandy, blue water, palm trees.
It was not like I wanted to thoroughly explore **the countries themselves**.*

*To do nothing would make **us ourselves** involved in his abuse
of the public trust and our national security.*

IV. Demonstrative Pronouns

Demonstrative pronouns (**this; that; same; such**) serve to make objects, things or notions and their properties pointed out. The demonstrative pronouns may function as either noun-pronouns or adjective-pronouns.

1. The pronouns **this** and **that** have the category of number and admit the corresponding plural forms **this – these, that – those**. The pronoun **this (these)** refers to things, notions, situations which are relatively close in space, time, or happening at the present moment of speaking, or are going to follow, whereas the pronoun **that (those)** indicates distant position of things, notions, situations, or mentioned in the previous utterance, or referred to the past.

Cf. *Life is not easy **these** days. – We felt invincible in **those** days.*

*Take **this** pear, it looks pretty ripe. – I'll take **that** seat you offered me.*

*I'll tell **this**. He isn't that man to trust. – He betrayed the partners. **That** was expected to happen some day or other.*

*Listen, we'll do it like **this**. I'll explain right now. – Why did he do it like **that**?*

*Look, the box is **this** high, about a meter and a half. – It isn't **that** size you just showed.*

***This** (quantity) will do. I am afraid I won't eat it up. – **That** will do! Thank you for your presentation!*

*Farther had to leave for Chicago **this** (the coming) morning. – I remember him waking up early **that** morning.*

2. Functioning as a noun substitute (a prop-word) for a certain noun previously mentioned, the pronoun **that (those)** may be followed by a prepositional phrase, a participle or a clause.

e.g. *He believed that her actions were **those of a spoilt girl**.*

*He hung his daughter's portrait beside **that of his wife's**.*

*These poems are not so good as **those written** by you last year.*

*I entered by the door opposite to **that opening** into the garden.*

*She was skilled in teaching bright children and **those who were slow**.*

3. In combination with post-positional adjectives, participles and a relative clause, the substantivized pronoun **those** may refer to a group of people (e.g., *those alive, those eager, those privileged, those striving, those who shout loudest*, etc.).

e.g. *More than half of **those present** were violently opposed to the authorities.*

*Money will be used to rent flats for **those vulnerable** to homelessness.*

***Those injured** in the accident were taken to hospital.*

*The workers were among **those praised** for preventing the crash.*

*Even **those who do not like his pictures** are not indifferent to him.*

*The support of **those who do nursing** leaves a lot to be desired.*

4. Moreover, the emphatic pronoun **that** may be found in certain expressions and set-phrases to make the utterance emotionally coloured with reference to the antecedent notion expressed by a phrase or a whole sentence/context.

e.g. *I'm going to practise law. I have **that** all planned.*

*"Let's send him a wire." "**That's it/all right! That's an excellent idea.**"*

"Tell her I'm sorry I missed her." **"I'll do that."**

I'm going to stay here a while, **and that's that!**

My husband was right about you. He always notices things **like that.**

I had never heard him speak **like that** before.

It was May, but **for all that** it was pouring like in autumn.

She was young and beautiful. **More than that**, she was happy.

"Do you want to speak to me about your work?" "Oh, **hardly that.**"

He used to talk about his responsibilities **and all that.**

I'm thinking of your future. **That's why** I'm giving you a piece of advice.

The relations have become more transitional – **that is**, we are sure that we are going to live separately and stay **that way.**

It is not that we failed to cope with it, but we didn't **care about that.**

The game was great, in any way. **Let's leave it at that.**

The wounds were too painful **to leave it at that.**

"George will be there? **That settles it.** I am not coming."

I can't believe that he is **that naive/as naive as all that.**

There was **only that much** left in the bottle.

5. The demonstrative pronoun **such** emphasizes the descriptive meaning of a particular type, quality or degree of thing, notion or situation expressed by nouns which are used with either the indefinite or the zero article, serving its nominating and descriptive function: *such an unbelievable story, such desperate letters, such a low salary, such high incomes, such compassion, such lovely weather.*

Nouns modified by the demonstrative pronoun **such** may be followed by either a phrase introduced by the conjunction **as** (a) or an *attributive clause* and an *adverbial clause of result* introduced by the conjunction **that**, whereas an *adverbial clause of comparison* is introduced by the conjunction **as** (b).

e.g. a) The wage was enough to just buy basic foods **such as** flour, rice, pasta.

Employers should see **such changes as** opportunities to improve their productivity and working culture.

The wind was **such as** to tear the roofs off the houses.

b) There was **such** a fierce wind **that** it tore the roofs off the houses.

Such reforms **that** will bring trade to a standstill are not to be introduced.

They should introduce **such** reforms **that** politicians are unlikely to have a great influence over.

Such reforms **as** they introduced to health involved privatization.

He used to speak in **such** a way **that** she always felt offended.

He used to speak in **such** a way **that** would made her offended.

He used to speak in **such** a way **as** his parents did.

It should be noted that the pronoun **such** may be combined with some indefinite pronouns.

e.g. There is **no such** thing as an iconic image.

He has not seen **any such** evidence.

It is noticed that **any such** word implies a moral evaluation.

In **all and every such** case, the people of the realm should be discharged from duty.

Studies have identified a genetic link for **some such** disorders.

It is noteworthy that the demonstrative phrase **such as** is distinguished from the introductory word **the following**.

Cf. He was the absolute successor of **such** artists **as** Michelangelo, Rubens, Rembrandt and Cézanne.

Before following the instructions below, please check **the following**: You are using the email address you registered with.

Besides, the pronoun **such** may be found in certain expressions or set-phrases.

e.g. The script, **such as it was**, existed mostly in theory.

The companies are well aware of the risks, **such as they are.**

The novel's plot, **such as it is**, appears just a series of coincidences.

The vulnerable groups are deprived of healthcare, homes, food, decent jobs **and such like.**

The injured were treat as victims **as such.**

Such is the nature of the contemporary world we live in.

*I am sorry if I disappointed you – **such (that)** was not my intention.*

6. The demonstrative pronoun **same** bears the restrictive meaning of identity, and hence is followed by either the definite article or the demonstrative pronouns (e.g., *the same issue, the same politics, the same ambitions, all (much, just, almost, still) the same, this same day, that same approach, these same countries, those same schools*, etc.). The demonstrative pronoun **same** may function as an adjective-pronoun and a noun-pronoun with reference to its antecedents mentioned or implied in the context above.

e.g. *I won't make **the same** mistakes again.*

*Every day I look at **these same** hills, **these same** shores, and every day they show me something new.*

*He always started with bacon and eggs and did **the same** for years.*

*The government's policy has remained **the same** since.*

The pronoun **same** may be followed by either a phrase introduced by the conjunction **as** (a) or an *attributive clause* introduced by the conjunction **that** and an *adverbial clause of comparison* introduced by the conjunction **as** (b).

e.g. a) *Social media platforms use **the very same** techniques as gambling firms.*

*She is **still the same** as always.*

*I realized Chris was describing **the same** ward as my son's.*

*Stuart's opinion was **much the same** as mine.*

*A flat in London costs **almost the same** as in Liverpool.*

b) *He was wearing **the same** clothes **that** he had slept in.*

*The band went on tour with **the same** stock of songs in **the same** places **as** they used to years before.*

Furthermore, the pronoun **same** may be found as part of set-phrases.

e.g. *I didn't expect to find anything, but I decided to look around **all the same**.*

*If it's **all the same to** you, we'd rather drop the subject.*

*It's exactly **the same difference** between reading a text and listening to somebody reading it out loud.*

*I wanted to punch him and hug him **at the same time**.*

V. Indefinite Pronouns

Indefinite pronouns denote a variety of indefinite qualities, quantities or degrees of personal and non-personal reference. The whole class of indefinite pronouns may fall into the following subgroups:

1) indefinite pronouns proper (e.g., *some, anything, nothing, none, one*, etc.);

2) distributive pronouns (e.g., *all, each, everything, either, other, both*, etc.);

3) quantitative pronouns (e.g., *much, many, little, a few, lots of*, etc.).

I. 1.1. The pronouns **some** and **any** may be used as both a noun-pronoun and an adjective-pronoun in combination with countable/uncountable nouns and may indicate a personal and non-personal referent of indefinite quantity/quality either in the singular or in the plural.

The pronoun **some** is commonly used in affirmative sentences expressing the presence or availability of some amount or quality of things or properties (a), whereas the pronoun **any** is mostly found in the interrogative and negative sentences instead of the pronoun **some**, expressing the same meaning (b).

e.g. a) *I found **some works** by American poets in that bookstore.*

*I wonder why, when most people eat too many calories, only **some** of them become overweight.*

***Some of the food** was packed in waterproof bags.*

*I believed that we could settle our affairs with **some common sense** and **some kind of goodwill** toward each other.*

*Tomatoes were only 80 pence a kilo, so I bought **some**.*

*It happened **some** (about) **twenty years** ago.*

b) *I did **not** see **any** change in his life.*

*I tried to get a ticket but there **weren't any** left.*

*The commission would **not** have accepted **any** other answer.*

*Is there **any** reason why the patient refuses to take **any** treatment?*

*Is there **any** chance of seeing **any** of his pictures?*

Additionally, followed by a singular countable noun, the pronoun **some** may acquire an emphatic meaning of "a certain person/thing" due to context.

e.g. *That's almost two solid decades I have been involved in **some kind of drama** with **some guy**.*

*We took one more attempt to make up **some sane new plan** for minimizing our apparent incompatibilities.*

Moreover, it is noteworthy that, besides the negative particle **not**, negation in the sentence may be conveyed with the help of other lexical and/or morphemic means, for instance: *never, without, hardly, seldom, neither/nor, too, disagree, disapprove, misunderstand, unaware of, mindless, fail, refuse, object to, devoid of, etc.*

e.g. *I have **nothing** against **any** of these terms.*

***No one** is under **any** obligation to you.*

***Neither** would I have trusted **any** of the main parties.*

*Now that he lived in the country, he **seldom** had **any** visitors.*

*The Dutchman spoke French with **hardly any** accent.*

*The reforms should be abolished **until** it does **any** more harm.*

***Devoid of any** coherent agenda, the Conservatives are seeking to engineer an election.*

However, there are certain instances when the pronoun **some** may be used in negative and interrogative sentences with the affirmative meaning of presence/availability preserved (a), whereas the pronoun **any**, on the contrary, may be found in affirmative sentences in the meaning of "everyone/everything" or "whoever/whatever" (b).

e.g. a) *The cake's wonderful. **Won't** you have **some**?*

*I could **not** answer **some** of his questions.*

*Did you see **some** of his poems published in the magazine?*

*So I **shan't** be able to see **some** interesting games.*

*Not all your answers are correct. Some are, **some aren't**.*

*You know **some** women **can't** cope with the sight of blood.*

*For **some** reason or other they **didn't** stamp my passport.*

*Some of us agree with the statement, **some disagree**.*

b) *It was the first time that **any** of us had been in a plane.*

*This card can be used in the same way as **any** other credit card.*

*I was interested in **any** new prospect of change.*

***Any** who have questions to ask are requested to do so in writing.*

*"Which newspaper do you want me to buy?" "**Any** will do."*

*Her voice carried well in **any** hall.*

*I have **any number of** plants in my garden.*

Furthermore, the pronoun **any** commonly occurs in object clauses introduced by the conjunctions **if/whether** as well as in conditional or concession clauses with the meaning of doubt, uncertainty or condition implied (a). Although the pronoun **some** may also be interchangeably used in such clauses with the meaning of assertion/certainty emphasized as well as availability (b).

e.g. a) *Before leaving I asked everyone I knew whether they had **any** friends in Rome.*

*It is pointless to ever know how **any** of us would have turned out if **any** variables had been changed.*

*If you still have **any** of my father's letters, send them to me, please.*

*If you need **any** help, just let me know.*

b) *Then he asks in halting English if he made **some** mistakes.*

*He suggests considering whether **some** measures are more effective or if **some** employees are more at risk than others.*

*Ultimately, you're likely to get more out of the experience if you can take **some** action on your part.*

*Even if **some** suspected that, ultimately, it wouldn't help the hospitality sector that much.*

1.2. The negative pronoun **no** is used only as an adjective-pronoun modifying either countable or uncountable nouns and has the negative meaning of "not any".

e.g. *He had **no** desire to take any decisions.*

*I have **no** living cousins that I know about.*

*He had been given almost **no** opportunity to practise.*

***No** boy at the school had ever seen the sea.*

If he refuses any referendum, there would be no lawful way to tackle the issue.

1.3. The derivative pronouns **some/anyone** – **some/anybody** – **some/anything** – **no one** – **nobody** – **nothing** are all used as noun-pronouns and correspond to all the aforementioned rules and meanings for the usage of the pronouns **some** and **any**. The compounds denote either personal or non-personal reference only in singular. The compounds in **-one/-body** indicate a personal referent whereas the compounds in **-thing** – a non-personal referent.

- e.g. a) They need **someone** who understands business methods.
To comply with **somebody else's** decision is not a way out.
I'd love to quit my job and do **something else** with my life.
Shall I quit whenever **something** gets challenging?
b) It is senseless to blame **anyone** for what happened.
Did you **take anybody's** photograph at the party?
Is there **anybody else** who doesn't understand what to do?
You can invite **anyone** you like.
What do we do if **anything** wrong happens?
It was so dark I could hardly see **anything** at all.
c) **Nobody** ever knows the secret of a marriage.
There was **nothing** this woman could not do on her own.
Her decision had **nothing** to do with the channel's policy.

Although the difference between the compounds in **-one** and those in **-body** seems barely discernible, and hence may be interchangeable, still the compounds in **-one** refer to separate individuals rather than a collective unity, rendered by the compounds in **-body**.

- Cf. **Somebody** is sure to get interested in this job. (a few people)
There is a message from **someone** interested in the job. (one person)
Nobody knew about their arrival. (all people)
No one has cast a vote for the candidate. (not a person)
e.g. Why is it so hard to convince **someone** of the opposite political party? (one person)
I watch the programmes that you'd expect **somebody** of my background to. (a few persons)
We are facing a huge threat to public health, which could affect **anybody** of any age. (all people)

Anyone of delicate constitution should be treated with caution. (any/every person)

It is known that the villa was home to **somebody/someone** of wealth and status.

It should be noted that the idiomatic use of the pronoun **something** may be found in a range of utterances in colloquial speech.

- e.g. They say creating a work of art is **something like** giving birth.
The house looks **something like** a medieval fortress.
The look on Max's face was **something between** puzzlement and anger.
The building is going to be **something like** 12 storeys tall.
Jill considers herself to be **something of** an environmentalist.
I can't remember his name – Harry **something**, I think.
The account number was **four-two-three-something-something-five**.
I wanted to prove to my family that I could **make something of myself**.
He works as an investment banker **or something like that**.
He's always complaining about **something or other**.
She is not the best worker, but she always tries hard, and **that's something**.
Chloe is even more beautiful than her sister, **and that's saying something**.

1.4. The negative pronoun **none** is used as a noun-pronoun with reference to countable and uncountable things as well as living beings. Hence, the pronoun **none** may take either a singular or a plural verb, according to the meaning of the referent, and yet with the plural verb less formal.

- e.g. Some patients might display mild symptoms or **none at all**.
I asked for some more cake, but **none was** left.
None of the money **has** gone to people who are living in want.
None of his promises **was** kept.
None of the residents **was/were** willing to be interviewed.
None of us **is/are** aware of the facts.

It should be noted that the pronoun **none** is used as a response to questions introduced by the pronouns **how many** and **how much**.

e.g. "**How much** progress has he made?" "**None**."

"**How many** results have you achieved?" "**None**."

Cf. "**With whom** did you speak about it?" "**No one (nobody)**."

"**What** were you doing there?" "**Nothing**."

1.5. The pronoun **one**, used as either an adjective-pronoun or a noun-pronoun, indicate both personal and non-personal reference of countable things, notions, living beings. As a noun pronoun, it may take the plural form **ones**, the form of the genitive case **one's** and the reflexive form **oneself**.

e.g. *It is a nice film of his, but his last **one** was much better.*

One of the buildings was badly damaged in the fire.

They are **the ones** who suffered most of all.

One has to trust **one's** family.

One should be careful not to hurt **oneself**.

The usage of the pronoun **one** is varied in meaning:

1) used for referring to a single person or thing or those of a particular type;

e.g. *I met **one** of her brothers when he was here on business.*

*She was **the one** who got to sing the solo all those years ago.*

*Ours was **one** of the top four boats in the competition.*

*'How many books did she borrow?' 'Just **the one**.'*

*She found herself in **the one spot** that gave her no shelter from the rain.*

*This was **the one** thing all of us were absolutely sure about.*

2) with reference to a group of people;

e.g. *Basically, **the bright ones** do well, **the less clever ones** less well.*

*We have to protect **the vulnerable ones** who get controlled by drugs barons.*

*it was a real problem but **the injured ones** are getting fit now.*

*Wall of hearts grows a memorial to **loved ones**.*

***The little ones** always know a good man from a bad one.*

*It isn't **the pretty ones** that make good wives and mothers.*

Cf. *For those who lost **a loved one**, this day is a time of grief as well as joy.*

3) as a prop-word, either in the singular or the plural, used as a substitute for a previously mentioned noun so as to avoid repetition and may be preceded by an article and an adjective due to context;

e.g. *The new vicar was less cultivated than **the old one**.*

*It is a nice film of his, but his last **one** was much better.*

*No, that's not their car. **Theirs** is **a blue one**.*

*Trams were passing us, but my father was not inclined to take **one**.*

*I prefer red roses to **white ones**.*

*Of all friends, David and I are **the only ones** left who are not married.*

*The families think they are **the vulnerable ones** letting a stranger into the house.*

*"Which biscuits would you like?" "**The ones** with chocolate on them."*

The pronoun **one (ones)** may also be used in combination with other pronouns, such as *this (these), that (those), each, every, which, another, other*, as well as ordinal numerals (e.g., *first, second*, etc.).

e.g. *If you will take this chair, I'll take **that one**.*

*I've never seen such big tulips as **these ones**.*

*Here are some books for you to read. **Which one** would you choose?*

*We felt a responsibility for **each one**.*

*The house appeared **the first one** on the left.*

*If you don't like this magazine, take **another one**.*

*She smiled as **one intellectual to another**.*

*He could not tell the difference between **one flower and another**.*

*I wonder why you give so much love to **one child but not the other**.*

Nonetheless there are certain restrictions on the usage of the substitute pronoun **one (ones)**:

a) it is never used after the adjective **own**;

e.g. *She has two small children of **her own**.*

*A large school like this should really have **a bus of its own**.*

b) it is never used after superlative or comparative adjectives preceded by the definite article;

*e.g. The English climate is often said to be **the most unpredictable** in the world.*

*Of all the race competitors my brother was **the swiftest**.*

*Of the two armchairs I chose **the harder**.*

*Cf. His collection of stamps is **a most valuable one**.*

c) it is never used after cardinal numerals;

*e.g. Of the **ten questions** he managed to cope with only with **four**.*

*All the **puppies** in the cage were black, except for **two**.*

4) as an indefinite-personal pronoun with reference to any/every person or all people in general, applying to no particular person;

*e.g. Why, **one** may ask, would someone want to burn down their own house?*

***One** must bring **one's** own talents to every single task.*

***One** cannot be sure what lies ahead.*

***One** has to trust **one's** family.*

***One** should be careful not to hurt **oneself**.*

***One** who paints ought to know a lot about perspective.*

*His sincerity excited **one's** sympathy.*

5) referring to a particular period of time (day, season, year) in the past;

*e.g. When Sam failed to appear **one evening**, my worry increased.*

***One Friday night**, the two friends stuck upon an idea.*

*I was lying outside **one summer night**, looking at the stars, when I heard the blow.*

6) used in a number of idiomatic phrases;

*e.g. I'd like to thank you **one and all** for all your help.*

*I'm day-nurse and night-nurse **(all) in one**.*

*The whole of Congress rose to their feet **as one**, clapping and cheering.*

*The Liberals were **at one** with the Tories on this issue.*

*I won't go with you. **For one thing**, I am very busy at the moment.*

*People were arriving **in ones and twos**.*

*They got married young and had four children **one after another**.*

*Do you mean your cousin Alessandro and my friend Alex are **one and the same**?*

*Add the eggs **one by one**, stirring as you do so.*

*They are both free tonight, so **one or other** of them will be here to help. Carla said she had **one or two** ideas of her own.*

II. 2.1. The distributive, "universal" pronoun **all** may indicate either personal or non-personal reference. When used as a noun-pronoun, it is singular in the meaning of "a whole amount of something" (a), and plural in the meaning of "a whole number of things/people" (b).

*e.g. a) **All was** tranquil in the street outside.*

***All of the equipment** has been checked.*

*I have done **all that was** necessary.*

*b) **All** (of) these buildings belong to the university.*

***All were** of the same opinion.*

*He made a few suggestions. **All of them were** acceptable.*

As an adjective-pronoun, the pronoun **all** may be singular or plural depending on the modified noun.

*e.g. Where **has all the money** gone?*

*86% of **all the research** was judged to be excellent.*

*No one can solve **all these problems** that need involvement to deal with.*

*Over 90% of **all traffic accidents** result from human error.*

*Not **all lawyers** have large incomes.*

***We have all** enjoyed the party.*

***I am all** in favour of giving the children more freedom.*

It is noteworthy that there are certain peculiarities in the usage of the pronoun **all** to take into account.

*e.g. a) Here are five ways to stop feeling tired **all (the) time**.*

*We enjoyed listening to the rain drumming **all night/day (long)**.*

*You would hear this album pouring out of cars **all summer (long)**.*

*I kept personnel records **all through the war**.*

b) **All singers** need self-confidence to perform.

More than half of **all students** state that their mental health has worsened.

All (of) the students I've spoken to are really offended by the song.

She hates speaking in public, before **all (of) these people**.

He was truly going to meet with **all (of) the employees** who got injured.

c) It's necessary to talk about the impact on **all of us**.

He supported people **all of his** life.

Almost **all of our works** are operas, a form that he reinvented.

d) **All that mattered** was to honour his sailing partner.

It turned out that the envelope was not **all (that)** he was pushing.

Bluff, bombast and blame is **all (that)** he can offer in this crisis.

The pronoun **all** may be interchangeable with the adjective **whole** in the meaning of a complete unity to modify singular nouns.

e.g. His **whole body** was trembling. (all his body)

The whole process will take months. (all the process)

We were told **the whole truth** about illegal traffic. (all the truth)

Cf. He started his artistic career in Barcelona and remained proudly Spanish **all his life** (during the life).

They are concerned with **the whole life of a product**, from mine to landfill. (as an entire period/cycle)

We had to wait not for just a few hours, but **for three whole weeks** to learn the result. (as an entire period/unity)

I will stay here **all three weeks** to practise with my team. (during three weeks)

It should be noted that the pronoun **all**, as well as the adverb **all**, may be found in a range of idiomatic patterns used in colloquial speech.

e.g. She used to enjoy packaging, **and all of that**.

They were determined to win **at all cost**.

For all its faults, Liverpool is a city that you grow to love.

I warn you, **once and for all**, that this foolishness must stop.

As a place to live, Silicon Valley really is **not all that**.

Now we are going to be late, and it's **all** because of you.

Now everyone is freaking out about everything **all at once**.

All in all, I think it has been a very successful conference.

If they're willing to pay me for it – well, **all the better!**

It's **all too easy** to borrow money that you can't pay back.

He might be a murderer, **for all we know**.

2.2. The distributive pronoun **every** is used only as an adjective-pronoun modifying singular countable nouns and refers to the separate items of a definite class as a whole.

e.g. Watching Netflix, is it **every student's** worst addiction? (all students)

We monitor **every movement and breath** of Mount Etna. (all movements)

Every house in the street was damaged in an air-raid. (all the houses)

He knew by heart **every word** in her letter. (all the words)

The union flag should be flown from all buildings **every day**.

"**Every time** I land in Africa, a fullness comes upon me."

He had **every reason** to believe that he was right.

However, the pronoun **every** may modify nouns in the plural form with reference to a unity or set of things/notions taken together.

e.g. The wheels had to be replaced **every three miles**.

The country will be home to a newly completed skyscraper **every five days**.

Furthermore, the derivative compounds *everyone*, *everybody*, *everything* are used as noun-pronouns and take a singular verb. The difference between *everyone* and *everybody* is just the same as between *someone* and *somebody*, except that "everyone" may be followed by the prepositional "of-phrase" (see V. Indefinite Pronouns, 1.3).

e.g. **Everybody** has something to lose. (all people)

On social media **everyone** is a hero or a zero. (any/every person)

Everyone of the team rated him highly. (each person of the team)

Everyone in my household is permanently tired. (each person of the family)

Though private healthcare is better, it may affect **everyone's** budget.

They talk it through and **everybody's** opinion is of value.

The critics can only see that **everything** I write is about food.

Looking after each other, **everything else** would fall into place.

2.3. The distributive pronoun **each** may be used as an adjective-pronoun and a noun-pronoun. It is singular in meaning and takes a singular verb modifying a singular countable noun or referring to a singular thing/notion if used as a noun pronoun. As compared to the pronoun **every**, the pronoun **each**, in its turn, refers to the items of a definite class considered or emphasized separately/individually, and hence it may be followed by the prepositional "of-phrase".

e.g. **Each request** is to be given careful consideration.

The collection contains works by **five artists**, **each** with their own individual style.

Each program in the series was introduced by a well-known musician.

Marble columns stand on **each side of the entrance**.

It is the duty of **each and every one of us** to protect the environment.

When the cows were brought in, he would call **each one** by name.

Each of my books has drawn on my life's sense memories.

Cf. **Every orange** (all the oranges) in the crate was wrapped in tissue paper. He carefully unwrapped **each orange** (**each of them**) before putting it on the scales.

2.4. The distributive pronoun **other** may function either a noun-pronoun or an adjective-pronoun, modifying countable nouns (e.g., another choice, another artist, other stories, the other passers-by, etc.). As a noun-pronoun, it is characterized by the substantive categories of article determination (another, the other, others), number (others) and case (the other's opinion, others' demands), with personal and non-personal reference preserved.

According to the context, the pronoun **other** may be used in the following meanings:

1) "additional, different, some more", which predetermines the usage of the indefinite article with singular referents and the zero article with plural ones:

e.g. We have found his **other works** in **another country**.

Are there (**any**) **other meanings** of the word?

Others have moved files and data from one system to **another** manually.

To (**some**) **others**, the protests were more contentious, ranging from racist whoops and to (**some**) **other appeals**.

Some patients were left to die on their own while **others'** **requests** for help were ignored.

2) "the second of the two", which implies the usage of the definite article or personal pronouns:

e.g. I held onto the rope with **my other hand**.

From a hotel on **the other side** of the avenue, a video was projected onto the center's wall.

Sam set one foot in front of **the other**, ready to run.

3) "the remaining part/the rest of something", with the definite article used:

e.g. All **the other paintings** in the gallery were temporarily removed.

Like **the others** in this park, the monolith was three-sided and rapidly attracted crowds of curious visitors. Unlike **the others**, this structure was made of... gingerbread.

Six **other lawsuits** were filed early Monday while **the others** last week.

It is noteworthy that the pronoun **other** can be found in a number of idiomatic phrases.

e.g. I don't want him **to be other than he is**.

Another fifty yards farther on you can see Marcello's boat.

"I saw your wife **the other day**," I said.

And somehow or other he had acquired a wide acquaintance with the less known parts of the city

Some idiot or other has been throwing stones at the dog.

On **the other hand**, I had completely forgotten to mention of the event.

These were people who fought for money – mercenaries, **in other words**.

Among other things, Churchill was an accomplished writer and historian.

2.5. The pronoun **both** may be used as a noun-pronoun and an adjective-pronoun and indicate a plural, personal/non-personal referent of only two persons or things/notions.

Special care should be taken to the position of the pronoun **both** in the sentence.

e.g. These recipes inspired chefs on **both sides** of the Atlantic.

There were two separate projects, **both** came up with the same results.

Both digital programs are working well in the real world.

War and peace both need funding.

Although well wrapped, **both my items** arrived severely damaged.

Both of the leaders express hope that the talks will continue.

Either of my parents is unique in their own way, but **both of them** are loving me boundlessly.

The leaders were both playing for the country's future.

They have both been honoured for the charity contributions.

We could both be wrong about the candidates.

Another trip to their concert raised **us both** to the status of fans.

Travel is not possible without transit through these countries, **both of which** have bans on British travelers.

Furthermore, it should be noted that the pronoun **both** is hardly found in negative sentences, in the case of which the pronoun **neither** is used instead.

e.g. I invited both of the brothers but **neither of them** came.

Neither of my parents wanted me to leave.

2.6. The pronoun **either** and its negative form **neither** may be used as a noun-pronoun and an adjective-pronoun. They both indicate a singular, personal/non-personal referent of "one or the other of two", "each or both of two" (a) or "not the one nor the other" or "both of

two" in the negative sentences (b), and hence take a singular verb when used as a noun-pronoun.

e.g. a) Most of the troublemakers were not the supporters of **either team**.

The oils are both suitable, so you may use **either**.

Either of the bank cards is acceptable.

Does **either of you** speak Chinese?

b) **Neither partner side** trusts the other.

What's the point in having two cars if **neither of them** works properly?

"Would you like pork or roast beef?" "**Neither**."

The event was organized by both companies, **neither of which** was reliable.

Nevertheless, in informal speech, the pronouns **either** and **neither** may take a plural verb, when used as noun-pronouns in the meaning "both".

e.g. **Either of the couple were** against a marriage settlement.

Either of these arguments are hardly consistent in this case.

Neither of us are willing to identify your suspect.

The former is just asinine, but the latter is quite scary, **neither of them are** appreciated or welcome.

III. 3.1. The quantitative pronouns **much** and **many** are used as noun-pronouns and as adjective-pronouns and may indicate either a personal or non-personal referent. The pronouns are characterized by the category of comparison (e.g., *more popularity, more travelers, most of the victims*, etc.).

The pronoun **much**, modifying singular uncountable nouns, denotes "**a large amount**" (e.g., *much noise, much luggage*, etc.), and as a noun-pronoun it takes a singular verb (a), whereas the pronoun **many** in the meaning of "**a large number**" modifies plural countable nouns (e.g., *many festivals, many restrictions*, etc.) and, when used as a noun-pronoun, it takes a plural verb (b).

e.g. a) This car does not consume **much fuel**.

How **much fish** can fishing boats catch?

Much of the public is only basically literate in science.

Much of the evidence was reported to be faked.

*The negotiators made **more progress** than it had been expected.*

*b) In **many cases** workers are employed without any contract.*

***Many disabled people** regularly use public transport.*

***Many of graduates** are concerned about job prospects and their employability.*

***Most of the skyscrapers** in this desert city are vanity projects.*

*A Master's can give students **more skills** in a competitive job market.*

In formal English the pronouns **much** and **many** may be used in sentences of all types. However, in ordinary spoken English, the pronouns tend to be commonly used in definite types of a sentence:

1) in negative and interrogative sentences:

*e.g. **How many people** are on the move around the world?*

***How much freedom** are children to be given?*

*Did you get **many responses** to your appeal?*

***Not very many companies** can afford to introduce new technology.*

*We **don't** have **very/that much control** over what children eat out of home.*

2) in object clauses:

*e.g. It remains obscure **how many people** are resistant to change.*

*But you do wonder if **many teachers** know anything about pedagogy at all.*

*Alarming statistics show that **many people** feel more fulfilled in their offices than in their own homes.*

*I doubt whether there will be **much time** to see the sights.*

3) in patterns of comparison and degree, with the conjunction **as... (as)**, in combination with the adverbs (**far**) **too** and **so** (**much/many**), with the adjectives **a great** and **a good** (**many**):

*e.g. The survey suggests that there are **as many corals** in the Pacific **as** trees in the Amazon.*

*Polar bears use up to four times **as much energy** to survive.*

*The stable access has helped **so many others** continue their education.*

*We spend far **too much time** worrying about our ageing.*

*We have lived in the house for **a good many years**.*

*He was asked **a great many questions** and answered **most of them**.*

4) in patterns "**many a**" and "**many thousands (hundreds) of**":

*e.g. No doubt she had **many a tale** to tell of the old days.*

*For years the company has employed **many thousands of workers** and given them a chance of stable work.*

5) as a noun-pronoun:

*e.g. **Much of** the country's rainforest has been destroyed.*

*I don't suppose that you have had **much** to eat all day.*

*The news will bring joy to **the many**.*

***Many more** lack devices and reliable connection to make the most of the web.*

6) as an adjective-pronoun after the definite article "**the**", the possessive pronouns (e.g., *his, their*, etc.), the demonstrative pronouns (e.g., *this, these*, etc.):

*e.g. It was like being in a football stadium, there was **that much noise**.*

*She takes great pleasure in recording **those many sounds** of her childhood.*

*It was designed to absorb the tension of **our many voices** to arrive at a consensus.*

Nevertheless, it should be noted that in affirmative sentences the pronouns **much** and **many** may be replaced by their equivalents such as *a lot of, lots of, a large amount of, plenty (of), a great deal of, a large/great number of* and the like.

*e.g. In a new documentary, the cyclist shows **plenty of rage** but little regret.*

*There is **plenty/lots more ice-cream** in the fridge.*

***A lot of/plenty of those** in the parliamentary party seem vicious and horrible.*

***A great deal of/lots of research** has been done already.*

*The composer was greeted **by a great number of English complements**.*

*At a stroke, the deal has taken away **a huge chunk of our business**.*

3.2. The pronouns **little** and **few** are used as noun-pronouns and as adjective-pronouns and may indicate either a personal or non-personal referent denoting the negative meaning of "**not enough**". Like "**much**" and "**many**", the pronouns **little** and **few** are also characterized by the category of comparison (e.g., *less traffic, the least damage, fewer fatal cases, the fewest games*, etc.).

The pronoun **little**, modifying singular uncountable nouns, denotes "**a small amount**" (e.g., *little trouble, little participation*, etc.), and as a noun-pronoun it takes a singular verb (a), whereas the pronoun **few** in the meaning of "**a small number**" modifies plural countable nouns (e.g., *few children, few scientists*, etc.) and, when used as a noun-pronoun, it takes a plural verb (b).

e.g. a) **Little progress** has been made in tackling air pollution.

*We've got so much to do and **too little time** to cope with it.*

***Little** has been revealed about his background.*

*Writing poetry has **very little** to do with the intellect.*

b) There are **too few counsellors** to help manage students' strain.

***Very few decisions** have ever taken in that department*

***Very few of the world's rivers** are found undamaged by humanity.*

Meanwhile, the corresponding pronouns **a little** and **a few** express the positive meaning of "**enough quantity though not much/many**".

Cf. a) There has been **little change** in the healthcare system. (almost no change)

*There has been **just a little change** in the healthcare system. (a slight/some change)*

*I was given **a little budget** to do two pilots for the first films. (enough)*

b) There are **very few bursaries** available to do a PhD. (not enough)

***A few of my ex-students** have become lecturers themselves. (several of them)*

***Just a few hundred schools** expressed interest in signing up to national tutoring programme. (not many)*

VI. Reciprocal Pronouns

The two reciprocal pronouns **each other** and **one another** indicate that some action is realized mutually between/among two or more living beings. Both **each other** and **one another** may be used to refer to two living beings or inanimate things/notions as well as to communities. However, if more than two living beings are referred to, the pronoun **one another** is commonly used. In terms of communities, organizations or groups, both of the pronouns may be interchangeable. The pronouns function in the sentence mainly as an object (a) and an attribute, admitting the form of the Genitive Case (b).

e.g. a) *Harry and Margaret have spent their lives caring for **each other**.*

*We take it for granted that people will cooperate with **each other/one another**.*

*Everyone has been really supporting **each other**.*

*It is important to watch how your dog breeds are related to **one another**.*

*The crew had come to understand **one another** without anything being said.*

b) *The candidates' debates had an impact on **each other's** careers.*

*The courses help peers interact and critique **one another's** work.*

*The purpose was for the children to experience **one another's** cultural backgrounds.*

VII. Interrogative Pronouns

The interrogative pronouns **who (whom)**, **whose**, **what**, **which**, **whoever**, **whomever**, **whatever**, **whichever**, **how many**, **how much** are used in forming special questions inquiring after/about living beings, things, situations and their properties which are supposed to be answered.

1. The pronoun **who** is used as a noun-pronoun and traditionally refers to a person, individuals or people. In the function of a (non-) prepositional object, the usage of the Nominative Case form **who** is preferable to that of the Objective Case **whom** which is commonly used in formal spoken and written English.

In the sentence, the pronoun **who** may function as a subject and a predicative (a), whereas both the forms **who** and **whom** can be found in the function of a (non-) prepositional object; however, if preceded by a preposition, only the objective form **whom** is used (b).

e.g. a) **Who** has written this message?

Who were they at last? **Who** were they for then?

Who were the main players behind the interview?

b) **Who/Whom** will they choose to lead the party?

Who/Whom does he suspect of detonating the bomb outside?

To whom did you speak? – **Who/Whom** did you speak **to**?

With whom have you trusted? – **Who/Whom** have you trusted **with**?

By Whom was the demonstration organized?

2. The pronoun **whose** renders a possessive referent, and hence, in the sentence, it is commonly used in the function of either an attribute or a predicative.

e.g. **Whose fault** is it that patients still remain neglected?

Whose opinions are considered most acknowledged?

Whose were the bomb attacks on the city?

3. The pronoun **what** indicates a non-personal referent, either in the singular or plural, or things, notions, activities, situations and their properties. In the sentence, used as a noun-pronoun and an adjective-pronoun, the pronoun **what** may function as a subject, a predicative, a (non-) prepositional object and an attribute.

e.g. **What** is there in the park that attracts travelers?

What were those hanging gardens like?

What was the point of the statement?

What is he doing for his living?

What are the statues made of?

What sort of data is the company aware of?

What paintings are going to be on display at the exhibition?

What kind of activities are volunteers involved in?

It should be noted that the pronoun **what** may be found in certain idiomatic patterns which are in common use in spoken English.

e.g. **What is it like** living in this place?

"What is he?" "He is a lawyer." Note: "Who is he?" "He is Mr. Jones."

"I am worried?" "**What about?**"

What about some other dishes?

What about taking a student loan?

What if something goes wrong?

Are you going to stay here, or what?

What's up with Larry?

What of it?/So what?

He definitely knows **what's what**.

What a nuisance!

What a joyless life we are going to have!

What amazing places we have visited!

4. The pronoun **which** may indicate either personal or non-personal referent and, as opposed to the pronoun **what**, implies a selective meaning, putting emphasis on certain particular things or persons among/from a definite number of some others presented (e.g., *which* direction, *which* products, *which* of you/us/them, *which* of the following authors, *which* of the paintings displayed at the exhibition, etc.).

Cf. **What ingredients** are necessary to have on hand? – **Which of these ingredients** are good for your dog?

What novels have you read this year? – **Which of these novels/Which novels by Charles Dickens** have you read?

What examinations are you going to take this term? – **Which of the subjects** do you find most difficult?

What car have you bought? – **Which car** is yours?

In the sentence, the pronoun **which** may be used as a noun-pronoun or an adjective-pronoun, and serves in the functions of a subject, a predicative, a (non-) prepositional object and an attribute.

e.g. **Which** of the following statements are true regarding the works?

Which aid were the families supplied with?

Which are the most popular songs?

Which would you like, tea or coffee?

In which French colonial is the event set?

5. The pronouns **how many** and **how much** indicate the quantitative referent. The pronoun **how many**, followed by countable nouns, inquires about the number of persons and things (a), whereas the pronoun **how much**, followed by uncountable nouns, asks about the amount of something (b).

e.g. a) **How many pilotless aircraft** have been used for surveillance?

How many clothes is the emperor actually wearing?

How many of the passengers survived the plane crash?

b) **How much money** should you spend on holidays abroad?

How much stuff is she taking with her?

How much of your information does Google store about you?

6. The interrogative pronouns **who** and **what** may be emphasized by the adverb **ever** in spoken English, acquiring a highly expressive meaning of "anyone/anything on earth/all over the world", and may convey a variety of emotions due to context such as surprise, doubt, uncertainty, despair, anger, indignation, irritation, etc.

e.g. **Whoever** heard of the politician admitting he was wrong?

Whoever would talk to her after such a mean trick?

Whatever are you doing indoors on such a lovely day?

Whatever could he be thinking of the situation?

Whatever shall we do without you?

VIII. Conjunctive Pronouns

The conjunctive pronouns make up the very same set of pronouns as the corresponding interrogative ones: **who (whom)**, **whose**, **what**, **which**, **how many**, **how much**, with their morphological, semantic and syntactic peculiarities all preserved. However, as opposed to the interrogatives, the conjunctive pronouns serve to connect subordinate (*subject*, *predicative*, *object*) clauses with the principal one and at once perform an independent syntactical function within a subordinate clause.

e.g. **What** I have come to believe has appeared quite simple. (as an object in a subject clause)

Which way we should move ahead didn't matter anymore. (as an attribute in a subject clause)

Life in town doesn't feel like **what** used to be a delight. (as a subject in a predicative clause)

The last thing left to identify was **whose** handwriting it was. (as an attribute in a predicative clause)

I don't know **which of them** has met you before. (as a subject in an object clause)

A smart meter shows **how much** energy is being used in a household. (as an attribute in an object clause)

He never found out **to whom** they should be grateful for that chance. (as a prepositional object in an object clause)

The emphatic compounds **whoever**, **whatever**, **which ever** may also occur as part of a subordinate clause.

e.g. **Whoever** gets the job will be responsible for the annual budget.

You can choose **whichever** of the two dates is more convenient for you.

You may choose **whatever** you would like to represent you.

IX. Relative Pronouns

As opposed to the conjunctive pronouns, the relative pronouns **who (whom)**, **whose**, **which**, **that** are used to introduce an *attributive* clause that modifies an *antecedent* in the principal clause, i.e., a noun or a pronoun to which an attributive clause refers.

e.g. I'd like to speak to **the person who** deals with my account.

The government provided emergency aid to **families whose** homes were destroyed by the earthquake.

We had a violent **argument after which** we never saw each other again.

These were certainly **problems that** had originated within me.

They are **the ones who** lived in the vacant house.

1. The relative pronouns, relating to their antecedents, may have the following reference: the pronoun **who (whom)** is used to express a personal referent (a), the pronoun **whose** may be used to denote both a personal and non-personal referent (b), the pronoun **which** indicates a non-personal referent.

e.g. a) *She had more fun playing with her **cousins**, **who** were closer in age to herself, than with her sister.*

*I couldn't believe that **anyone who** wrote these articles understood his book.*

*He was already celebrated as one of **the** young **politicians** from **whom** great things could be expected.*

*It was **Giovanni who** wrote back that very provocative message.*

b) *He boasted that he had killed the two **policemen of whose** murder he had been acquitted.*

*Sampson immediately launched **a newspaper from whose** pages he continued his strident campaign.*

c) *I've been thinking about those **questions which** you asked me last week.*

*The letter concluded with **the address at which** Mr. Mamiya was presently staying in Tokyo.*

*He had a prosthetic left **hand on which** he wore a thin glove of the same light-gray color as the suit.*

It is noteworthy that the pronoun **which** may relate not only to an antecedent word but to *the whole utterance* in the principal clause and introduces some additional consequent information expressing the meaning of rather result/consequence than properties/qualities. This **continuative** type of an attributive clause is traditionally separated by a comma or commas from the main clause and might be presented as a detached coordinate clause introduced by the copulative conjunction **and**.

e.g. *Blackburn Museum and Art Gallery set today's quiz, **which** (and consequently) let you explore the collections of British museums.*

*You need to get there fairly early in the day because sometimes they run out of dough, **which** (and as a result) will break your heart.*

*And when I feel unsure, **which** (and that) occurs frequently, I look lost.*

*There are a lot of things we need to discuss, **which** is why I'm here.*

Cf. *I was still paying for that big house in **the suburbs which/that** nobody was living in anymore and **which/that** my husband was forbidding me to sell.*

*In the sunlight I could see **the stone walls which/that** encircled me.*

2. The relative pronoun **that** indicates both a personal and non-personal referent and may be used interchangeably with the pronouns **who (whom)** and **which**, except for the following cases when the pronoun **that** is commonly used:

a) relating to indefinite pronouns of non-personal reference (e.g., any, something, nothing, etc.);

e.g. *There was **something that** existed in a place far away from the doctor himself.*

*I now appreciate **any job that** doesn't involve pulling levers all day!*

Cf. *They were something other, **something of which** he had no true knowledge.*

*I can't find **any job which/that** requires no training, experience or skill.*

b) relating to nouns modified by the pronoun **all** and **same**;

e.g. *We are grateful to **all the people that** volunteered, **all workers who/that** did their jobs.*

*Of **all the sectors that** have developed, it has played a leading role trying to address social and political issues.*

*I went home on **the same buses that** had brought me there.*

Cf. *The university nominated **all the staff who/that** had been promoted through their teaching.*

*The council would answer **all the questions which/that** have been addressed during the last months.*

c) relating to nouns modified by adjectives in the superlative degree as well as ordinal numerals (e.g., *first*, *second*, etc.) and the adjective **last**;

e.g. *He took **a second sip that** had the same soapy taste.*

*It appeared **the funniest book (that)** I had ever read!*

*I am **the first man that** ever travelled the whole length of the Wall, and probably **the last that** ever will attempt it.*

Cf. The first man who spotted some talent in me was John Fernald who/that was director at the school.

The relative pronouns **that**, **who (whom)**, **which** may be omitted from a *defining* attributive clause if used in the function of an object (see point 3 below).

e.g. They are forced to invest in the workers that/who actually produce value for the companies.

These were questions (that/which) no one could answer.

The benefits of her choice are a long, stable marriage to a man (that/whom) she still calls her best friend.

I finally manage to rasp out an assurance (that/which) my distress has nothing to do with.

Cf. These people are, finally, separate human beings, with whom I have no connection.

I also have a shortage of personal coolness, which can be a liability in travel.

Nevertheless, the relative pronouns **whom** and **which** are more preferable in an attributive clause if correlated with prepositions.

e.g. It can seem like a betrayal of the children whom we teachers feel a duty of care towards.

It might be time to limit the screen time and have a few conversations in which you will listen to her.

And yet there were times when I couldn't help but sense an area inside Kumiko to which I had no access.

I had a crisis of identity, but I also had the resources with which I was to try to work it out.

3. Furthermore, it should be mentioned that, according to the type of information conveyed, attributive clauses may be generally classified into two types: **non-defining** and **defining**.

The *non-defining* attributive clause introduces some extra, less essential and consistent information about the antecedent and hence might be removed from the sentence without destroying the sense of the whole utterance or introduced as a detached, separate clause/sentence. Thus, this type of an attributive clause, including the *continuative* one, does not influence the choice of the article with the antecedent, which is rather dependent on the context or

other determiners. In writing *non-defining* clauses are generally separated by commas from the principal one. Such attributive clauses may be introduced by relative pronouns and adverbs, except for the pronoun **that**.

e.g. It is obvious that books, which contain so much information, must be searchable online.

On the sofa lay a note-book, in which she was making notes for lectures.

Since then, my sister's child, whom we used to regularly babysit, has not come over, and our contact with our sister has been limited.

I offer thanks to all my teachers, who have appeared before me this year in so many curious forms.

These people are, finally, separate human beings, with whom I have no connection.

The British army was led by Haig, under whose command the Commonwealth forces also fought.

Entering the office, where he spent so many dull hours, he gave a deep sigh of relief.

In the end I was most guided by my friend Sheryl that very night, at that very party, when she found me shaking in fear in the bathroom of our friend's fancy loft.

Defining attributive clauses, in their turn, may fall into two subclasses: *descriptive* and *limiting (restrictive) clauses*, which influence the choice of the article with the antecedent, depending on the situation/context. Modifying the antecedent, defining clauses may be introduced by either the relative pronouns/adverbs (e.g., **who (whom)**, **whose**, **which**, **that**; **where**, **when**, **why**) or *asyndetically*, with the pronouns/adverbs occasionally dropped without destroying the meaning of the whole sentence unless they function as the subject of an attributive clause or introduce a *non-defining* attributive clause.

e.g. She has been proud of her family that/which has extended into grandchildren who/that adore her.

They were the most wonderful thing that had ever happened to him and his daughter, for whom his love bordered on obsession.

*There is a controversial issue (**that/which**) we need to examine.
The street that/which includes **the place (where)** the man
was killed will be soon named in his honour.*

*There were times (**when**) I couldn't even get out of bed, being
distressed.*

*We have sent robots to **places (where)** humans could never
have survived.*

Additionally, it is worthwhile to note that the appositive type of the attributive clause is introduced by the conjunction **that** or **whether**, alongside the conjunctive adverbs (e.g., where, why, etc.), and modifies antecedent abstract nouns such as *idea, thought, feeling, hope, impression, suggestion* and the like. The appositive attributive clause, which is similar to an object or predicative one, rather discloses than describes the content of the antecedent noun.

*Cf. I was annoyed by **the sense that** nothing intellectual could ever
trouble him. (an appositive clause introduced by the conjunction
that)*

*Smell is a powerful **sense that (which)** often evokes long-
forgotten memories. (a descriptive attributive clause introduced
by the relative pronoun **that**)*

*It did not affect **the question whether** Russia could
extricate herself from her economic crisis without Western
help. (an appositive clause introduced by the conjunction
whether)*

*She had **an impression that** Charlie was speaking to his cousin
rather than to her. (an appositive clause introduced by the
conjunction **that**)*

*Here are my tips for creating **an impression which** lasts for the
right reasons. (a descriptive attributive clause introduced by the
relative pronoun **which**)*

*My **impression, which** might be wrong, is that the company
takes them on the existing contract. (a non-defining attributive
clause introduced by the relative pronoun **which**)*

*In the past week there has been **a suggestion where** that tension
might be located this time. (an appositive clause introduced by
the conjunctive adverb **where**)*

*The research includes **suggestions which** promote **the idea
that** climate change is a hoax. (a descriptive attributive
clause introduced by the relative pronoun **which**; an appositive
clause introduced by the conjunction **that**)*

*Nobody has **any idea what** is going to happen. (an object
clause introduced by the conjunctive pronoun **what**)*

*She's tired and that's **the reason why** she's so bad-tempered. (an
appositive clause introduced by the conjunctive adverb)*

*It was a good **reason which** has much meaning and **which**
brings something to the debate. (a descriptive attributive
clause introduced by the relative pronoun **which**)*

Activities

Exercise 1. Comprehension questions.

1. As a part of speech, what categorial referent meanings may the pronoun indicate in the sentence?
2. What semantic subclasses may the whole stock of pronouns fall into?
3. What morphemic structure is typical of pronouns?
4. What grammatical categories are pronouns characterized by?
5. What syntactic functions may pronouns perform in the sentence?

Exercise 2. Define which classes of pronouns are used in the following sentences and comment on their morphological and semantic peculiarities.

1. Perhaps because I was more interested in the subject itself than being good at it, I myself became totally absorbed by its process, and my success in learning a new language gave me a greater general academic confidence. 2. It's really difficult speaking to someone you've never met before in your life about your personal issues. 3. They are accustomed to interacting with each other on their phones. 4. The arts teach us how to express ourselves – and give us freedom to fail. 5. I ask my friends to show me theirs. 6. Most of us recognize that when we ourselves meet people for the first time we make all sorts of judgments about

them. 7. My friend and I was riding our horses when it happened. 8. "A lot of you tonight have told me you have my back, well I'm also here to tell you I've always got yours." 9. She got really into them and wanted to do them for me – and hers were so much more creative than mine. 10. It is I who have turned against them. 11. Today, when talking about his children, he can't bring himself to say Eric's name, a son of his.

Exercise 3. Choose which personal or indefinite-personal pronouns (*we – us – our; you – your; they – them – their*) will best fit the meaning of the sentence.

1. If __ want to be creative __ can't put anything else above that process. Sometimes __ first freaky ideas are the best ones. 2. __ say that __ are going to have a lot of rain. 3. __ can never find a taxi when __ need it. 4. __ will kill all of __ with __ dangerous weapons __ are inventing! 5. __ never know whom __ will bump into when __ go out. 6. Do you think they might let __ have a party if __ promise not to make a noise? 7. Enjoy yourself while __ can: __ can't take all money with __ when __ pass away. 8. __ can lead a horse to water, but __ cannot make it drink. 9. __ are the only species on the planet who have been given the gift of awareness about __ own mortality. 10. There is no spot on this island from which __ cannot hear the ocean.

Exercise 4. Choose between a possessive pronoun and the definite article.

1. She sat in front of __ mirror, running __ fingers through __ hair. 2. – Will you put __ coat on? – No, I'll just drape it around __ shoulders. 3. I felt somebody tap me on __ shoulder, and then grab me by __ hand. 4. Michel tapped __ nose with __ forefinger. 5. He had __ hat pulled well down over __ eyes, and __ hands were thrust deep into __ pockets. 6. She turned up __ collar of __ coat to protect __ neck from the cold wind. 7. Before you go to bed, make sure you wash __ face, brush __ teeth and put __ clothes away neatly. 8. He stabbed at __ paper with __ pen. 9. The police officer was stabbed in __ neck and __ chest. 10. I looked him straight into __ eyes and told him again to take __ seat.

Exercise 5. Use the appropriate form of personal, possessive and reflexive pronouns.

1. I don't want you to tell me __ problems. I've got a lot of __. 2. Will you help __ sort out the things? We can't tell which are __ and which are __. 3. I see lots of people who manage to do many things by __. 4. I collapsed on the floor with grief. Arson came up to me and flopped beside __, trying to comfort __. 5. How can he criticize __ poems, if he has not read a line of __. 6. __ knowledge of the subject is not much superior to __. 7. __ am afraid that __ are going to take __ against __. 8. Since then, she has been raising __ daughter on __ own. 9. He is just lazy! Don't do everything for __, he must learn to do things for __. 10. Everyone should ask __, what can __ do for __ country?

Exercise 6. State the semantic-syntactic functions of the pronoun *it* in the following sentences.

1. "It was so gripping I read it in two sittings." 2. It was an incredible privilege to stand so close to greatness. 3. "It is the question of the century": will tech solve the climate crisis – or make it worse?" 4. It was raining there at the moment. 5. It was the work that mattered to him. 6. – Who was that you were speaking to? – It was only the postman. 7. It is reasonable to present your skills in an employer-friendly manner. 8. The strike went on for over a year. Finally it was settled. 9. The punishment wasn't severe. It was a three-month stay in prison. 10. It is true though that university is expensive. 11. It took Stephen some time to work it out. 12. It's unexplainable, don't even try to do it. 13. It is the rich and the powerful that rule this country. 14. It's an antique vase. It's very, very old. 15. It probably only lasted a few seconds but it seems to stretch on for minutes. 16. Now it is midnight and foggy, Giovanni walking me home to my apartment. 17. While it's accepted that such behaviour is offensive to the royals, it's forgotten how the notoriously private elite conduct themselves. 18. It seems as if nobody cared about it. 19. It was his elegance, his warmth and his youthful, almost vulnerable curiosity that attracted all people. 20. It might be strange hearing it from a banker.

Exercise 7. Point out the reflexive and emphatic pronouns.

1. It is possible to create the brightest images within oneself. 2. She herself seemed a little bemused by the packed house for her visit to the book club. 3. He had enough freedom to protect himself and his family from a lethal disease, without being bankrupted. 4. The president himself has been explicit about his views for which he can pardon himself. 5. My lockdown face has got me laughing at myself in the mirror. 6. We found an invaluable way of entertaining ourselves and of keeping in touch with friends and relatives. 7. How would you yourself like to be treated in a similar situation? 8. It is he who has got himself to blame! He shall brace himself for trouble! 9. We were trying to create a space for ourselves. 10. The chance to experience and appreciate other cultures, to understand the lives of others unlike oneself, must be seen as a public good in itself.

Exercise 8. Translate the following phrases by means of reflexive verbs and make up your own sentences or situations with them.

Развлекаться, наслаждаться, порезаться, воспользоваться чем-либо, спрашивать себя (задаваться вопросом), собраться с мыслями (сосредоточиться, сконцентрироваться), сдерживаться, сдаваться, устраиваться поудобнее, чувствовать себя как дома, угощаться, оправдываться, вести себя (хорошо), появляться, погрузиться (увлекаться чем-либо), умываться, одеваться (одеться).

Exercise 9. Translate into English paying attention to personal, possessive, reflexive/emphatic pronouns.

1. Ночью мальчик отправлялся в горы один. 2. Кандидаты на должность стремятся выделиться на конкурентном рынке труда. 3. Я долго держал одну из моих загадочных историй при себе. 4. Она чувствовала тошноту, отвращение и была вне себя от ярости. 5. Она сделала все, чтобы стать более популярной в обществе, чем он. 6. Моя семья привыкла говорить по-английски между собой на публике. 7. Атмосфера сама по себе может способствовать росту. 8. Дети и я наслаждались закатом в полной тишине. 9. Я поймал себя на мысли, что соглашаюсь со всем, что она гово-

рит. 10. Все эти годы и отец, и он сам гордились его достижениями. 11. Мужчина сам сдался полиции, объясняя это тем, что хочет отдохнуть от семьи. 12. Это она была сама любезность. 13. Мне нравилось иметь собственное жилье, где я могу быть сама собой. 14. Весь день дети были вне себя от волнения. 15. Военная промышленность представляется благодетелем общества. 16. Я сам рано женился, и ничего хорошего из этого не вышло. 17. Очнувшись, она почувствовала жажду. 18. Устроившись поудобнее в одной из их коробок, щенки заснули безмятежно. 19. Не ворчи себе под нос, а просто молча закрой дверь за собой! 20. Мы серьезно приготовились к нашему другому судебному заседанию.

Exercise 10. Use one of the demonstrative pronouns.

1. _ experience as I have is useless in this situation. 2. Will _ pair suit you? Or maybe _ one, over there? 3. Look at _ flowers! Aren't they lovely! 4. Look at _ bright stars! How magnificent! 5. Thank you, _ will do, take your seat, please. 6. The script, _ as it was, existed mostly in theory. 7. The two pictures looked all _ to me. 8. Martin had married Irene _ autumn, but I could not visit them for some time afterwards. 9. My services, _ as they are, are at your disposal. 10. Well, yesterday he closed up his shop business altogether. Didn't somebody mention _ to you? 11. I can't be sure, _ is only what he himself said. 12. I request from all _ present a minute's silence, please. 13. The celebrations are a true gift to all the people and should be recognized _. 14. When she's had five or six cocktails, she always starts screaming like _. 15. Will our world ever be just _? 16. I'll tell you _: there's no smoke without fire! 17. _ is the life of weary police detective. 18. My main concern, after all _, is that I will never again collect coins, posters, badges and _ like. 19. Social isolation, even for _ (who are) fortunate enough to keep their jobs in _ times, will bring particular anxieties. 20. The reasons are just _ as _ that made me quit the job.

Exercise 11. Translate the following sentences using the demonstrative pronouns.

1. Опыт, каким бы он ни был, оказался таким же бесценным, как и в прошлом году. 2. Я был в Одессе этим летом. Мне очень

понравился этот город, это город старых традиций. 3. Джон – капитан команды и как таковой должен решать, что делать. 4. – Дай мне это! – Это невежливо. – Ну, дай мне, пожалуйста. – Вот это уже другое дело. 5. На его лице было такое злое выражение, какого я раньше никогда не видел. 6. Многие из них те, которые полны решимости проявить себя в этой области. 7. Я не думаю, что существует такая вещь, как органический мед. 8. Вот что я вам скажу: не лезьте в мои дела, и все тут! 9. – Неужели он так сказал? – Да, именно так и сказал. 10. Такие люди, каких он описывает, бывают только в примитивной литературе – в мыльных операх и прочем. 11. Представь себе, Джон женился! Как тебе это нравится? 12. – Ты хочешь сказать, что я не прав? – Нет, я совсем не это имею в виду! 13. Ваш ответ сегодня не такой, как я ожидал. 14. Это те же люди, что приходили вчера. 15. – По-моему, это не такой фильм, который полезен для детей. – Вот именно! 16. На его лице было такое выражение, что я испугался. 17. Его образование, каким бы оно ни было, закончилось к тому времени, когда ему исполнилось пятнадцать. 18. Мне нужно немного сахара. Можно мне взять вот столько? 19. Какой уж ни есть, а это наш ребенок, вот и все! Такова уж наша судьба. 20. Рассмотрим следующие предложения: «Зима. Морозное утро. Светлеет». Как можно описать такие предложения и тому подобные? 21. – Это ты сказал ему? – Нет, я ничего такого не говорил. 22. Сейчас ситуация совсем не такая, чтобы об этом волноваться. 23. У меня сегодня те же проблемы, что и вчера. 24. Все желающие могут принять участие в конкурсе на самый короткий рассказ. 25. Солгать или просто промолчать – такой у меня выбор.

Exercise 12. Comment on the use of the indefinite pronouns *some* and *any* and their derivative compounds in the following sentences.

1. The cake's wonderful. Won't you have some? 2. I never for a moment discerned that there was in him anything out of the ordinary. 3. Sometimes I wonder if anything has changed. 4. There is hardly any remedy for that. 5. "What's the matter," he

said, staring at the grocer's bandage, "did you have some kind of an accident to your head?" 6. But I was too shy to break into any of the groups that seemed absorbed in their own affairs. 7. Besides "rhetoric questions", what are some of the other speech tools that are often overused? 8. Come again any day that suits you. 9. Sylvia hated being the center of any public show. He was not in the mood to see anyone. 10. "Is anything wrong?" – "Why should you think in terms of there being anything wrong? Have you been doing something you shouldn't?" 11. "Are you not satisfied with heating me near to death? Have you some new torture for me?" 12. "The rumour is all over the town. Couldn't you and Frank do something about it if it's not true?" 13. "Sir Henry, if you don't say something, I shall scream!" 14. She wouldn't have done that unless there was something wrong, would she? 15. Humans are social beings: we rarely go a day without some form of interaction – either in the workplace, at the shops or at home.

Exercise 13. Supply derivative compounds with *some-*, *any-* or *no-*.

1. can see that the whole thing has been a failure. 2. I rarely knew exactly why she was vexed. Was it I had done, my arrogant slowness? 3. I could not imagine there was from the royal family in the room. 4. Why didn't call me? Oh, this is a shame! 5. I tell you, if I haven't laid my hand on criminal by this time the day after tomorrow, my name's not Jimmy Goldspiel. 6. Then why don't you see him anymore? has happened, hasn't it? 7. She decided that this time it must be a real affair. She'd go crazy if didn't happen to her soon. 8. is more irritating when you are ill than your own family. 9. Well, why don't you do about the problems and evils of Chicago? 10. "Would you do for me now, please?" – "There is hardly I wouldn't do for you". 11. I knew at all about looking after babies. 12. Claudius was much too stupid to develop in my character. 13. If those dissenters really have to say to me, I wish they'd come right out and say it. 14. Those long tedious hours! If only would guess to phone! 15. The government's resolution helps but the fossil fuel industry. 16. " said you're lucky if you

find __ you like to do, and it's a miracle if __ will pay you to do it, and that's my gig." 17. A minor headache is __ to worry about. 18. There is __ nostalgic in his paintings. If there's __ attractive at the auction, I'll buy it. 19. Before you sit down, would you be an absolute dear and do __ for me? 20. __ else could ever make such music.

Exercise 14. Translate the following sentences using the indefinite pronouns *some, any or no* and their derivative compounds. Comment on the choice.

А 1. Почему ты так бледен? Что-то случилось? 2. Вряд ли есть кто-нибудь, кто ничего не знает об этом. 3. Не могли бы вы дать мне какие-нибудь книги по этой теме? 4. Неужели ты не мог дать ему каких-нибудь советов, как поступить дальше? 5. Если ни у кого нет каких-либо вопросов по данному пункту, мы можем перейти к следующим. 6. Здесь слишком темно, чтобы что-то разглядеть. 7. Как это некоторые люди успевают везде побывать и все увидеть? 8. Значит, ты не хочешь никого приглашать на свой день рождения? 9. Почему ты никому не звонишь? Разве ты не хочешь кого-нибудь пригласить на свой день рождения? 10. Она ушла из магазина, ничего не купив. 11. Она не могла пройти мимо магазина, не купив что-нибудь. 12. Я вижу какие-то документы на столе. Кто-то принес подписать их? 13. Никакие другие доказательства не были приемлемыми. 14. Ах, если бы кто-нибудь мне помог! 15. – Не могли бы вы ответить на некоторые вопросы? – По-моему, нет необходимости больше рассматривать эту тему?

В 1. Подобные несчастные случаи могут случаться с каждым. 2. Вчера еще было не поздно к кому-нибудь обратиться за помощью, а сейчас уже поздно что-либо делать. 3. Никто не догадывался ни о чем, за что он выступает. 4. Она вышла замуж за какого-то парня, с которым она познакомилась в каком-то клубе. 5. – Ты ищешь какой-нибудь дополнительный заработок? Как насчет что-нибудь вроде няни? – Я не присматриваю за чьими-то детьми! 6. Любой ветеран помнит, насколько важным было радио. 7. Неужели нельзя было придумать что-нибудь поинтереснее? 8. Если что-то идет не так, мы уверены,

что это чья-то вина. 9. Почему ты не разговариваешь ни с кем из нас? Мы чем-то тебя обидели? 10. Нельзя лишить кого-либо свободы, если он не совершал никакого преступления.

Exercise 15. Choose a compound pronoun with *-body* or *-one* and point out the sentences when they may be totally interchangeable.

1. I believe she's been some __'s secretary. 2. It must be some __ of those who took responsibility for the mess. 3. When things go wrong, you always say it's some __ else's fault. 4. He claims that he understands politicians better than any __. 5. I'd like to apologize to any __ who met me before I was 30 – I was a drug addict. 6. I've invited some __ special that I want you to meet. 7. The world's bad guys are winning. Is any __ going to stand up to them? 8. His wife told him that she was again in love with some __ else. 9. You could always ask Marie or some __ to feed the cat while you're away. 10. The main reason is that no __ of the three candidates received a majority. 11. What's the point of making films if no __ comes to see them? 12. 'We badly need to convince any __ who can be convinced'. 13. Why is no __ in Europe talking about dangers of rising inflation? 14. There was no __ she could trust, no __ she could depend upon unconditionally. 15. I thought no __ was coming to rescue us.

Exercise 16. Translate using the pronoun *none* and the compounds with *-body* or *-one*.

1. – Кто-то пришел, выйди посмотреть. – Там никого нет. 2. Все ли здесь или кто-нибудь отсутствует? 3. Можешь спросить кого угодно, ты получишь тот же ответ. 4. Среди них нет никого, кто бы знал это правило. 5. – Кто-нибудь из вашей группы уже бывал там? – Никто еще не был. 6. Никто из тех, кто там был, этого не помнит. 7. Мир был бы ужасен, если бы у всех было одно и то же мнение. 8. Всякий, кто бывал на море, запомнит это надолго. 9. Я опросил десять человек, и все ответили одинаково. 10. Я пригласил десять человек, но никто не пришел. 11. Он заказал в библиотеке пять книг, но ни одна не пришла. 12. Мы хотели выпить чаю, но в чайнике ничего

не было. 13. Он думает, что он кто-то, а он никто. 14. Все были убеждены, что никто не смог бы справиться с этим лучше. 15. Ричард был бы никем без Шекспира. 16. Кто-то из жителей поднял этот вопрос на обсуждение, но никто не отреагировал. 17. У некоторых могут проявляться легкие симптомы или вообще никаких. 18. Никто из нас не сталкивался с таким случаем. Стив, вероятно, знает об этом больше, чем кто-либо другой. 19. – Неужели нет никого, кому можно было передать эти сведения? – К сожалению, никого! 20. Мой единственный талант путешественника, о котором не догадывается никто из моих близких, – это то, что я могу подружиться с кем угодно.

Exercise 17. Comment on the uses of the pronoun *one*.

1. One evening we were talking about the phrases one uses when trying to comfort someone who is in distress. 2. Military men can see who holds actual power, and that is the one they obey. 3. She managed one way or another: they were pretty simple films, those old Shochiku domestic dramas. 4. The girls were never quite the same ones in physical person, but they were so identical one with another. 5. She's had her own oddities since childhood, for one reason or another. 6. No way, I'm not one for climbing hills or trudging through the snow! 7. But I can't help worrying for the vulnerable ones, the ones like me, who will take this stuff and turn it into a joyless obsession. 8. One man carried a light machine gun, and there was one heavy machine gun, mounted on a rise. 9. The young one in the shop was nice enough to keep handing them through the curtain one after another without commentary. 10. One of other developments was that we were forced to get him his own remote control, to distract him from chewing the real ones.

Exercise 18. Replace the nouns with the prop-word *one (ones, one's)* where possible. Supply commentary on the uses of the pronoun *one*.

1. Your apples are too green. I need riper apples. – Well, how about those apples? – Oh, are those apples your apples, too? 2. What kind of pencils do you want? – Three red-colour pencils, one yellow

pencil, and also a pencil with an eraser. 3. Have there been any letters today? – Yes, there are three letters. 4. That was the cap I have worn for many years, a blue British naval cap. 5. Those who have had limited contact with little babies might interpret those words as implying deep and prolonged slumber. 6. Since the world is so corrupted, unstable, exaggerated and unfair, a person should trust only what they can experience with their own senses. 7. The girl's face was not a particularly beautiful face, but there was something attractive about it. 8. I'm good at recognizing people's voices, but this was not one voice I knew. 9. My partner is the one man who has to be up in the night with the lad to feed and rock him back to sleep. 10. Under the tree sat two canvas deck chairs, one chair draped with a blue beach towel.

Exercise 19. Translate the following sentences paying attention to the uses of the pronoun *one*.

A 1. У меня нет собственной машины, я пользуюсь машиной моей жены. 2. – Я хочу задать вам один вопрос, пожалуйста. – Ну, давай, если это вопрос, на который я могу ответить. 3. – Эта копия порвана. Пожалуйста, дайте мне еще один экземпляр. – Это последний экземпляр. 4. Нужно доверять своей семье. 5. Это раненные, которые пострадали в аварии. 6. Столица Сидней – исключительно впечатляющий город. 7. Почему маленькие собаки более агрессивны, чем большие? 8. Используя как правую, так и искусственную руку, он ловко извлек монеты для оплаты проезда. 9. Она считает, что в цивилизованном обществе можно положиться на такие вещи, как почтовая служба, доставляющая почту. 10. – Сколько деревьев посадили в саду? – Всего три дерева.

B 1. Идите скорее сюда, малыши! 2. Для решения многих наших задач нам не нужны новые идеи, нам нужны дальновидность и смелость, чтобы использовать лучшие из старых идей. 3. Эта горничная, будучи единственным человеком, которому она могла доверять, зависела от нее во всем. 4. Во-первых, он был просто таким человеком, хотя у него было звание младшего лейтенанта. 5. Она положила руки, одну поверх другой,

на колени, на свою узкую зеленую юбку. 6. Единственный, о ком ты когда-либо думаешь, – это ты сам. 7. Она наполнила одну из них водой и с большой осторожностью затянула крышку. 8. Ученики – не единственные, кому приходится справляться с перегруженной учебной программой. 9. Никто не сомневался, что он был единственным ответственным человеком. 10. Я упустил возможность упомянуть об этом, и другая возможность так и не появилась.

Exercise 20. Insert the pronoun *all* in its place possible.

1. I've got kinds of things I could put on. 2. The vegetables were sliced and arranged in separate piles in a large dish. 3. The cats eventually pass through our place on their way to the Miyawakis. 4. We thought we were progressing – now we know. 5. I'm just shocked that you could live with me this time and not be aware of that. 6. I cannot explain to you in detail how these circumstances are related. 7. I wondered why that thing had happened to pop into my mind. 8. They would come together in a single deep breath. 9. In fact, I could have explained my reasons for those things, but of course I did not. 10. I don't care what people say, they can't be bad.

Exercise 21. Insert *all (whole)*, *each* and *every* or its compounds.

1. __ child knows such simple things. 2. __ child was given a special prize. 3. Did __ the students get well through the exams? 4. The two little girls held his hands, one on __ side. 5. __ time I turned a page, the paper released a sharp virginal scent. 6. During the weeks of preparation the dog was underfoot __ time. 7. She took pleasure in rereading the letters, __ of which she knew by heart. 8. __ luxury that money could buy had been lavished on you by your parents. 9. I could not discuss politics with my sisters coldly; we ended __ session panting and spent in rage. 10. If you want anything, sir, just ask, because we'll give you __ you want. 11. When I broke my leg, I spent __ month in bed. – That's nothing, I kept to bed three __ months. 12. __ challenge does matter in the crisis. 13. Of the twenty people who arrived, __ new-comer was in turn searched by the police. 14. Ten

minute is __ that I can give right now. 15. Change the oil in the car __ 5000 miles. 16. Ethel described __ detail of the current affair. 17. He spilled __ water on the carpet. 18. Most people think __ feels about them much more violently than they actually do. 19. During the next week, Tom did four more drafts of the speech, __ of which Hopkins praised highly before asking for a rewrite. 20. __ history is useless if it doesn't teach us any lessons. 21. But now new houses, __ like the next, spread for a mile in all directions. 22. He swallowed __ cake washing it down with two __ glasses of beer. 23. He gave away __ cent that he owned. 24. And the symptoms are closely alike – a fact which __ knows nowadays. 25. It's __ very easy – __ that you need is a hammer and nails. 26. __ few minutes he would appear at his wife's side to see that she was happy and comfortable.

Exercise 22. Translate the following sentences paying attention to the uses of the pronouns *all (whole)*, *each* and *every*.

А 1. Вся вода кипяченая, можешь не бояться пить. 2. Каждый раз, со спокойной улыбкой на лице, она слушала все, что он говорил. 3. В диктанте было двадцать слов, и в каждом слове он сделал ошибку. 4. Прошу всех прислушаться к каждому слову лектора. 5. Сгорело все здание и все деревья вокруг. Вся земля была покрыта пеплом. 6. Вся площадь была покрыта льдом. 7. Каждому студенту положено сдавать экзамены в срок. 8. Всем студентам предоставили места в общежитии. 9. Их было много, и каждого мне надо было выслушать внимательно. 10. У каждого города своя богатая история. 11. Мы побывали в пяти городах, и в каждом городе посетили изумительные места. 12. С каждым днем путешествие становилось все более интересным. 13. Каждый день путешествия приносил новые впечатления. 14. Каждые два-три дня нам приходилось возвращаться в город. 15. На каждом уроке он отвечал, что выучил все правила.

В 1. У всех из вас (каждый из вас) есть все возможности получить хорошее образование. 2. Мы все потратили целый день на поиски этой информации. 3. Весь день во всех квартирах звучала музыка. 4. В вестибюле было больше сотни человек,

и каждый из них послушал его с серьезным выражением на лице. 5. Он хвастался, что может съесть целый ящик фруктов. 6. Правительство нарушило все статьи (каждую статью) конвенции. 7. Вся его жизнь была посвящена детям. 8. Все спальни были одинаковыми, в каждой комнате окна выходили в парк. 9. Это все, что нам нужно, чтобы понять друг друга. 10. Все профсоюзное движение защищает право каждого работника критиковать условия труда своего работодателя.

Exercise 23. Use the pronoun *other* in the proper form with the article required.

1. From a hotel on __ side of the street, a video was projected on to the centre's walls. 2. I simply performed the mundane tasks that were handed to me, one after __. 3. To some __, the protests were more contentious than rational. 4. If it succeeds, it will be the first controlled flight on __ planet. 5. In addition to Nicola, Mrs. Stanley has three __ children. 6. He sat in front of the fire rubbing one bare foot against __. 7. The report will be of interest not only to teachers but __ in the education field. 8. On the one hand, they want to go back to normal life. On __ hand, is it difficult to change back so suddenly. 9. She was looking around for __ shoe. 10. I'm a big fan of all the traditional meals, and all __ in between. 11. Young Martin had been sent on __ errand to the grocer. 12. Richard stayed for __ moment, shifting from one foot to __. 13. The kid who is slightly taller than __, or who can read just a bit better than __, will get picked first for the basketball team. 14. Six __ lawsuits were filed earlier Monday while __ were filed last week. 15. He pulled on __ glove and said that, though it was late, he would run along to his office.

Exercise 24. Translate paying attention to the uses of the pronoun *other*.

1. Половину своего времени я преподавал юриспруденцию, а другую половину – был в Лондоне в качестве консультанта в крупной фирме. 2. Всю группу отвели в другой зал музея. 3. Ричард задержался еще на мгновение, переминаясь с ноги на ногу. 4. Я очутился на другом берегу реки. 5. Мне не нужны

друзья, которые подвергают других риску. 6. Они поженились молодыми и родили одного за другим четверых детей. 7. Одного из близнецов звали Раджи. Как звали того, другого? 8. Кроме имени и возраста жертвы, никаких других подробностей не сообщалось. 9. После другой паузы Алекс что-то прошептал с другого конца стола. 10. От одной новости он переходил к другой, держа газету перед лицом. 11. Он снова затянулся сигаретой. 12. Другую часть отпуска Джимми переезжал из одного города в другой каждый день. 13. Я приду на днях, чтобы услышать, как они оправдываются. 14. Двое ее сыновей играли в саду. Энн переводила взгляд с одного на другого. 15. Робинсон вышел и вскоре вернулся за новой миской супа.

Exercise 25. Insert the pronoun *both*, *either* or *neither*.

1. They __ laughed and Dan looked down at his desk. 2. __ of us burdens the other with personal problems any more. 3. At the front there were four windows, two on __ side of the door. 4. She did not know whether to obey or to get angry, and he was so puzzled that she did __. 5. Then, carrying a valise in __ hand, he stepped out on the landing. 6. We were __ in the room, but __ of us spoke for some time. 7. On __ sides of the stage the candles burned steadily in gently ascending lines. 8. Tom and Nick __ shuddered at the thought of meeting a wolf in the forest, although __ said a word. 9. Hatton was holding the open book in __ his hands and came to her side. 10. She expected men to talk about football and racing, and Philip knew nothing of __. 11. He spent a restless and unsettled vacation, quite out touch with __ of his two sisters. 12. I think you can __ read this poem by heart. 13. "Well, I hope you'll __ enjoy yourselves". 14. The event was organized by __ the partners, __ of whom is a professional. 15. Andy could play the piano and sing, whereas I couldn't do __.

Exercise 26. Translate paying attention to the uses of the pronouns *both*, *none*, *either* or *neither*.

1. В обеих чашках было налито что-то похожее на кофе, но на вкус не было похоже ни на то, ни на другое. 2. Хелен и Мэтью продолжали сидеть по обе стороны камина, украдкой

поглядывая друг на друга. 3. Оба пилота были внутри. Но никто из них не слышал, как вошла стюардесса. 4. – С какой из двух компаний вы хотели бы сотрудничать? – Ни с какой! Ни одна из сторон не доверяет другой. 5. Адамса не пригласили, как и никого из его друзей. 6. Мальчики по обе стороны от него очень вежливо встали, пока он не сел. 7. Ни одна из сторон не доверяет другой. 8. Шелли взяла обе тарелки в одну руку, а руку Невилла в другую и вышла из комнаты. 9. Они согласились, что ни один из них не нуждается в супружеской поддержке. 10. И, конечно, ни одному из этих лидеров не приходилось сражаться с таким монстром, как Гитлер. 11. Другое дело, что мы оба не слишком амбициозны. Так что никто из нас не должен был идти вперед. Мы всегда уступали друг другу. 12. Вы не можете голосовать ни за одного из двух основных кандидатов от партии. 13. В обоих концах коридора были широкие лестницы. 14. Стив вошел в комнату, держа в каждой руке удочку. 15. Ни одна из его книг не была опубликована в этой стране. 16. Было два свидетеля, но ни один из них не дал показаний. 17. Вы можете оставить свое удивление и свое унижение при себе. Я не чувствую ни того, ни другого. 18. Я путешествовал на обоих поездах, и в каждом был вагон-ресторан. 19. Ни одна из компаний не могла преуспеть сама по себе. 20. – Какую из двух комнат вы предпочитаете? – О, и то и другое подходит. Мне все равно. Обе хороши.

Exercise 27. Insert either *many/much* or *(a) few/(a) little* according to the context.

1. Sometimes, they'd get __ money together and indulge in __ days in a cheap motel. 2. It is advisable that he should get just __ grapes and very __ bread to lose weight. 3. That's a tough transition for __ staff. 4. How are you going to cope with this __ information? 5. Very __ of us are responsible for holding the government to account. 6. Too __ of us are afraid to speak our future. 7. I don't think I need this __ advice. 8. "It can't be proper flu if you've got this __ strength to argue". 9. It probably lasted only __ seconds but it seems to stretch on for __ long minutes. 10. __ of the furniture was sourced from other internet sites. 11. It's __ wonder that __ students feel the

strain. 12. Unfortunately, there are very __ bursaries available to do a PhD. To make things worse, there is very __ else to change in the system. 13. The forces were obviously unequal: we were __, they were __. 14. I must admit, this problem has given me not __ trouble; and yet I have solved it. 15. The audience were silent, and just __ had left at intervals throughout the speech. 16. I must say I know only __ more than you. 17. I'm a new-comer to the town, I know only __ people here. 18. Is there any time left still? – Just __. 19. We need one more player, we are one too __ for this game. 20. __ shall be called, but __ chosen (Matthew).

Exercise 28. Translate the following sentences paying attention to the uses of the pronouns *many/much* or *(a) few/(a) little*.

А 1. Большинство студентов знают все об экзаменах, но мало знают об окружающем мире. 2. Там много шума, много радости, вот к чему вы хотите вернуться. 3. – Это самое большее, что я могу тебе пока сказать. – Не слишком-то много, гораздо меньше, чем я ожидал. 4. – Сколько соли нужно положить в суп? – Еще чуть-чуть соли, четверть чайной ложки. 5. Некоторым из нас пришлось уйти: нас было много, а билетов мало. 6. Мне задали еще несколько вопросов и отпустили (dismiss). 7. Кажется, в этой команде один игрок лишний, а в другой – одного не хватает. 8. В этом городе у меня пока еще мало знакомых. 9. В этот раз у тебя в контрольной совсем мало ошибок, намного меньше, чем в последнем диктанте. 10. К сожалению, мало кто из студентов читает классику. 11. Ты мне задал немало хлопот с этим делом. 12. Есть немало людей, которые еще в это верят. 13. Книга по большей части не очень интересная. 14. Для этого потребуется не менее 5 дней.

В 1. Неудивительно, что в городе с такой плотностью населения небоскребов больше, чем где-либо еще в мире. 2. Некоторые читатели имеют несколько кулинарных книг. 3. Увольнения в компании стали причиной больших неприятностей для многих тысяч работников. 4. Так много нового опыта можно получить в общении с другими людьми. 5. Мы хотим

показать, что выход на пенсию может дарить много радости и наслаждения, особенно если вы найдете то, что вам нравится делать вместе. 6. Было приложено много усилий, чтобы создать любящую семью. 7. Я и так сказал слишком много слов. Больше я ничего не могу сказать. 8. Грустно, что все меньше подростков, чем когда-либо, увлечены чтением. 9. Конечно, у нас много проблем на границах. Мы потеряли там много жизней. 10. Он провел много исследований по этой теме, по которой существует мало данных, подтверждающих эти явления.

Exercise 29. Insert the reciprocal pronouns *each other* or *one another*.

1. We are all squashed in there together, forced to listen to __'s private phone conversations and sniff __'s perfume. 2. The two powers rebuked __ in the first major talks. 3. The arts are key to enabling different ethnic groups to empathize with __, especially in these difficult times. 4. How animals teach __ to survive? 5. All these desires seemed to be at odds with __. 6. The countries' advertisements try to lure __'s tourists in the tourism campaigns. 7. Then, neighbours, colleagues and even families were encouraged to denounce __, with devastating and sometimes deadly consequences. 8. How have they become friends hating __'s political views? 9. Many people showed that they do actually care for __ making their fellow human beings as safe and secure as possible. 10. There are sparks of joy amid the gloom as people across the country try to lift __'s spirits. 11. "We are going to need to look out for __ in such a situation." 12. Unable to travel, strangers mail the tastes of __'s homes. 13. They all strive to outdo __ culturally, architecturally, politically, fiscally. 14. Her bracelets made a dry sound against __. 15. It was as though we were speaking to __ in different languages.

Exercise 30. Point out interrogative, conjunctive or relative pronouns in the following sentences, supplying comments.

1. Doctors were often unclear about which methods were most effective. 2. They were something other, something of which

he had no true knowledge, something that existed in a place far away from the doctor himself. 3. "Allen, whose apartment is this?" she said quietly. "Mine, if I want it". – "But who does it belong to now?" 4. He had a power that was immediate and transformative. 5. He put off the thought that he ought to have tackled the conversation differently. 6. How many of parents are ready to face challenges as home educators? 7. He shifted to the side window which overlooked the stable yard, and whistled down to the dog Balthasar, who lay forever under the clock tower. 8. All the people in the group appeared to be strangers whose attention just happened to be locked on the same screen. 9. What passed at their meeting was not recorded in detail. 10. Malta was the only person in the world to whom I could freely tell everything that was in my heart. 11. It is little wonder that you won't appreciate all the people that have written about their real experiences. 12. "Revenge?! What do you mean, 'revenge'? Revenge against whom?" 13. Maybe he just forgot what it was like to be young. 14. He was very unorthodox, which frightened them. 15. I often think of those people who used to cross our threshold and accept our hospitality. 16. How much money is it necessary to earn so as to live comfortably on it? 17. It depends on whom you are speaking to. 18. "Which of the secretaries did you talk to?" 19. He got up from the window-seat and roamed in the big grey ghostly room, whose walls were hung with silvered canvas. 20. I wonder which exhibits in the museum are genuine. 21. "This man is one of those professionals of whom I spoke."

Exercise 30. Insert interrogative, conjunctive or relative pronouns, supplying comments. Omit the pronouns where possible.

1. Often they discussed things about __ he knew nothing. 2. It was the first time __ I had heard John talk about Jack. 3. __ cost more money, ready-made clothes or tailor-made clothes? 4. Then they were asked __ of the companies they represented and __ sort of factory they intended to put up in the area. 5. __ he saw seemed to satisfy him. 6. All __ he had to think about was taking care of the

animals. 7. I respond with gratitude to anyone __ has ever voyaged to the center of that heart. 8. He smiled incredulously at the thought __ he might have passed up the opportunity. 9. The idea __ he can be of use made him happy. 10. There was a suspicion of truth in __ she said, and it made Philip angry enough to answer __ first came into his head. 11. The council would answer all the questions __ have been addressed during the last months. 12. He changed the subject to the only one __ could bring the majority of them together. 13. He asked Mrs. Otter whether she knew __ had become of her. 14. He was late, __ made her angry. 15. Everything __ had gone before was like nothing. Glutton put his hands over his eyes so that he might concentrate on __ he wanted to say. 16. The last thing __ any of us wants is to get out of here. 17. Mr. Wells told me that it was one of the sweetest, kindest things __ was ever done for him. 18. His eyes, __ were hot and inquisitive, looked from Martin to me. 19. He returned to his desk and dialed a number __ he knew by heart. 20. He was the architect of this very house __ we live in now. 21. __ troubled him most was the uselessness of Fanny's effort. 22. He looked very well-bred, __ indeed he was, and he had exquisite manners. 23. The first thing __ she asked him was __ he thought of Avie Crichton. 24. For __ purpose was the interview being broadcast? To __ was it addressed? 25. The telephone, __ was on a side table beside Guy's chair, mercifully rang out.

Communicative Activities

Read the article "My mentors" by Richard Briers paying attention to the usage of pronouns.

Could you share a story of your own about a person or people who might have contributed a lot to your upbringing, education or some other life situations, being faithful and supportive of your intentions and achievements?

My mentors

Richard Briers on the men who gave him a helping hand

The first man who spotted some talent in me was John Fernald who was a director at Rada. He realised he had a student who was

a bit odd, but funny and committed to learning, and that's why he helped me a great deal. I was painstakingly slow in my progress in comparison with the others, and as a result was always trying too hard.

John instilled a great confidence in me which allowed me to relax. He was a sweet man and, funnily enough, very highly strung and intense himself. I kept in touch with him for a long time; he died when he was quite young but knew that I had made a name for myself and was very pleased for me.

It was the stage-director Harold French who gave me my break in a play called *Something About Sailors*. I didn't have looks or a great physique, but what I had was comedy timing and a rather funny face. Harold knew everybody in the business and he kept talking about me at all these VIP parties he went to until I started to get noticed. He had been an actor himself but was advised to direct and that was his gift – he went for truth rather than cheap effects. He once said to me: "If you ever get bigheaded, I'll kill you," which was typical of his bluntness. He was marvelously supportive and it was a great journey we went on together.

Two other mentors who assisted my career greatly were Bob Larbey and John Esmonde, the writers of *The Good Life* and *Ever Decreasing Circles*. I think the key to their success was that they both had the common touch, they had very humble beginnings and were never arrogant, which many writers can be, refusing to cut or change lines – of course, the beauty of their writing was that very little had to be changed.

In those days writers were paid a lot, but one day they both came in and said that they couldn't think of any new situations and that in fear of becoming boring and repetitive, they weren't going to write any more. They were offered a lot of money to reconsider but they never did; they wanted to finish on a high and not disappoint anyone. They were proud of their work, they were great integrity itself, supporting each other. I firmly believe that no one gets there on their own in this world; you need help from others, chances, and I certainly got those. I've been very lucky.

Review Test

The Classes of Pronouns

Task 1. Use the appropriate personal or possessive pronoun.

1. _ say there's been a great earthquake in the Pacific. 2. Edwin said, "Dear Mary, we all felt with _ _ distress was _". 3. Pat soon made _ clear that _ did not want to stay there long. 4. She folded the letter and replaced _ in _ envelope. 5. _ were climbing a steep hill and the car throbbed as if _ were going to expire. 6. The children had had _ tea. Kate was late for _ as usual, Mary and Paul were having _ . 7. "This foolish wife of _ thinks I'm a great artist", said he. 8. _ were cold to sit on the terrace, pretending that _ was really a summer evening. 9. "Our aim is to keep Italy out of the war until _ is strong enough to come in on our side." 10. "This suitcase seems bigger. I expect _ is a bit smaller than _," he said politely.

Task 2. Fill in one of the demonstrative pronouns.

1. What do you want me to do with _? 2. I have divided the books into two piles. _ are to be kept. _ are to be sold. 3. He continued to frequent the _ cafe as when he had stayed at the hotel. 4. My services, _ as they are, are at your disposal. 5. His mental level at the time of his death was _ of a four-year-old child. 6. I believe you but there are _ who wouldn't. 7. I have had _ a busy morning. 8. "One can't compare Chopin's waltzes with _ of today", said she. 9. His mental level at the time of his death was _ of a four-year-old child. 10. She gave him the _ answer as before.

Task 3. Supply some, any, no or their derivatives and none.

1. This is my affair and _ else's. 2. _ at the school had ever taken a scholarship to the university. 3. Sometimes he would sit silent and abstracted, taking no notice of _ . 4. There is hardly _ place in this house where we can talk alone. 5. He asked for _ food, but his mother said there was _ . 6. Of all the girls he phoned _ were at home. 7. _ is better than _ in a situation like this. 8. There are _ matches left. We must buy _ . 9. In the winter he lived with doing _ . 10. Why don't they do _ to tackle the problem? 11. _ can become a member of the club by paying a subscription. 12. It was unlikely that _ of the guests would take particular notice of it. 13. Go and

ask him for _ more paper. I haven't _ in my desk. 14. _ has any right to interfere in this matter. 15. _ at the airport could tell me _ about the Trianon hotel.

Task 4. Insert all, every and each.

1. I have _ book he has ever written. 2. He looked at _ of us in turn. 3. They did not talk much about what _ feared most. 4. The actor could make you hear _ word in the last row of the gallery. 5. _ the people were cheering loudly. 6. Before he left the classroom he gave _ boy a task. 7. They broke into little groups; _ had its own wonderful story to tell. 8. And I had to sit out there with _ eye on me. 9. Hugh had _ advantage of education. 10. I'd like you to make _ effort to obtain _ the data we spoke about.

Task 5. Use the proper form of the pronoun other with the required article.

1. They were going to get punished, one way or _ . 2. The bar was kept by two very nice girls: one was American and _ – English. 3. _ people have told me the same thing. 4. He was always somewhat indifferent to the feelings of _ . 5. Well, I met him in the club _ night. 6. He sat in _ arm-chair at the opposite side of the fireplace. 7. The servant opened the door and ushered in _ visitor. 8. The houses on _ side of the river were built out of gray stone. 9. Some people refused to take the advertisements and walked away and _ dropped them on the grass. 10. Why are you alone? Where are _?

Task 6. Use both, either or neither.

1. She had brown shining hair which hung down on _ side of her face. 2. She can play with the tennis racket in _ hand. 3. He invited us _ , but I knew he felt it irregular; he did not want _ of us at a family party. 4. "Which job are you going to take?" "I'm afraid _". 5. The verandah stretched on _ side of me. 6. "Tell _ your mother and father that I'm expecting them to night". "I'm afraid I won't see _ of them today." 7. "Which of the two newspapers would you like?" "Oh, _ will do." 8. "What are you going to have, orange juice or Coke?" _ . "I'm not thirsty." 9. These are _ very gloomy rooms. I'm afraid _ will suit me. 10. _ his legs were broken in the accident.

Task 7. Insert interrogative, conjunctive, relative pronouns.

1. All _ was left was to compose the letter. 2. For _ was

the interview being broadcast? 3. Take these books to your brother and ask him _ are his. 4. I had a growing feeling _ time was running out. 5. Why should I know _ direction we are to follow. 6. Have you read the letter _ came yesterday? 7. It is for you to decide _ is to speak to the chief. 8. _ quality do you admire in a man? 9. He is the man _ car I noticed in the square. 10. There had grown between them an understanding _ required no words.

Task 8. Translate into English paying attention to the uses of pronouns.

1. – Не могли бы вы показать какие-нибудь журналы о природе? – К сожалению, таких у нас нет. 2. У нас осталось несколько минут, мы ничего не успеваем сделать. 3. Эти темы для исследования очень сложные, выберите что-нибудь проще. 4. Он проглотил два пирожка целиком, хотя ни один из них не был вкусным. 5. Все присутствующие должны быть внимательны и прислушиваться к каждому звуку. 6. Двое из группы ушли рано, а другие остались на ночь. 7. Для одних людей эти меры приемлемы, для других требуются более жесткие. 8. Все желающие посетить выставку могут посмотреть целую коллекцию произведений этих художников. 9. В холодильнике не оказалось ничего, кроме какого-то сыра и двух яиц, – он жадно проглотил оба сразу. 10. – Кто-нибудь из вашей группы бывал там когда-нибудь? – Никто, хотя кто-то из нас там был, но не помнит ничего. 11. Какие-то книги придется вернуть, у нас пять книг лишних. 12. Она заметила, как кто-то из соседей вышел из дома с чемоданом в каждой руке. 13. Оба ехали молча или обсуждали такие вещи, которые не интересовали ни того, ни другого. 14. Каждый из нас ждет от жизни много, но мало кто знает, как добиться своей цели. 15. Слишком много молодых людей по-прежнему не могут использовать Интернет для общения между собой и обмена своими талантами и идеями.

PART IV THE ADJECTIVE

By far the most painful and debilitating fear is that of the unknown.

4.1. GENERAL MORPHOLOGICAL CHARACTERISTICS OF THE ADJECTIVE

The adjective as a part of speech expresses the categorical semantics of properties of a substance, namely an object, a notion or a phenomenon. Being a modifier, adjectives, *gradable and non-gradable*, denote such properties of the referent as related to its material, dimensions, colour, position, state, action, time and other characteristics both permanent and temporary, e.g.: *feathery, golden-green, tremendous, deep, awake, rapid, monthly, complete, geographic, contemporary, north-eastern, oriental, European*.

Adjectives are distinguished by a specific combinability with modified nouns as well as pronouns and usually used in preposition, and occasionally in post-position (e.g., *unexpected benefits – benefits unexpected for the company; a jealous nurse – a servant preoccupied with duties; the guests present; a court-martial; an attorney general; anyone curious*); by a combinability with a prepositional phrase, (e.g., *aware of the fact; dependent on their results*); by a combinability with verbals (e.g.: *delighted to meet, pointless/no good appealing*); by a combinability with link-verbs, both functional and notional (e.g., *has fallen asleep, flew slow, sounded confused*); by a combinability with modifying adverbs (e.g. *a highly chronic habit, an infinitely controversial issue*).

As a part of speech, the adjective possesses the derivative features and is characterized by a peculiar morphemic structure formed by means of the joining of a set of derivational part-of-speech suffixes as well as prefixes expressing particular lexico-semantic meanings. Amid the derivational affixes the commonly used ones are: *-ful* (trustful), *-able/-ible* (believable/responsible), *-less* (flawless),

-ish (feverish), -ous (scrupulous), -ive (decorative), -ic (basic), -al (emotional); -ing (intriguing), -ed (talented, faded, sun-dried), un- (unprecedented), in- (inaccurate), dis- (disreputable), re- (rechargeable), a- (ashamed, astray).

The adjective is characterized by the lack of the categories of number, gender and case. However, a great number of *gradable qualitative adjectives*, unlike *non-gradable (relative, restrictive)* ones, are distinguished by the category of adjectival comparison, forming degrees of comparison: positive (e.g., *tidy, faithful, bad*) – comparative (e.g., *tidier, more faithful, worse*) – superlative (e.g., *tidiest, most faithful, worst*).

In the sentence the adjective may perform a range of syntactic functions among which in common usage are an attribute (close and loose/detached) (i), part of a compound nominal or double predicate (ii) and part of complex constructions (iii), e.g.:

(i) In her **mid-thirties**, she has just come through a **failed** marriage and a **devastating, interminable** divorce, followed immediately by a **passionate** love affair that ended in **sickening** heartbreak. **Reasonable and tactful**, George listened to my story with deep concern.

She had been a **different** woman that afternoon, **warm, sisterly, supportive**.

(ii) He is **apolitical, more aloof**, but he witnesses a murder and, as a result, becomes **violent** himself.

We mutually anticipated I would have grown **weary** of traveling and would live **blissful** in a big, busy household full of children and homemade quilts, with a garden in the backyard and a cozy stew bubbling on the stovetop.

Terror offenders should be jailed indefinitely if (it's) **necessary**.

(iii) And every time she would find **the messages rather customary and too shallow** to scroll through.

The enormous metal barrel **was painted deep red**.

It was unacceptable that **no one had been found responsible** for an action that led to the death of the civilians.

The breath comes sharply into my lungs and I sit up, too abruptly, head throbbing with **face swollen, eyes widened and goggle**, heart racing.

Nevertheless, there are a number of adjectives that function in the sentence only attributively (e.g., *an elder staffer, a sheer waste of time, the main feature, indoor games, inner thoughts*, etc.) or only predicatively (e.g., *be glad, fall asleep, feel ashamed, remain alive, get afraid, stay aloof, become aware*, etc.).

Activities

Exercise 1. Comprehension questions.

1. What categorial semantic properties may the adjective express? Give your own samples.
2. What derivational affixes are typical of the adjective morphemic structure? Give your own samples.
3. Which grammatical categories are characteristic of the adjective?
4. In what syntactic patterns and functions can the adjective be found in the sentence?

Exercise 2. Read the extract below from the article "Today's students work hard, study hard" and point out adjectives supplying comments on their morphemic, semantic and syntactic characteristics represented in the text.

What hardships may students undergo whilst studying?

Today's undergraduates are increasingly conscientious, dividing their time between the library and part-time work. The layabout student who struggles to get out of bed in time for the afternoon soap opera, before wandering down to the pub to squander what remains of his overdraft, is a thing of the past.

The annual Unite research has found that, as well as being more committed to their studies, students today are more optimistic, eight out of 10 of them believing higher education will set them up for a successful career. The benefits of going to university become manifest how students are testing the competencies they'll need in future, including academic proficiency, working under pressure, team building, self-confidence and independence.

Because of rising debt and the pressure to find a well-paid job at the end of their course, students are being forced to take their

studies in good earnest indeed, while having less free time than their predecessors and being "seriously worried" about spiraling debt.

However, the increased financial pressure is having a detrimental impact on many students' ability to study in a more effective way. More students than ever before are undertaking part-time jobs to provide for essentials. With money still a big concern for undergraduates, parents shoulder most of the immediate financial burden.

Despite the fact that the satisfaction rate among foreign students and those studying at new universities had markedly decreased, on the whole, an overwhelming 96% [of students] believe that going to university is a worthwhile experience... The findings reflect the maturity and conscientiousness of today's students.

4.2. MORPHEMIC COMPOSITION OF THE ADJECTIVE

According to their morphemic composition, adjectives can fall into three groups: **simple** (e.g., *frank, crisp*) **derivative** (e.g., *illegal, harmful, irresponsible*) and **compound** (e.g., *long-legged, breathtaking*).

1. The morphemic structure of simple adjectives coincides with one root morpheme (plain stem), which is indecomposable, having neither suffixes nor prefixes (e.g., *bright, fresh, shrewd, content, public*).

2. Derivatives are derived adjectives whose structures are built up by means of derivational morphemes (affixes) attached to the adjectival root morpheme (e.g., *impolite, comfortable, overcrowded, unimportant*). Derivational affixes, in their turn, are subdivided into prefixes (e.g., *incorrect, precautions*) and suffixes (e.g., *glorious, developing*). (See Appendix 2.2)

Amidst commonly used prefixes are those expressing negative as well as some other miscellaneous meanings as follows:

anti-: *antiwar, antinational, antisocial*, etc.,

pre-: *prewar, predominant, preoccupied*, etc.,

dis-: *dishonest, disgraceful, disobedient*, etc.,

un-: *unattractive, unforgettable, unpleasant*, etc.,

in-: *incapable, insincere, invalid*, etc.,

il- (before **-l**): *illegal, illegible, illogical*, etc.,

im- (before **-m** or **-p**): *impossible, impolite, immoral*, etc.,

ir- (before **-r**): *irregular, irresponsible, irrelevant*, etc.,

non-: *non-economic, non-fatal, non-nuclear*, etc.,

self-: *self-cleaning, self-sacrificing*, etc.

Among derivational suffixes common in use are the following:

-able: *admirable, reliable, available*, etc.,

-ible: *responsible, sensible, visible*, etc.,

-al: *practical, conditional, structural*, etc.,

-ant: *elegant, relevant, ignorant*, etc.,

-ent: *dependent, innocent, prominent*, etc.,

-ate: *accurate, originate, elaborate*, etc.,

-ed: *talented, hearted, diseased, headed*, etc.,

-ful: *careful, successful, faithful, useful*, etc.,

-ic: *dramatic, scientific, heroic, systemic*, etc.,

-ish: *childish, bookish, yellowish*, etc.,

-ive: *expensive, respective, impressive*, etc.,

-less: *harmless, breathless, fearless*, etc.,

-like: *businesslike, childlike, dreamlike*, etc.,

-ly: *brotherly, deadly, friendly, unmanly*, etc.,

-ous: *suspicious, industrious, notorious, tedious*, etc.,

-some: *troublesome, awesome, tiresome*, etc.,

-y: *healthy, dreamy, foggy, flowery, predatory*, etc.

Furthermore, in the English language there are a large number of adjectives ending in **-ing** and **-ed** (e.g., *a striking change, an entertaining trip, a frightened look, relieved sighs*). Structurally and semantically, such adjectives originate from the present and the past participles, which have acquired the features characteristic of adjectives and become adjectival participles, with their verbal features partially or completely lost.

e.g. *She pretended to feel (most) **offended**.*

*The president found himself **satisfied** with the progress of the talks.*

*She seems (very) **calculating**.*

*The **amazing and unexpected** revelation made the audience numb.*

*The parents were **frustrated** with the **disappointing** A-level results.*

In addition, a range of adjectives originating from the second participle of intransitive verbs (e.g., *risen*, *faded*) may be used to express a completed prior/past action of the Active Voice.

e.g. the **faded glory** of the hotel (*the glory that has faded*),
the knowledge of countless **generations gone** (*generations that have gone*),
in honour of **disappeared people** (*people who have disappeared*),
in search for the **escaped animal** (*the animal that has escaped*),
the steam from the **departed train** (*the train that has departed*),
a project to reintroduce the **vanished species** (*the species that has vanished*),
Phoenix **risen** from the ashes.

3. **Compound adjectives** consist of two or more stems and therefore may fall into different patterns of composition as follows:

1) **noun/adjective + adjective pattern**: *forest-green*, *dirt-poor*, *deaf-mute*, *bluish-gray*, etc.,

2) **noun / adverb + participle pattern**: *nerve-racking*, *risk-based*, *long-forgotten*, *broad-minded*, *deep-frozen*, *high-flying*, *wide-ranging*, *fast-growing*, etc.,

3) **noun/adverb/numeral + noun + suffix -ed pattern**: *man-sized*, *computer-based*, *flat-footed*, *four-wheeled*, etc.,

4) **part-of-speech phrase pattern**: *day-by-day control*, *three-course meal*, *cut-price goods*, *five-hundred-page treatise*, *a pull-out handle*, *must-see places*, *your to-do list*, *two-fold impact*, etc.

In addition, it is noteworthy that in English, for the purpose of text stylization, a clause-pattern group of hyphenated words consisting of different parts-of-speech classes (verbs, nouns, adjectives, adverbs, pronouns, numerals, articles, etc.) may be used attributively, in pre-position.

e.g. *She had a **gray-and-black-floor-length** kimono, the bottom flecked with sawdust.*

*When I got to the Alconburys' and rang their **entire-tune-of-town-hall-clock-style** doorbell I was still in a strange world of my own.*

*More than anything, I remember the ease, confidence and **if-you-don't-ask-you-don't-get** straightforwardness of the working man and woman at that time.*

*What the Argentinian has done for the club since 2014 and the **never-to-be-forgotten** highs he has provided have been well-documented.*

Activities

Exercise 1. Comprehension questions.

1. What morphemic structures may adjectives be distinguished into?
2. What word-forming means are typical of adjectives? Give your own samples.
3. How can the participles correlate with the adjective?

Exercise 2. Use appropriate suffixes to make adjectives in accord with the definitions given in brackets and make up word combinations with them.

Model: health (useful for health, reasonable) – healthy food (views, influence).

A day (happening every day); fair hair (having fair hair); to stick (adhesive); breath (out of breath); grease (or covered in grease); home (cozy; welcoming); wrinkle (having lots of wrinkles); red (a shade of red); ambition (determined to be successful); weary (tedious); old (more or less old/getting old); hand (useful; easy to reach or obtain); life (looking as if it were real); waist (uneconomical); diligence (hardworking, painstaking), competition (competing against each other).

B winter (cold; gloomy or unfriendly); ape (typical of apes); armour (covered with bulletproof layers); stain (without defects or flaws); harm (not causing any harm); faith (devoted to sth/sb); earth (hustling life; made of ground); month (every month);

live (full of energy); boy (looking or behaving like a boy); mercy (sympathetic, kind); worth (of little or no value); business (serious or professional); nose (interfering in others' affairs); sustain (steady for a long time); whole (healthy); indulgence (tolerant); benefit (useful, profitable); intrusion (getting involved while unwelcomed); decision (determined, assured, without doubt); contradiction (untrue, inconsistent); will (inclined or content to do sth); injures (hurt in an accident); industry (hardworking).

Exercise 3. Use appropriate prefixes to make the following adjectives negative, supplying with other variants of nouns.

A attainable outcome, corrigible fault, finite set, eligible bachelor, important issues, resolute refusal, logical conclusion, obedient child, healthy lifestyle, manly deed, possible consequences;

B capable staff, critical views (test), mature plan, measurable quality, adequate response, proper procedure, significant event, literate people, agreeable weather, experienced pilot, competitive games, dignified behaviour, intelligible speech, relevant criteria, (barely) penetrable rainforests (instructions), contented smile.

Exercise 4. Match the words in A to those in B so as to make compound adjectives and use some of them to fill in the sentences below.

A blue-; bow-; password-; narrow-; round-; flat-; left-; open-; much-; thick-; short-; close-; three-; snow-; breath-; weather-; life-; colour-; self-; good-; pair-

B -sighted; -minded; -footed; -natured; -blind; -shouldered; -capped; -taking; -beaten; -eyed; -wheeled; -based; -horse; -handed; -drive; -hearted; -praised; -legged; -skinned; -set; -threatening.

1. By and large, for example, ___ children are no longer forced to write with their right hand.
2. The brightness of the two colours are easily discerned by the normal eye, but nearly impossible for the red-green ___ eye to distinguish.

3. There's nothing quite like the freedom of a ___ holiday, avoiding airport queues and traveling at your own pace.
4. Having practised in the UK a little longer he is sure to relate to the actual socio-cultural make-up of present-day Britain in a more ___ way and adopt a less ___ attitude.
5. The captain is ___ and ___ enough to definitely handle the game.
6. Sunday's ___ performance at the Edinburgh festival rekindled the usual argument about classical music's dilemmas.
7. Architects may evoke the sculptural by the ___ blend of futuristic dwellings against the background of the ___ mountains and the desert landscape.
8. Here the topsoil is so light, and an old farm hand, ___ with stooping and a ___ face, is assured that a ___ team is enough to almost squeeze two days into one.
9. Security experts question whether the current ___ security systems are adequate to cope with the growth in fraud.

Exercise 5. Paraphrase the word combinations in italics to supply the adjectival participles instead.

Model: vegetables that grow in natural conditions – vegetables grown in natural conditions.

The weasel can dispatch *a rabbit in full growth* 25 times its size; to sweep away *all leaves that fell* from the trees in the garden; to plant *trees that grow fast* as a live hedge; *healing skills of ancestors that were lost long ago*; to damage *oaks that have grown* in the park for centuries; to foster *a history of victories that are seldom told and seldom remembered*; to commemorate the native avenging *spirit that had risen* from the dead; the section is reserved for *people who have gone missing*; the new *technologies that are emerging* in the military industry; a lament for *joys of happy childhood that departed long ago*; an author subject to *tropical phrases, which "fly high"*; in search for *Kingdoms that have vanished*; the film has a spectral beauty like *a photograph that has faded* in the sun or the *70s classics which were forgotten long ago*; *all the travelers that have returned* to the country are requested to undergo mandatory self-isolation; a *police*

officer who has retired won injury award which was restored; parallel worlds open up with the Salvador Dali surrealism that come to life.

Exercise 6. Supply an appropriate form of adjectives instead of the words given in brackets.

1. (Friendly to disabled people – the disabled) homes are easily (access) to those with (reduce) reach and (sufficiency) internal space for a wheelchair user, including (free of steps) access, (mount on a wall) switches, sockets and other controls.

2. (Capability), (confidence) staff are the bedrock of (good quality) social care.

3. From (to drive itself) cars to (digit) devices, automation is (ubiquity). (Artificiality) intelligence may be highly (produce), but at once make (manual) and (mentality) labour (vulnerability) with its impact on the jobs market (significance).

4. (Sustainability) and (nutrition) products are, in general, more (cost) than (not good for health), (process) food.

5. The (on the base of computer) knowledge are the (constitution) essence of the (wide world) community so that the lack of computer literacy skills will be as (challenge) as being (lack of literacy) or (ignorance).

6. Endowed with a (typical of a boy) figure, the actress had a (fascinate) blend of a (looking like a child) innocent and at once a (looking like woman) delicacy, which distinguished her acting from her counterparts.

4.3. SEMANTIC CLASSIFICATION OF ADJECTIVES

As previously noted, adjectives may be classified into two groups: gradables (e.g., *high, alive, terrible*, etc.) and non-gradables (e.g., *former, square, inner, outdoor, upper, wooden, medical, scientific*, etc.).

Gradable adjectives are distinguished by the category of adjectival comparison, taking the comparative and superlative

forms (e.g., *tastier – tastiest; more tedious – most tedious*), and may be modified by adverbs (e.g., *very/pretty/most/hugely delicious*). Gradable adjectives, in their turn, may fall into qualitative and stative adjectives. Qualitative adjectives, used either attributively or predicatively, may denote various properties of a substantive referent, such as size, shape, colour, physical and mental qualities, qualities of general estimation (e.g., *nice, huge, purple, wide, fast, smart, well-mannered*, etc.). Most so-called "stative" adjectives tend to refer to a temporary condition (a state rather than a quality) and traditionally function predicatively: *afraid, alike, alive, alight, aloof, alone, asleep, awake, aware, ashamed, afoot, content, glad, ill, (un) well, pleased, ready, sorry, sure, upset*. Nonetheless, some of the stative adjectives may be used attributively in set phrases, acquiring a different meaning: *a sure path (aim, sign, command of the facts, memory for names); an embarrassed, pleased smile; a sorry fellow (excuse, business); an upset stomach; a ready smile (access); ill temper (humour); glad rags (news); secretly pleased expression*. In addition, the predicative adjectives can be substituted for equivalents used attributively: *asleep for sleeping (children); alive for living (hope); afraid for frightened (animals); alike for similar (results); ill for sick (feelings)*.

Non-gradable adjectives are characterized by the lack of the category of adjectival comparison, representing evaluative completeness, *entire specificity* of properties of a substantive referent (e.g., *dead, round, vacant, local, ingenious, unique, superior, middle, priceless, parental, defensive, Roman*) and may be intensified by adverbs such as *absolutely, completely, totally, utterly, almost, nearly, practically* (e.g., *absolutely (quite) correct, totally (nearly) deaf/blind, almost (practically) impossible*). Furthermore, most non-gradable adjectives are traditionally used attributively and cannot be substituted for synonyms or antonym.

Non-gradables, in their turn, may fall into the following subgroups:

1) restrictive adjectives (e.g., *same, main, particular, precise, specific, sole, only, former, previous, prior, inner, exterior, interior,*

middle, left, right, wrong, out (in)door, childless, priceless, homeless, vacant, etc.);

2) intensifying adjectives (e.g., *sheer/mere/plain, entire, absolute, exclusive, utter, perfect, definite, total, complete, full, etc.);*

3) degree/grade adjectives (e.g., *supreme, upper, major, minor, junior, senior, superior, maximal, minimum, minimal, optimal, proximal, etc.);*

4) relative adjectives, denoting substantive properties related to specific categories: time (e.g., *daily, weekly, wintry, etc.);* manner (e.g., *defensive, rotary, preparatory, fatherly/maternal, methodical, etc.);* material (e.g., *woolen, wooden, feathery, leathern, etc.);* place (e.g., *local, indigenous, European, Northern, Polish, etc.);* spheres of activities (e.g., *foreign, medical, educational, technologic(al), space, political, historic, etc.).*

Nevertheless, it is noteworthy that some adjectives are subject to acquire different meanings due to context, word combinability and syntactic position, hence they may function as either a gradable or non-gradable adjective. Cf.:

silken thread (non-gradable, relative) – silken hair (gradable, qualitative),

a stony road – a stony expression of the face,

natural sciences – natural reaction,

specific remedy – specific interests of the artist;

optimal stability – optimal method;

superior officer – superior quality;

fabulous monsters – fabulous prices.

Activities

Exercise 1. Comprehension questions.

1. What classes and subgroups may adjectives fall into?
2. What essential categorial properties are characteristic of each group of adjectives?
3. What syntactical peculiarities are proper to the subgroups of adjectives?
4. What factors may influence the semantic changes of adjectives?

Exercise 2. Choose an appropriate adjective to complete the sentences. Supply comment on which (sub) classes the adjectives may refer to.

1. (**industrious, industrial**) a) Manchester is world-famous as a big _ center. b) The Chinese are definitely a very _ people.

2. (**electric, electrical, electronic**) a) I see you have an _ cooker; I prefer gas. b) The adoption of _ surveillance measures has become a live issue of concern in Brussels. c) The battery gave off a sudden _ discharge.

3. (**economic, economical**) a) Much cheaper models were also in great demand as drivers seek more _ cars. b) The channel offers brief coverage of the latest _ and financial news. c) The soap is very _ : you only need to use a little of it at a time.

4. (**historic, historical**) a) Ladies and Gentlemen, this is a _ moment: the first manned landing on another planet! b) The library contains a copy of Magna Carta and other _ documents. c) The two powers have signed a _ peace agreement to establish full diplomatic ties.

5. (**classic, classical**) a) With concert halls and opera houses closed, organizations are live-streaming archived concerts of _ music. b) These _ books have been hugely popular, and are undeniably thought-provoking and well-written novels. c) Their romance is a _ case of opposites attracting.

6. (**common, ordinary, public, social**) a) The question is whether _ transport should be _ or private property. b) Isn't it a _ mistake to judge people by their looks? c) Daniel uses microscopes to create vivid portraits of _ insects. d) In other words, we are living in a giant overcrowded _ area where _ sense to keep _ distancing gives way to _ absurdity.

7. (**maternal, paternal, parental**) a) Men are less likely than women to suppose that _ leave has had a negative impact on their career. b) Her _ instinct told her at once what to do. c) He kissed her on the forehead with _ gentleness.

8. (**intelligent, intellectual, intelligible**) a) Public services are truly accessible if they are truly _ to less literate people. b) I cannot say much about his _ potential so far he has not shown signs of an extremely _ child.

9. **(concrete, specific, special)** a) Can you give me any _ facts of the man's corruptness? b) If you have a _ question about the awards you can email the city public services. c) His bare feet soon felt the unbearable coldness of the _ surface of the basement floor. d) You have to enter the _ information in a _ order.

10. **(sensible, sensitive, sensory)** a) If I had known she is so sensitive, I wouldn't have teased her. b) Through _ stories, _ experiences can boost learning and communication skills for all students, not just those with special educational needs. c) I don't see how any sensible person could agree with him. d) Coral is very _ to changes in water temperature.

11. **(gold, golden, gilded)** a) Her hair was _ and curly. b) The jeweler cast my children's milk teeth into a _ bracelet. c) What we call a _ age is a period in a nation's history when art or literature is most flourishing. d) The _ domes of the cathedrals shimmered in a summer's morning sun. e) The blue fabric was decorated with _ stars.

12. **(silky, silken)** a) She will be remembered primarily for her _ voice and the poise with which she commanded the stage and screen. b) a hangover is no fun, but super _ chocolate worked its magic. c) That was the embroidered question hanging in the form of a giant _ banner above the models' heads.

13. **(artistic, artful, artificial)** a) a year earlier, The Soviet Union had launched the first _ satellite, triggering the space race with the US. b) His _ questions seemed designed to extract the identity of my sources. c) Some Art Schools offer a range of virtual art courses for all those with or without _ bent or experience.

14. **(true, truthful, trustworthy)** a) It was a campaign to draw people's attention to the need for _ advertising. b) It is expected that a _ exit plan will mean reducing individual freedoms. c) It is safest to download software apps from _ sources. d) Posters claimed that the movie was based on _ events.

15. **(womanlike, womanly, womanish)** a) Such displays of emotion were once considered _ and unseemly for a man. b) _ traits such as listening skills, flexibility and a more empathetic

manner will become normal office establishment. c) The silhouette of a full, _ figure framed against the backlight from an open farmhouse door.

16. **(woody, wooden, wooded)** a) There is much greenery and a well-equipped playground enclosed with a _ fence. b) The path led to a medieval _ church at the foot of the _ hillside. c) The aim of the project was to collect seeds from all native _ plants. d) Nobody likes his wife, who has a _ smile: she never seemed sincere.

17. **(alive, live, living)** a) The reporters will continue to provide _ coverage of the protests b) The boy was lucky to stay _ after such a fall. c) Their religion is based on a respect for all _ creatures. d) An imminent prospect of a second referendum is once again a wholly _ issue of the nation. e) The street came _ with the ringing sounds of children's voices. f) Johnson treated English practically as a _ language with different many shades of meaning. g) The nation honoured the victims to keep _ the memory of the injustice they had suffered.

18. **(awake, wakeful, waking)** a) His younger sister is always happy to keep him company in his _ hours. b) Do you ever lie _ at night worrying about things? c) _ nights can seriously damage your health.

19. **(salt, salty, salted, saline)** a) Bacteria could help plants to grow in _ soils which are an increasing problem around the world. b) To good cashew butters available in whole food shops, I prefer making my own using roasted, _ nuts and honey. c) A recent invention could help convert dirty, _ water into clean drinking water. d) The river becomes more and more _ until it reaches the sea.

20. **(young, youthful, junior, juvenile, immature)** a) Because the offender was so _, he was brought before the _ court, and was later interviewed by a _ police officer. b) The candidate rejected claims that he was too _ to be president. c) Our teacher is full of _ enthusiasm for her subject. d) They were introduced as a dynamic _ company ready to surprise audiences.

Exercise 3. Compare the meaningful differences of adjectives in their contextual and syntactic usage.

1. She was literally ill with anxiety. 2. I think you are simply in an ill temper. 3. It's an ill wind that blows nobody any good. 4. I am not at all sorry I said all this in his face. 5. After the storm the village was in a sorry state. 6. These are sorry tidings, they make me sad. 7. I won't accept your sorry excuses. 8. It was hard not to be angry with her after what she had said. 9. We suddenly heard some angry voices from the open window. 10. I shall be only too glad if you will come. 11. It was the gladdest day of her life. 12. Have you heard the glad tidings? 13. She was in a state of deep depression that was totally foreign to her nature. 14. Learning foreign language should be compulsory for pupils up to the age of 15. 15. We ought not to pry into such secrets as relate to foreign affairs.

Exercise 4. Rearrange the twenty adjectives into five groups consisting of four adjectives of the same semantic field.

Model: ancient – elderly – long-time – old.

Affluent, ancient, anxious, calm, capable, competent, deceitful, deceptive, elderly, efficient, experienced, frightened, long-time, misleading, nervous, old, peaceful, quiet, relaxed, rich, timid, untrue, wealthy, well-to-do.

Exercise 5. Match the common nouns of English, French, Germanic origin in group A with corresponding adjectives of Latin origin in group B. Make up word combinations with the adjectives so as to differentiate between the relative and qualitative adjectives where/if possible.

Model: sun – solar eclipse – sunny weather; god – divine blessing – heavenly description (smile).

A brother, woman, friend, god, fun, farther, year, mother, man, cat, dog, finance, mind, brain, sight, touch, hand, jury, house, earth, iron, east.

B maternal, canine, terrestrial, cerebral, fraternal, manual, forensic, mental, divine, feline, oriental, feminine, masculine,

annual, ferrous, amicable, visual, paternal, comic (al), fiscal, tactile, domestic.

Exercise 6. Translate the following word combinations using either adjectives or nouns in an attributive pre-position function where necessary.

1) зубная паста (боль, врач, согласный, гигиена ротовой полости); 2) железный век (воля, дорога); 3) золотая валюта (песок, середина, закат, рыба, сердце); 4) женская школа (одежда, журнал, род, рифма, голос, манеры); 5) смертный час (казнь, существо, приговор, случай); 6) смертельный враг (рана); 7) звездное небо (ветер, атлас, час, объект); 8) земной горизонт (атмосфера); наземный (сухопутный) транспорт (туман); земляной пол (грунтовая дорога); землистый запах; земная (суетная) жизнь (наслаждения); 9) ночной/дневной сон (стационар, рейс, животные, туман, эффект); 10) городской шум (парк, муниципалитет, транспорт, ландшафт); 11) сельский/деревенский житель (пейзаж/среда, культура, хозяйство); 12) пушистый зверек (снег, облака, свитер, воздушная ткань); 13) свободный народ (пояс, стул, (пустой) улицы/отели, график работы, проход, (запасное) время/капитал); 14) зрительный образ (контакт, эффект, нерв, зал, обман зрения, очевидец); 15) медицинский факультет (персонал, препарат, шприц, страховой полис); 16) законный владелец (брак, контракт, источник дохода); 17) морской климат (вода, животные, судоходство, граница); 18) пешеходный (прогулочный) район (прогулка, экскурсия, переход, мост, обувь); 19) лунный месяц (пейзаж, зонд, затмение); 20) старший брат (врач, менеджер).

4.4. THE CATEGORY OF ADJECTIVAL COMPARISON

The English qualitative adjective is characterized by the morphological category of comparison, which expresses the *gradable quality* of a noun referent. The category of the adjectival comparison is represented by the opposition of the three forms:

the positive degree, expressing the primary, non-graded, quality of a noun referent (e.g., *bright (colour), delicious (pie), little (effect)*), **the comparative degree**, expressing relatively, more or less, graded quality of a noun referent as compared to others (e.g., *brighter, less bright, more/less delicious, more/less effective*), **the superlative degree**, expressing the superior or inferior grade of the quality of a noun referent (e.g., *the brightest (light of all), the most delicious (pie), the most/least effective*).

From the perspective of the morphemic structure, there are distinguished three means of building up the comparative and superlative degrees of comparison: **synthetic, analytic and suppletive**.

1. The synthetic forms of degrees of comparison are built up by means of the inflectional suffixes **-er/-est**, added to the plain stem of an adjective (e.g., *thick – thicker (than) – (the) thickest*).

e.g. *The actress looked **nicer than** him (he did).*

*The discovery might seem **stranger than** fiction.*

*Statistically, February is considered **the cruelest month** in a year.*

The synthetic means is employed with monosyllabic and some disyllabic adjectives:

e.g. *thick – **thicker** – **thickest**;*

*fat – **fatter** – **fattest**;*

*close – **closer** – **closest**;*

*pretty – **prettier** – **prettiest**;*

*polite – **politer** – **politest**;*

*narrow – **narrower** – **narrowest**;*

*pleasant – **pleasanter** – **pleasantest**.*

It is worthwhile to note that certain spelling rules should be observed in forming synthetically the comparative and the superlative of the adjective (see Appendix 3.3):

a) there is no doubling of the final mute **-e**: *wide – **wider** – **widest**, free – **freer** – **freest**;*

b) there is a doubling of final consonants in one-syllable words with a short vowel: *hot – **hotter** – **hottest**, sad – **sadder** – **saddest**; as compared to: **cheap** – **cheaper** – **cheapest**;*

c) the final **-y**, preceded by a consonant, changes into **-i**: *happy – **happier** – **happiest**, heavy – **heavier** – **heaviest**; but: **shy** – **shier**/**shyer** – **shiest**/**shyest**.*

2. The analytic forms of degrees of comparison are built up by means of the adverbs *more/most, less/least*, followed by the adjective (e.g., *careful – **more/less careful** – **the most/least careful***).

e.g. *He found himself **much more interested** in managing people **than** doing practical work.*

*To my mind **the most curious** thing in art is the personality of the artist.*

*John is **less musical than** his sister.*

*The children diagnosed with autism were among **the least attentive** pupils.*

The analytical means is employed with the following adjectives:

a) most disyllabic adjectives:

e.g. *private – **more private** – **most private**;*

*earnest – **more earnest** – **most earnest**;*

*obscure – **more obscure** – **most obscure**;*

*peaceful – **more peaceful** – **most peaceful**;*

*useless – **more useless** – **most useless**;*

b) adjectives of more than two syllables:

e.g. *personal – **more personal** – **most personal**;*

*desirable – **more desirable** – **most desirable**;*

*representative – **more representative** – **most representative**;*

*adventurous – **more adventurous** – **most adventurous**;*

*magnificent – **more magnificent** – **the most magnificent**.*

c) adjectival participles (e.g., *amazing, surprising, concerned, bored, tired, ashamed, etc.*):

e.g. *boring – **more boring** – **most boring**;*

*appealing – **more appealing** – **most appealing**;*

*amused – **more amused** – **most amused**;*

*confused – **more confused** – **most confused**.*

d) adjectives used predicatively (e.g., *afraid, alike, keen, eager, apt, upset, proud, content, sure, subject, etc.*):

e.g. *aware – **more aware** – **most aware**;*

*equal – **more equal** – **most equal**.*

It should be pointed out that in the contemporary English language, a vast range of monosyllabic (e.g., *gentle, glad, simple, able, right, wrong, real, sure*, etc.) and disyllabic (e.g., *clever, happy/lucky, polite, pleasant, narrow, friendly, mature, handsome, common*, etc.) adjectives have a growing tendency to take either the synthetic (-er/-est) or analytic (*more/most*) forms of degrees of comparison, used predicatively as well as attributively, with the analytic forms more preferable predicatively.

e.g. *That doesn't make Britons **more polite** or Americans more grateful and **the most noble (the noblest)** of the nations.*

*When offered stupid money it would be even **more stupid** not to accept it.*

*It's the women who are the most confident, **the most sure and certain** of themselves.*

***The surest way** to spoil your enjoyment of a book is by writing it.*

*The marking schemes failed to differentiate between **the ablest** pupils.*

*He had a big scar on the face and he was **the most handsome (handsomest)** but **the most unlucky (unluckiest)** man I'd ever seen in my life.*

*The company is launching a project to become one of the UK's **most friendly (friendliest)** cities for electric cars.*

Nevertheless, for the purpose of mere academic and professional students' efficiency, special emphasis should be placed on practicing the synthetic forms – the traditional use – of degrees of comparison with monosyllabic and some disyllabic adjectives (e.g., *proud – prouder – proudest; healthy – healthier – healthiest; polite – politer – politest*), except for the adjectives *able, right, wrong, real, sure*, etc., taking the analytic forms in most preference.

3. The suppletive (irregular) forms of degrees of comparison apply to a set of adjectives as follows:

1) good/well – better – best

e.g. *This dish had **the best** flavour I had ever tasted.*

2) bad – worse – worst

e.g. *The wound felt **worse than** the day before.*

3) little – less – least

e.g. *James gave a nod of greeting with **the least** formal bow of head.*
*Of the two evils let us choose **the less**.*

4) many (much) – more – most

e.g. ***The worst** heat waves recorded have aligned with **the most** catastrophic disasters of the region.*

5) far – farther – farthest (with reference to distance)

far – further – furthest (with reference to time and distance, abstract notions in the meaning of "more", "additional", "extra", e.g., further education; further instruction; further restrictions; further efforts)

e.g. *The **farther** places you haunt, the **further** cultural experience you obtain.*

*What is the **furthest/farthest** thing you can see with the naked eye?*

6) old – older – oldest (with reference to age)

old – elder – eldest (with reference to seniority within membership of a family or social group);

e.g. *Scientists have discovered **the oldest** fossils of a green plant ever found.*

*The programme's audience turns out to be more male and **much older** than you might think.*

*The best efforts of **the oldest/eldest** child in the family can boost the performance of their younger brothers or sisters.*

Elder (s) is used as a substantivized adjective in the meaning of an older, most experienced and respected member of a community or organization:

e.g. *The indigenous **elders** of the community are responsible for passing on knowledge across generations.*

7) late – later – latest (with reference to time, in the meaning of "most recent", "newest", "up-to-date")

– the last (with reference to order, in the meaning of "final")

– in the pattern "the former... the latter":

– the former (with reference to the first object of the two mentioned)

– the latter (with reference to the second object of the two mentioned)

e.g. The exhibition will shine a spotlight in her **later** years.

It is worth installing **the latest** version of your chosen browser.

The creator has secretly plotted its return after **the last** episode was broadcast.

There were only two options: to leave the place or fight for it; **the former** was totally unacceptable, so we chose **the latter**.

He considered his students either geniuses or idiots, and I fell into **the latter** category.

8) near – nearer – nearest (with reference to distance)

– next (with reference to order by distance and time)

e.g. Jim gesturing the **nearer** shore, we saw a family of otters.

Low-income rural families can't afford to get to **the nearest** shop to buy groceries.

I got off at **the next** station and took a train back to collect him. But he wasn't there. For **the next** hour I wandered around Stockwell station looking for him.

4. Most compound adjectives may take all the aforementioned; three means of degrees of comparison to the first component consistently with its peculiarities:

narrow-minded – more narrow-minded – most narrow-minded

kind-hearted – kinder-hearted/more kind-hearted – kindest-hearted/most kind-hearted;

deep-rooted – more deep-rooted – most deep-rooted/deepest-rooted;

well-known – better-known – best-known;

good-looking – better-looking – best-natured;

e.g. My fellow cyclists were **the kindest-hearted** group I've met.

People were so much nicer, politer and **better-mannered** in the old days.

The substitute of the leader by a more able and **stronger-willed** leader would indeed benefit the peaceful settlement.

5. Though it should be noted that the comparative degree with the definite article is officially used so as to compare two things.

e.g. **Of the two languages**, Greek is **the easier and pleasanter** to study.

This would be **the more complicated of the two documents** to compile.

The elder of the two candidates for the leadership got an unexpected boost.

Cf.: Which of the two approaches is **the more affective**?

Which of the approaches is **the most affective**?

Nevertheless, the superlative degree in regard to only two items compared may be found in informal English.

e.g. **the best known of the two** opposition candidates,

the oldest of the two culprits,

the most dangerous of the two neighborhoods.

6. The superlative form of adjectives with the zero article is employed to just emphasize a high – relative/absolute – degree of quality, not the highest of all, with no comparison implied.

e.g. This slop is **safest** to get the wounded down.

What rules are **most useful** to achieve success in studies?

He experienced **highest feelings** that the things done in life were worthwhile.

7. The Positive Degree of adjectives is used in comparative patterns to emphasize equality (**as ... as**) or inequality (**not so ... as, not such ... as**) of different things.

e.g. Getting fit in middle age is **as beneficial as** starting early.

The nurse looked **as white as** a sheet.

This app is **just (almost, quite, more or less) as efficient as** the previous one.

The results were **not (quite, nearly) as (so) poor as** candidate had expected.

Cf.: The company's tickets are **as expensive as** British Airways'. = The company's tickets are **not any (no) cheaper than** British Airways' (of the same price).

The company's tickets are **not so expensive as** British Airways'. = The company's tickets are **much cheaper than** British Airways' (prices differ).

Cf.: It was **not as boring (an excursion) as** I had expected.

It was **not such a boring excursion as** I had expected.

To emphasize contrastive comparison (matching), the adverbial patterns "**more ... than**", "**not so much ... as**", "**rather than**" may be used, with no comparison implied.

e.g. She felt **more sad (gloomy) than** disappointed.
She did not feel **so much disappointed as** sad.
She felt **sad rather than** disappointed.

Activities

Exercise 1. Comprehension questions.

1. What gradable forms is the category of comparison marked in?
2. What morphological means can the degrees of comparison be expressed by?
3. What factors may influence the choice of the means of the degrees of comparison?
4. By which means can the degrees of comparison of compound adjectives be formed?
5. What does the "elative" degree of quality as opposed to the superlative degree?
6. What degree of adjectival comparison is used in the pattern as/so... as? What meaning does it express?

Exercise 2. Use appropriate forms of the degrees of comparison of the following adjectives and state by what means they are formed (synthetic, analytic, suppletive).

A 1) thin, sad, fat, full, safe, brave, new, gay, fair, shy, sly, deep, weak, free, dense; 2) busy, fancy, lonely, merry, early, friendly, dirty, crazy, dizzy, tasty, dreamy, baggy; 3) tender, severe, obscure, clever; narrow, shallow; gentle, subtle; polite; 4) real, equal, eager, active, certain, proper, comical, fertile, content, strained, earnest; 5) old, good, bad, little, far; 6) well-known, kind-hearted, well-off, good-looking, deep-rooted, wide-eyed, light-minded, far-sighted.

B Give degrees of comparison of the following adjectives if possible, supplying necessary comments.

angry, hollow, extinct, minute, solid, fascinating, vacant, late, mature, paralyzed, huge, furious, middle, dry, dead, wet, final, heavy, perfect, Persian, right (left), square, precise, slender, complete,

malicious, unique, easy-going, proud, far-fetched, good-natured, high-flown, high-heeled, much-spoken, strong-willed, well-bred.

Exercise 3. Complete the phrases with suitable adjectives supplying as many variants as possible. Paraphrase or explain their meanings.

Model: as ___ as a berry – as brown as a berry (be cunning).

- 1) as ___ as a bat (a mole); 2) as ___ as a whistle; 3) as ___ as a lion; 4) as ___ as ice; 5) as ___ as a stone; 6) as ___ as a bank; 7) as ___ as a monkey; 8) as ___ as a fiddler; 9) as ___ as a peacock; 10) as ___ as a mule; 11) as ___ as a wolf; 12) as ___ as a feather; 13) as ___ as an eel; 14) as ___ as a mouse; 15) as ___ as a cricket; 16) as ___ as a picture; 17) as ___ as a daisy; 18) as ___ as a pie; 19) as ___ as leather; 20) as ___ as soot.

Exercise 4. Use appropriate forms of the degrees of comparison of the adjectives in brackets (give double variants where possible), supplying the article and the conjunctions **than** or **(not) as (so)...** as if necessary.

A 1. Korean is (*easy and complicate*) Japanese. 2. Meat is (*substantial*) vegetables and cheese. 3. Walking is nearly (*healthy*) swimming. 4. Half a loaf is (*good*) no loaf at all. 5. His visits are (*welcome*) flowers in May. 6. Thirst is (*bad*) hunger. 7. The company is (*prosperous*) it used to be. 8. I wish I lived in (*quiet*) street of (*far-fetched*) town from industry civilization. 9. A defeat in a war makes the dictator even (*cruel*) victory does. 10. The public was reminded of (*cruel*) events in the country's history. 11. Is comedy (*true*) to life tragedy? 12. That was (*good, confident and true*) book I have ever read. 13. Nothing may give (*deep*) delight (*authentic*) cuisine. 14. That is (*little*) we can do for you, but it is (*bad*) way out of this mess. 15. His music is (*immortal*) all the masterpieces in humanity's heritage. 16. Frank is almost (*clever*) his brother. – Any way, he is (*attractive*) his brother Peter. In fact, he is (*smart*) boy I've ever taught. 17. This is (*unbelievable*) news I have ever heard.

B 1. The house has become (*tidy*) it used to be. 2. Of the two paintings, the landscape is (*pretty*). 3. It is (*bad*) performance I have

ever heard. 4. Londoners were (*keen*) on Scottish inventors of all, after the Scots themselves. 5. With non-stop rains, it will be (*wet*) month on record. 6. Now we come to the award for (*cute*) actor in a leading role. 7. But if to marry is hopeful, divorce is (*real*) wedding. 8. Life is getting (*tough*) and (*complicated*) with every passing day. 9. It is (*simple and effective*) method of all, but it is naturally (*costly*) it was expected. 10. The merry month of May is not always quite (*pleasant*) it sounds. 11. The luxuriant fields and woods make the neighbourhood one of (*pleasant*) parts of pastoral England. 12. I am (*naive*) to believe all he promises. 13. Looking back, I was (*naive*) guy on board that boat crossing the Irish Sea. 14. The dictators wiped out (*good and bright*) brains in this country. 15. Local authorities have made it significantly (*easy and pleasant*) to cycle to work safely. 16. If you have not got (*lazy*) and (*little*) organized you were, you would feel (*responsible*) for your duties. 17. Is Cambridge (*old*) Oxford? – No, they are not the same age. Oxford is about 50 years (*old*) Cambridge. 18. Most people are (*well-off*) their parents were. 19. I like architecture to have (*raw, vital and earthy*) quality Nature has. 20. I know what it is like to be a victim in (*real*) possible way.

Exercise 5. Translate into English.

A 1. Со мной он всегда вежливей, чем с другими. 2. Я не встречал более вежливого человека, чем он. 3. Это, конечно, более точное (*precise*) слово, но еще точнее будет сказать иначе. 4. После более продолжительных переговоров мирный вариант развития конфликта стал более реальным. 5. В этом месте река немного поуже, но самое узкое место около моста. 6. Это издание книги полнее, чем предыдущие, но самым полным изданием было первое. 7. Это, конечно, более легкое задание, у меня было задание потруднее. 8. Из двух заданий более легким было второе. 9. Он был самый добрый и самый приятный человек, которого я когда-либо знала. 10. Это должно быть одно из самых диких и спокойных мест, где я когда-либо был. 11. Неожиданно он ощутил себя самым здравомыслящим (*sane*) и рациональным человеком на земле! 12. В тот момент это решение оказалось более разумным, логичным и скорее лучшим в данной ситуации.

13. Полуфабрикаты ничуть не выгоднее, чем экологичные продукты. 14. Эти детали также важны, как в любом другом вопросе. 15. Он выглядит скорее задумчивым, чем рассеянным.

В 1. Избежать аварий на внедорожнике (SUV) сложнее, чем на небольших, более сообразительных (*quick-witted*) автомобилях. 2. На сцене он – один из самых вдумчивых и честных исполнителей в мире. 3. Англия по-прежнему остается одной из наименее лесистых (*wooded*) стран. 4. Работа во время отпуска часто бывает более комфортной и легче, чем в офисе с многочисленными отвлекающими факторами. 5. Вместо этого, в разгар самых современных методов создания семьи, она согласилась на самый старомодный способ: она позволила своему отцу сделать выбор. 6. Нет более ленивого, более утомительного вступления в разговор, чем воспоминания о самых любимых книжках детства. 7. Считается, что дети из более богатых семей, но с меньшей академической способностью, на 35 % более конкурентоспособные и высокооплачиваемые, чем их более одаренные и бедные сверстники. 8. Социальные службы должны быть более отзывчивы и снисходительны к менее грамотным людям. 9. Хуже всего то, что изменения климата становятся быстрее, масштабнее, чем предполагали ученые, и самыми разрушительными за тысячелетия. 10. Я смог победить некоторых из более породистых (*well-bred*), более высококачественных (*high-quality*) лошадей, потому что мои были более готовы и более сосредоточены. 11. Мы упорно трудились над тем, чтобы сохранить наши отношения как можно более приятными и гуманными. 12. Этот прибор не так эффективен, как тот на витрине. 13. Консервированные и замороженные продукты не столь полезны, как свежие. 14. Дети выглядели скорее усталыми, чем сонными.

Exercise 6. Fill in the gaps with the correct form of the adjective. Mind the use of articles where necessary.

I. Far

1. A table was set at __ end of the kitchen. 2. Do you think they will get any __ in this tricky matter? 3. What is __ distance you've

ever run? 4. Lacunza ordered the suspension of the elections until __ notice. 5. She said that the key was lost and, __, that there was no hope of its being found. 6. Are there any __ questions? 7. In search for new lands, man has explored __ corners of the globe. 8. She is one of those who will go __ to meet the target. 9. She never went __ than school. 10. __ calculation shows that these figures are incorrect.

II. Near

1. I asked the woman at __ table what time it was. 2. Which is __ way to the station? 3. They could be heard arguing from __ door. 4. I've just missed the flight to Chicago, what time is __ one? 5. You are my __ and dearest in the world. 6. The hotel was full, and __ was over 20 miles away. 7. If butter is too expensive, use __ best thing – margarine. 8. __ time think before you speak. 9. Are you getting off at __ stop, sir? 10. A climb in the mountains led to __ disaster.

III. Late

1. The launch was postponed to __ date. 2. Celebrations are planned for __ part of November. 3. The engine has been greatly improved in __ models. 4. These are __ four birds of their kind still in existence. 5. Do you happen to have listened to the band's __ album? 6. In the __ case, buyers pay a 15 % commission. 7. Fashion has changed in the __ ten years. 8. He turned up __ than he had promised. 9. Let's discuss __ news a little bit __, shall we? 10. If the choice comes down to dark or light chocolate, we must choose __, consisting cocoa beans while __ has cocoa butter and sugar. 11. __ week my students passed __ exam. 12. I am __, but not __ of all.

IV. Old

1. Shane is the __ brother of the two, he is two years __ than Mark. 2. Which of these three brothers is __? 3. The hurricane pulled out even the __ and the thickest palms on the coast. 4. Sir George Stylon is the __ member of the community. 5. His views are as __ as women's range itself. 6. Of all boat racers, Walters is __ to row the Atlantic solo. 7. There are 36 years between __ and youngest of my eight children.

Exercise 7. Translate into English.

1. Где твой старший брат? 2. Кто из вас старше? 3. В библиотеке есть самое старое издание этой книги. 4. Он старейший член нашего клуба. 5. Старший из пяти братьев и сестер вырос в строгой христианской семье. 6. Дальнейшие события были довольно драматическими. 7. Друзья всегда играли в самом дальнем и тихом уголке парка. 8. В семье Кеннеди наиболее известны два брата: Джон и Роберт. Первый был президентом, второй министром юстиции. 9. Лекция посвящена последним событиям в экономической жизни страны. 10. Так это твое последнее слово? 11. Композитор будет исполнять на этом концерте свои последние произведения. 12. Реквием – последнее и самое трагическое произведение великого Моцарта. 13. Советую вам поехать более поздним поездом. 14. Мы решили остановиться на ночь в ближайшей деревне. 15. Если ты устал, плыви к ближайшему берегу, а я поплыву дальше. 16. Готовьте мясо в молоке перед добавлением вина и помидоров, так как первое выпаривает сок, а второе придает кислоту. 17. Чем ближе экзамены, тем больше я нервничаю. 18. В следующий вторник мы обсудим следующий пункт программы. 19. Каковы последние достижения в области компьютерных технологий? 20. Последующие детали будут обсуждены на последнем заседании комитета по безопасности. 21. На этой выставке представлено последнее (новейшее) оборудование со всего мира.

4.5. INTENSIFIERS OF THE DEGREES OF COMPARISON

Adjective intensifiers, traditionally expressed by adverbs, may precede an adjective to be emotionally emphasized (e.g., *pretty upset*; *terribly exciting*; *much more enormous*; *by far the worst*). There are sets of particular phrases and patterns to intensify or to increase each of the degrees of comparison. (See Appendix 5)

1. The Positive Degree of adjectives may be intensified by a range of adverbs as follows:

a) for affirmative statements: **ever so, every bit as ... as, just as ... as, (a) most (very).**

e.g. *All the atmosphere felt **ever so touching** and similar to old times.*

*Many motels are **every bit as/just as elegant as** the most modern hotels.*

*The benefactor was described as **a very honourable** man and **a most (very) generous** philanthropists.*

It should be noticed that the adverb "**most**" may be preceded by either the definite article to mark the analytical superlative degree of comparison of an adjective or the indefinite and zero article to express an "**elative** (exclusive, absolute) **evaluation**" of substance properties as opposed to the superlative (highest) degree of quality. Cf.:

(i) *The truly remote spots are **the most amazing and incredible** places ever seen.*

*The actor's sense of humour was **the most poignant ever**.*

(ii) *It has been **a most (really) amazing and rear** experience for the national team.*

*These issues are **most (very) important** to the nation.*

*His companions seemed **most kind and affable** to clients.*

b) for interrogative and negative statements: – **that/this** bad/terrible/freezing cold; **as** bad/stuffy/commonplace **as that; all that** bad/absurd/tedious; **not at all** practical.

e.g. *Is it really that bad/as bad as all that? It can't be (all) that bad/as bad as (all) that.*

*The band did not sound **that bad** to me.*

*Neither fidelity nor bravery is **all that useful**.*

*The matter is not **as simple and as terrible as that**.*

*However, despite not being **all that desperate** to win, I do believe in doing it properly.*

c) some other adverbial intensifiers for the positive degrees are also found in common use with gradable adjectives (*absolutely, almost, completely, extremely, bitterly, highly, hugely, fairly, nearly, really, slightly, terrible, thoroughly, totally, utterly, pretty, rather, quite, a bit, dead, somewhat*), whereas ungradables may be also modified

by the aforementioned adverbs, except for *fairly, nearly, slightly, pretty, a bit, somewhat*.

e.g. *Transparency and honesty are **as highly valuable as** recognizing that healthy partnerships are **terribly invaluable**. Since the accident Henry has been **totally deaf** in one ear.*

*It is just at the end of the process, which is **pretty/rather/dead exhaustive**, that we'll have a **thoroughly clear-cut** idea.*

*The language is **thoroughly colourful**, and although the style of illustrations is **a bit/somewhat (more) different** from the standard cute and fluffy animals, it still left a **fairly good** impression.*

2. The Comparative Degree of adjectives may be intensified by the following means:

1) adverbs: **much (a lot/far/still/a great deal)** merrier/more upset;

2) set-phrases: **all (so much)** the better (the worse, the wiser, the more useful, the more horrible) **for (because of)** smth; **none** the wiser (**no** wiser, **not any/at all** wiser) **for** all your explanations (**than** smth);

3) progressive comparison (repetition): **better and better/worse and worse/deeper and deeper/more and more difficult**;

4) combined comparison: **the higher... the harder, the kinder... the more generous, the less reasonable** (the cruelest)... **the less tolerant** (the more aggressive).

e.g. *The next house turned out **far (much, a lot) cozier and still more spacious** than the previous one.*

*The plants grew **taller and taller**.*

*The sources of our water and our lakes are getting **more and more polluted**.*

*The embarrassment was **all the worse** because the appearance of the prime minister.*

*I feel **none the better (no healthier)** for all your curing.*

*The cuisine does **not get any (at all) more exciting than** 70s food.*

***The longer and more brutal** the contest gets **the higher** achievements women reach.*

3. The Superlative Degree of adjectives may be intensified by the following means:

1) the adverbs **very**, **by far** (e.g., *the very smartest; by far the most dangerous*, etc.),

2) prepositional phrases (e.g., *in the world, of all*, etc.),

3) adjectives (e.g., *possible, desirable, imaginable, available*, etc.),

4) the past participle (e.g., *ever heard, ever seen, ever known*, etc.),

5) relative clauses (e.g., *I (have) ever felt*, etc.).

e.g. *After a year of teaching she was appointed coordinator of the very brightest students.*

Fruit is by far the most offensive vegan dessert.

Mount Everest is one of the highest in the world.

Titan is the largest of all Saturn's moons.

From a young age, I was the least favourite of my parents' three children.

It is going to be the most striking pop festival ever possible (ever known).

The team filmed the most marvelous landscapes (they had) ever seen.

Activities

Exercise 1. Comprehension questions.

1. What means may be employed to intensify the adjectival degrees of comparison? Give your own samples.

2. What means may be used to intensify ungradable adjectives? Give your own samples.

Exercise 2. Translate the sentences so as to clarify the meaning of the phrases in bold.

A 1. His phonetics have become **a great deal better than ever**.
2. The **more sophisticated** you become, **the less assured** you grow.
3. We have turned into **a most integrated** team, **a lot speedier** on field, and **a lot more strong-willed**.
4. The candidate emerged as **the most mature and consistent of all politicians known in the world**.
5. The patient feels **none the healthier** for all the drugs the doctors have prescribed.
6. Prayer makes me feel **ever so righteous and almost holy**.
7. The next generation's world will be even **more online and totally digital**.
8. Your judgment is **not as professional as that**.
9. **The wider variety** of foods your child gets from an

early age, **the less vulnerable** their wellbeing grows.
10. This little duckling was **by far the ugliest of all**.
11. Sure, your offspring are subject to **the most stubborn and the worst-tempered behaviour ever possible**.
12. I see you already know everything; well, **so much the better**.
13. Even if you persist, it will **not be any worse for you**.
14. They were **dead poor, completely illiterate** and lived in **the very worst conditions**.
15. The city was **totally full** with refugees and the situation seemed **almost destructive** for the urban population.
16. The place was described as "the handsomest **by far of all the factory towns** in Yorkshire and Lancashire by reason of its situation and modern architecture".

B 1. The world-known artist died in **bitterest poverty**.
2. Everybody has been **most kind** to me here.
3. She is **best** when she is not trying to show off.
4. She says it's **best** to take no notice, but I can't.
5. I think it is **safest** to cross here.
6. These tendencies are **clearest** in the Russian language.
7. The disease turned out **most contagious** on the first day of symptoms.
8. There is **a most interesting article** in the "Educational Review" on **most digital methods** of teaching.
9. Miss Barnacle appeared **the most inventive of all the staff**.
10. To make an omelet is **simplest**.
11. **The most sublime** ideas are **the simplest**.
12. It's **most unnatural** of you to attend such a social event.
13. The landscape is **the most magnificent sight ever seen**.
14. Later, he was engaged in **a most distressing** interview with the police.
15. Everyone was **most anxious** to reach the camp in time.
16. He made her feel like **the most interesting, fascinating girl in the world**.
17. **The most delicious** picnic food is inevitably **most original**.

Exercise 3. Complete the phrases making them emphasized.

Model: *The longer the day gets, __.* – *The longer the day gets, the sunnier the weather is.*

1. The broader knowledge we get, __.
2. The more expensive the wedding is, __.
3. The later your flight is, __.
4. The weirder ideas he utters, __.
5. The richer your vocabulary becomes, __.
6. The less healthy food the child eats, __.
7. The farther places from home

she travels, __. 8. The naughtier your kids are, __. 9. The moister the climate is, __. 10. The better-mannered and educated children grow, __.

Exercise 4. Intensify the degrees of comparison of the adjectives.

A 1. You have been kind to me, I appreciate this. 2. I must say my position is better now than before. 3. She is the cleverest in her group. 4. That was a courageous act on his part. 5. If you try to press him, the situation will not be easier for you. 6. You needn't pull your jumper on; it is not cold outside. 7. I haven't become wiser for all your explanations. 8. His knowledge of the subject is worse than I thought. 9. If you work harder, the results may be better. 10. Is diamond really the hardest substance? 11. It is certainly colder today than yesterday. 12. I tell you, he believed everything they said. – Is he really naive? 13. The pain grew stronger with every passing day. 14. He was eager to see the show. 15. When we started consuming fewer animal products, the protein need grew less. 16. He delivered his project in the simplest way. 17. It was an elegant and beautiful small car, better than mine. 18. The roof terrace is unique and you find yourself surrounded by trees on all hands. 19. The wounded people were moved to hospitals full of victims of the terrorist attack. 20. The charity's sustainable activity was focused on antique and recycled furniture which has become unfashionable.

B 1. He was shorter than I was, and not more than an inch or two taller than Irene, but his shoulders, neck and wrists were strong. 2. I didn't think it was serious. 3. I want Mrs. Lash flown to New Orleans by the fastest means. 4. As the performance went more spectacular, Sonny grew more excited. 5. The damaged houses have stood empty for five years. 6. "He's not tall, not good looking," he said. I shook my head and said, "It's not important." 7. "We need a military strategy to minimize economic damage and integrate the fragmented community". 8. If processed food is costlier, it gets more profitable for producers. 9. It was a large and

handsome house, more comfortable than mine. 10. He was the ablest manager among the Master's party. 11. The silence grew more oppressive and Piggy held his breath. 12. Technological progress is not compulsory as we can take the most drastic step to call a halt. 13. Mary was aware that Nina would be willing to discuss the whole matter with her in the frankest way. 14. "Don't you think it might be wiser if we turned out the light?" said Mr. Sniggs. 15. Wasn't the incident really bizarre? 16. This painful performance is more horrible because it is happening right in front of you. 17. I do remember he was the most gentle, quiet, loving person in the camp.

Exercise 5. Translate the sentences, intensifying the degrees of the adjectives.

A 1. – Я уверен, что он этого не сделает, он не настолько легкомыслен. – По-моему, он гораздо беспечнее (reckless), чем ты думаешь. 2. Чем дешевле товар, тем быстрее он продается. 3. – Больному все хуже день ото дня. – Неужели он действительно настолько плох? – Да, к сожалению, ему несколько не лучше от всех лекарств. 4. Это крайне важная новость, сообщите ее всем. 5. Чем выше цены на товар, тем меньше потребность у покупателя. 6. Старые ботинки моего старшего брата намного дешевле и ничуть не хуже новых. 7. Роман характеризуется чрезвычайно захватывающим (thrilling) сюжетом. 8. Сегодня ничуть не жарче, чем вчера. 9. Этот вид искусства становится сейчас все более популярным. 10. К сожалению, вы выбрали самое сложное решение задачи из всех возможных. 11. Моя зарплата сейчас меньше, чем раньше, но есть люди, получающие намного меньше меня. 12. Англичане, в отличие от американцев, народ с гораздо более древней (older) историей. 13. Дети, как известно, лучше всего, когда спят. 14. Ник весьма способный и трудолюбивый студент, что позволяет ему справляться с самыми трудными заданиями. 15. Собака – самый преданный друг.

B 1. Не так уж легко найти друга, на которого можно положиться и с которым можно поделиться самым сокровенным.

2. Этот довольно сельский пейзаж выглядит намного чарующе осенью, чем летом. 3. Весь день передавали чрезвычайно важные новости о крайне катастрофическом бедствии в Японии. 4. Ваша память нисколько не лучше моей. 5. Музыка звучала громче и громче по мере нашего приближения к парку. 6. Этот весьма уединенный городок в горах оказался даже более оживленным и шумным, чем она предполагала. 7. Винтовая лестница оказалась исключительно самым сложным объектом в процессе реставрации. 8. Этот исключительно природный водопад является самым мощным водопадом, который можно представить в мире, и располагается в самом большом и посещаемом Национальном парке Уганды. 9. Продвигаясь на запад, подобно первопроходцам, вы путешествуете по все более обширным, пустынным и впечатляющим ландшафтам, и небо становится все выше и выше. 10. Мы жадно поглощали самую потрясающую, истинно средиземноморскую еду, которую когда-либо можно было попробовать в Италии. 11. Власти признавали, что чем дольше продолжаются переговоры, тем хуже становится для экономики. 12. Истинно культурное богатство и историческое наследие нации превратили страну в одну из самых удачливых и цивилизованных мест на Земле. 13. Люди стали гораздо более осведомленными в исключительно экологических и торговых вопросах. 14. Премьер-министр полностью смирился (to be reconciled to) с перспективой более строгих мер в ближайшие недели. 15. Его воспитание дочерей оказалось несколько неэффективным, весьма менее успешным, чем ожидалось.

4.6. ADJECTIVAL PATTERNS OF COMBINABILITY

1. A noun may be modified by a string of homogenous (more than one) adjectives placed either in pre-position or post-position. The sequence of adjectives in-preposition is traditionally predetermined by a relatively ordered arrangement of adjectives in

accord with the meanings or categories of the adjective referents as follows (see Appendix 6):

- 1) opinion (e.g., *nice, wonderful, excellent, lovely, terrible, awful*, etc.);
- 2) size (e.g., *large, small, long, short, tall, tremendous*, etc.);
- 3) quality (e.g., *clear, busy, famous, important, quiet, scruffy, casual*, etc.);
- 4) age (e.g., *old, new, old-fashioned, ancient, modern*, etc.);
- 5) form/shape (e.g., *round, square, fat, thin, wide, narrow, baggy, tight*, etc.);
- 6) colour/pattern (e.g., *red, white, blue, stripy, flowery*, etc.);
- 7) adjectival participles (e.g., *covered, furnished, broken, running, missing*, etc.);
- 8) origin (e.g., *British, Italian, American, Russian*, etc.);
- 9) material/substance (e.g., *brick, paper, plastic, wooden, silky, lacy*, etc.);
- 10) type relative to some sphere (e.g., *human, chemical, domestic, volcanic, cultural, local*, etc.).

Nevertheless, despite the presented order of the different adjectival categories, the arrangement of some of them can be flexible and shifted due to context or speaker's intentions:

e.g. *a huge Chinese woolen carpet,*
a brown checked baggy jacket,
stylish black high-heeled shoes,
a massive French oak chest of drawers,
a famous German medical school,
the heavy old worn-out leather ball,
the restored French medieval wooden monasteries.

It should be noticed that the head noun may be traditionally preceded by no more than three or four adjectives, with additional information provided in post-position by means of phrasal or clausal structures:

e.g., *a heavy square old wooden chest* with a gilt-framed and gem-incrusted cover,
a spacious French stone farmhouse which is well-preserved and dates from the eighteenth century,

a gorgeous lacy white dress from Armani looking plain and very elegant.

From the perspective of punctuation, paired adjectives of the same categories may be separated by "**and**", "**but**" or "**yet**" and **commas** as well:

e.g., grey **and** white uniforms,
political **and** economic issues,
this rugged **and** brutal landscape,
a rundown **but** central part of the city,
prowess, **but still** inefficient as an army,
a simple, **yet so** effective solution to the problem,
in a **serpentine, reptilian** kind of way.

However, several adjectives of the same category are usually separated by commas, with the last adjective detached by "**and**" if necessary. Cf.:

a) a **heavy old agricultural** ground,
a **short green and black fluffy** scarf,
b) a **bright open-necked, short-sleeved** shirt,
a **scruffy, half-derelict industrial** estate,
fantastic, soft, beige leather seats,
c) a **friendly, knowledgeable, dedicated** guide,
or a friendly, knowledgeable **and** dedicated guide,
incredible, breathtaking, unforgettable moments,
or incredible, breathtaking **and** unforgettable moments.

Moreover, adjectives may be combined with nouns used attributively in pre-position which are commonly placed right before the head noun, forming a close sense-unit, with attributive nouns denoting a range of relative meanings (see "*The Noun. Noun + Noun Combinations*", 2.7):

e.g. **more modern, well-equipped public tennis** courts;
a **decorative retro metal floor** lamp;
a **new Spartan health and beauty** regime;
a **promising European emergency** summit;
a **delicate moorland** ecosystem;
a **bespoke camouflaged hunting** outfit;
a **highly technologic alarm reporting** system.

Furthermore, a number of adjectives and adjectival participles (e.g., *available, absent, afraid, present, alive, aware, willing, concerned, involved, provided, appointed, elect, interested, forgotten, peculiar to/proper to/typical of, relative to, suitable*, etc.) can be found in post-position following the antecedent expressed by either a noun or a pronoun.

e.g. free **pads available** to public school students;
the party's **leader elect**;
all these **measures acceptable**;
the **passengers alive** on impact;
a **style of architecture proper** to the period;
volunteers involved in charity;
something incredible to believe;
those scared of air travel;
all others willing to joint;
a third of **those living (sharing)** with elderly relatives.

Some adjectives acquire different meanings when used in pre- or post-position.

Cf.: **Responsible parents** got outraged by this action.
The person responsible for the act will be punished.
The present director has benefited from the unfailing support.
All the members present objected to casting their votes.
I'm afraid we have **opposite points of views** on the issue.
We used to live in **the house opposite**.

2. The Positive and Comparative Degrees of adjectives are commonly employed in certain arithmetic patterns. For instance, the comparative degree is used to compare things of various quantities on the basis of addition and/or subtraction (e.g., *two meters longer than...; three kilos lighter than...*). Though, the meaning of multiplication and/or division is expressed by the positive degree in the comparative pattern "**as ... as**" (e.g., *two meters as long as...; three kilos as light as ...*). Cf.:

a) This way is five miles shorter than that one.
This way is twice as short as that one.
The replica was twice the height of the iconic statue.
This track is three times shorter than it should be. (less formal)

b) *This dictionary is ten pounds more expensive than that one.*

This dictionary is three times as expensive as that one.

c) *How many miles is the road shorter than the other?*

How many times is the road as short as the other?

d) *How many more (fewer) chairs are there in this room than in the other?*

How many times does this room contain as many (few) chairs as that one?

There are a few more set-patterns used for quantity comparison. Cf.:

a) *twice as much (long, heavy) as ... = half as much (long, heavy) again as...* (= more/longer/heavier by half)

e.g. *Its cost is **half as much again as** a room at the Ritz hotel in London.*

*The engines **are half as tall again as** British ones.*

b) *half as much (long, heavy) as ...* (= less/shorter/lighter by half)

e.g. *The crowd of protesters was about **half as large as** last year's day of action.*

*The bond was **about half as strong as** for full siblings.*

*Heat waves in the UK are getting **twice as long as** they were 50 years ago.*

c) *one (two, three...) and a half time as much (fast, strong) as*

e.g. *The distance to town was **five and a half times as long as** that to the village.*

*The statue is planned to be 65 meters high, **one-and-a-half times the size of** the Statue of Liberty.*

Activities

Exercise 1. Comprehension questions.

1. In what order are homogenous adjectives usually placed when used in pre-position?

2. What syntactical structures are preferable with more than four adjectives employed in a phrase?

3. What means of connection and/or punctuation marks may be used with homogenous adjectives?

4. What adjectives are commonly used in post-position? Is there any semantic change if used in pre-position?

5. In what elementary arithmetic patterns can the degrees of adjectival comparison be found?

Exercise 2. Use a comma or the conjunctions *and*, *but* where necessary.

A couple of nice comfortable leather chairs; hot yellow white beach sand; numerous red heart-shaped balloons; a giant truly legendary bronze sculpture; his strong skilled hands; some dirty hungry-looking village children; all those experienced young doctors; their tired smiling faces; beautiful brightly shining eyes; a group of enthusiastic unskillful drum-players; his firm lean dark-coloured cheeks; her clear dark eyes; a strong unpleasant tenor voice; her round wide-opened clear grey eyes; making persistent ineffective attempts; a generous intelligent warm-hearted young man; a nice brown woman's hat; such a scary quite harmless creature; a jolly light-hearted easy-going sort of a chap.

Exercise 3. Put the following adjectives in the correct order using commas and conjunctions as well as phrasal or clausal attributive structures if necessary.

A 1) Russian/19-century/many/wooden/nice/houses; 2) red-haired/old/Persian/fat/a cat; 3) bank/armed/several/violent/robberies; 4) Egyptian/old/illegible/yellow/amanuscript; 5) English/lovely/several/old/tables; 6) pretty/French/young/a lot of/girls; 7) dining-room/Regency/valuable/wooden/last/these/chairs; 8) first/really important/Impressionist/his/three/paintings; 9) dark blue/best/silk/my/all/shirts; 10) young/many/German/factory/workers; 11) marble-topped/old-fashioned/these/oval/all/wash-stands; 12) wildlife/Mike's/black and white/latest/photographs; 13) cotton/a few/plain (colour./hand-woven/carefully-chosen/dresses; 14) non-stick/brand-new/a number of/French-made/frying pans; 15) really important/the first/national/government-sponsored/survey; 16) one-month/last/his/exhausting/European/tour; 17) financial/cultural/administrative/the summit's/issues; 18) American/over-bred/hot-tempered/rich/writer; 19) most

thoughtful/the kindest-hearted/generous/people; 20) Turkish/rectangular/large/multi-coloured/a rug;

B 1) patterned/bright/wings/red; 2) brass/high/a structure/spouting from/a fountain/five-foot/crystal; 3) systems/new/security/password-based/Scotland's; 4) festival/biggest/urban/the UK's/youth/free; 5) a skirt/tight/with a bizarre/red; 6) books/kind/wide/surprisingly romantic/space/funny/with a sense of/open; 7) the writing/gentle water-colour/touching/fully impregnated with/cordial/a warmth/homely; 8) endings of fairy tales/romantic/comforting/these/perceived as/happy-ever-after/encouraging/as a big pie; 9) dried/a tree/brown/Christmas/yellowed/with/withered needles/old; 10) unsuccessful/the planet's/verbally diplomatic/inept/masters.

Exercise 4. Read the following extracts paying attention to the position of the adjectives and nouns used attributively. Make up a few samples of yours to depict some person, object, place or situation, event.

A The rich, divorced-by-cruel-wife Mark – quite tall – was standing with his back to the room, scrutinizing the contents of the Alconburys' bookshelves: mainly leather-bound series of books about the Third Reich. ...He turned round, revealing that what had seemed from the back like a harmless navy sweater was actually a V-neck diamond-pattern jumper in shades of yellow and blue – as favoured by the more elderly of the nation's sports reporters.

B This was a small green, mossy, organic fountain. It was like a shaggy, leaking bush of ferns. It looked, actually, exactly like the wild, dense foliage growing out of the head of that praying figure which the old medicine man in Indonesia had drawn for me. The water shot up out of the center of this flowering shrub, then rained back down on the leaves, making a melancholy, lovely sound throughout the whole courtyard.

C Jelling is one of Scandinavia's most important historical heritage sites but it is a refreshingly calm and contemplative place. The site of Harald Bluetooth's 10th-century stronghold, it marks the original foundation point of Denmark, quite literally, with two

giant runic stones. It also has two impressive royal burial mounds and a family-friendly visitor centre that provides an immersive and comprehensive introduction to everything Viking, and is free to visit.

D The sublime jagged peaks of the Dolomites in Italy are best viewed from an outdoor cafe in the village square, while warming yourself with a hot sweet chocolate on a clear winter afternoon as the sun sets over the spectacular, snow-capped mountain tops. These bold, brash mountains with mysterious, stunning shape and texture are young, geologically speaking. It is best to behold them against a cloudless blue sky on sharp, crisp December day at dusk as stars start to twinkle brightly: it's almost as if they are luring you closer to a taste of divine paradise in a breathtaking celestial setting.

Exercise 5. Translate the following phrases paying attention to the position of the adjectives.

Model: в зависимости от наличия пищи и воды – depending on the food and water available.

1) семьи, отчаянно нуждающиеся в пособии на жилье; 2) все те, которые подвержены воздействию химических веществ; 3) заинтересованные стороны приняли резолюцию единогласно; 4) природные бедствия, которые многие из выживших претерпели; 5) призыв к добровольцам, желающим поделиться своим пристрастием к чтению с другими; 6) назначенный на четырехлетний контракт менеджер сборной Англии; 7) продолжительное, запутанное объяснение; 8) риски, связанные с участием в демонстрации; 9) новое политически сознательное поколение; 10) своеобразные восковые фигуры скульптора; 11) расплывчатые правила, свойственные каждому государству; 12) социально-экономические вопросы, относящиеся к развитию регионов; 13) соответствующие доходы; 14) хорошо спроектированные дома, подходящие для разных арендаторов; 15) условия, приемлемые для потребителя.

Exercise 6. Translate the sentences into Russian. Point out which degrees of adjectival comparison are used in elementary arithmetic patterns to express quantities on the basis of multiplication/division and addition/subtraction.

A 1. His brother is four years older than he is. 2. His brother is twice as old as he is. 3. A qualified typist gets nearly twice as much as an unskilled one. 4. An unskilled typist gets half as much as a qualified one. 5. The director receives half as much again as his secretary. 6. The director's secretary gets half as much as her boss. 7. I can lift a weight thrice as heavy. 8. The square is a little longer than it is wide. 9. The square is five times as long as it is wide. 10. His apartment is five times the size of mine (five times as large as mine). 11. How many times is this line as long as that one? 12. How much larger is his apartment than yours? 13. Thirty is three times ten, so it is three times as much (as big, as large) as ten. 14. How much (how many times) is thirty as large as ten? 15. How (by how) many miles is this road longer than that?

B 1. The national dish was half the price of (half as much as) any other international one, at much lower cost! 2. A house in London costs half as much again as a house in Edinburgh. 3. The American family home has become two and a half times larger (as large). 4. Children from the well-off households are more than four and a half times as likely as the average child in Britain to go to university. 5. The new planet is about three times the size and 23 times as massive as Earth. 6. We've got to work twice as hard to get half as far in life as our white counterparts. 7. The US imports half as much again as it exports. 8. The tax plan would benefit men almost twice as much as women. 9. The cavity was estimated to be about 400 meters deeper than previously thought. 10. Today, the planet is one million kilometers farther away from the sun than it was in 1BC.

Exercise 7. Translate the sentences into English.

1. Это, конечно, более короткий путь, но есть еще один, раза в два короче. 2. Старший брат в семье старше своей сестры на 3 года и в три раза старше самого младшего брата.

3. Наше футбольное поле было наполовину больше в длину, чем в ширину. 4. Жена в два раза моложе своего мужа и на полголовы его выше. 5. Насколько ты старше своего брата? 6. Во сколько раз Сибирь больше Франции? 7. Насколько твой брат ниже тебя по росту? 8. Мой начальник получает в полтора раза больше, чем я. 9. Я получаю в два раза меньше, чем мой начальник. 10. Насколько профессорская зарплата выше ассистентской? 11. Во сколько раз тридцать пять больше семи? 12. Насколько доллар дороже золотого в золотой валюте? 13. На сколько килограммов твой вес больше моего? 14. Во сколько раз выросли цены за этот год? 15. Насколько выросли цены за этот год? 16. На сколько больше (меньше) стульев в этой классной комнате, чем в той? 17. Во сколько раз в этой комнате больше стульев, чем в той? 18. Трава, самая высокая в мире, более чем в три раза выше человеческого роста. 19. Французские компании потратили на развитие технологий в два раза больше, чем британские. 20. Этот тип велосипеда такой же широкий, как и обычный, но на несколько килограммов тяжелее.

4.7. SUBSTANTIVIZED ADJECTIVES

As is well-known, adjectives, like other parts of speech, may wholly or partially acquire the categorial characteristics of the noun (the constitutive categories of the number, the case, the gender, the article determination) and syntactic substantive functions as well. Thus, by means of the word-forming process of conversion, a number of adjectives may become **substantivized**, denoting the generalized semantic properties of an adjective-substantive referent (e.g., *poor people* = *the poor*; *the unknown things* = *the unknown*; *blue colour* = *the bright blue of her eyes*; *Greek people* = *the Greeks*; *in a sudden way* = *all of a sudden*).

Substantivized adjectives may be divided into two sets: **wholly substantivized** and **partially substantivized** adjectives.

Wholly substantivized adjectives may admit all the characteristics of nouns, namely, the plural form, the Genitive Case, the article determination (e.g., *a native, the natives, a native's hut*) and may refer to the following semantic subgroups:

1) social status, (military) rank or position (e.g., *a noble (the nobles, the nobles' castles); relative, savage, criminal, equal, progressive, elder, suspect, subordinate, ancient, contemporary, a general, a marine, etc.*);

2) parties/groups (e.g., *Christians, Conservatives, the Greens, communists, socialists, liberals, radicals, etc.*);

3) races and some nationality names (e.g., *Europeans, Asians, Indians, Afro-Americans; American – an American – the (two) Americans; Greek – a Greek – the (two) Greeks; Italian – an Italian – the (two) Italians; a (the, two) Russian (s); a (the, two) Norwegian (s); a (the, two) Belgian (s); a (the, two) German (s), a (the, two) Czech (s), an (the, two) Israeli (s), a (the, two) Saudi (s), a (the, two) Thai (s), etc.*);

4) gender (e.g., *male, female, masculine, feminine, neuter, etc.*).

e.g. *No Zoom meeting ever replaces the solace of grieving with **the relatives**.*

*He always made it clear to his **associates** that he would prefer to lose evidence than lose **a suspect's** life.*

*Therefore, it isn't surprising that **females** prefer darker manes, and **males** would be intimidated.*

***Locals** refer to themselves as **the last Belgians**.*

*The list of contenders as **possibles** is quite long and in large part highly speculative.*

Partially substantivized adjectives may admit only one or two categorial features of the noun, namely, the article determination and/or the plural form, or rarely the Genitive Case. The set of the partially substantivized adjectives may refer to further semantic subgroups:

1) collective groups of people representing properties peculiar to a whole class; hence, the adjectives, used the definite article, admit a plural verb on the basis of notional concord (e.g., *the old, the elderly, the young, the rich, the wealthy, the poor, the blind, the*

mute, the deaf, the eminent, the deceased (the dead), the living, the ill-mannered, the courageous, the homeless, the faithful, etc.).

e.g. *There are a few confirmed fatalities while **many of the injured are** still in critical condition.*

***Are the unemployed** going to transfer **their** frustrations into votes for Democrats in November?*

*Charles II is wide known to have brought a lot of novel social things into British life, and, less well-known, touching **the diseased**.*

*It's not just **the elderly** who **are** vulnerable – **the disabled** and **the young** included.*

To denote separate individuals, such nouns as "man", "woman", "person", "people", "passer-by" and others should be employed.

e.g. *The authorities are highly concerned for the welfare of **the injured passengers** and all others involved in the incident. The parents of **disabled children** are appealing for support as they are at the point of burnout.*

***One of the wounded tourists was** a little boy who was airlifted to a children's hospital.*

The form of the substantivized participles "the accused", "the deceased" may be used to denote either the singular or the plural referent.

e.g. ***All the accused have** pleaded not guilty.*

***The accused has** finally proved fit to enter a plea.*

*The cumulative effect of information about **an accused's** past cannot but create an atmosphere of hostility towards **the accused**.*

In paired patterns with the conjunction "and", some of the substantivized adjectives may be found with the article omitted.

e.g. *a social enterprise, working to bring **together old and young**, calls for urgent action to end the generation division increasing in the country.*

*Gap **between rich and poor** grows alongside rise in UK's total wealth.*

*The verse describes some "membrane" **between living and dead**.*

Nonetheless, it should be noted that nouns "people", "students", "children" and others are in common use in combination with the

mentioned adjectives used attributively (e.g., *wealthy (well-off, young, disabled, injured) people; gifted (bereaved, abandoned) children; learned (ambitious, forgotten) scholars*, etc.).

2) some nationality names ending in **-sh, -ch, -ese, -ss** (e.g., *the British, the English, the Irish, the Welsh; the Dutch, the French; the Chinese, the Japanese, the Portuguese, the Lebanese, the Maltese, the Nepalese, the Sudanese, the Vietnamese; the Swiss*).

Alongside wholly and partially substantivized adjective names of nationalities, there are a number of names considered non-substantivized (e.g., *British – a (the, two) Brit(s)/Briton(s); Finnish – a (the, two) Finn(s); Polish – a (the, two) Pole(s); Spanish – a (the, two) Spaniard(s); Danish – a (the, two) Dane(s); Turkey – a (the, two) Turk(s)*, etc.).

3) abstract and/or collective notions viewed as a whole unit (e.g., *the fabulous, the unknown, the agreeable, the incredible, the sentimental, the graceful, the conventional, the sorrowful, the glorious, the trivial, the bad, the good, the cool; the Left; the Right; the Radical*; etc.), which take the singular concord;

e.g. **The liberal is** happiest when most miserable, afflicted **by the grievous of others**.

But **the left is** in part to blame for this outcome. For decades, **the right has** presented **the radical** as reasonable, while **the left claims** that **the reasonable is** radical.

As we look through the window, we are taken **into its past, present and future**.

4) notions of multitude unities (e.g., *eatables, valuables, movables, sweets, greens, necessities, essentials, chemicals, vitals, finals*, etc.), which traditionally take the plural concord;

e.g. **The valuables** they collected, by whatever means, **were** bought, sold and traded all the way back along their sea lanes.

Sauteed **greens cook** quickly with their bright colour and texture preserved.

The finals are the ultimate high and heartbreaking in my career after collecting the silver medal.

Everyday hormone-disrupting **chemicals have** an impact on our immune system's defenses against infections.

5) names of colours commonly used either in the singular or in the plural preceded by the zero article in the nominating (classifying) meaning; when modified, they may admit determiners in accord with the general rules;

e.g. *The day started enveloped in fog, which gave the producer a vintage feeling to shoot the film **in black and white**.*

These three reds (wines) from France, Italy and Portugal **are** sure to go well with a festive feast.

Prada's collection came tieless with loose-fitting trousers and blazers in colours ranging from **a bright purple and fire engine red to a faded denim blue**.

Monet was a master of colour: a man obsessed with **the emerald green** of water lilies or **the tender blue** of a pond, subjects he drew obsessively, again and again.

6) set phrases: *in the ascendant, on the contrary, not in the least, out of the ordinary, in the affirmative (in the positive), in the negative, on the whole, in the main, in the open, to the quick, in the dead of night, in the (at) dark, out of the blue, to the full, at a record high (its highest), all of a sudden, be on a high, for (one's) good, to do smb good (harm); in full, in short, in brief, in earnest, in general, in particular; a change (to change) for the better (for the worse); so much the better (the worse) for smb/smth, at best/at worst; to do one's best/worst, if the worst comes to the worst, not in the least;*

e.g. Attendances at football matches are **at an all-time high**.

Her husband remained **in the dark** about the tragedy because of travelling internationally for his work.

And if those interests happen not to coincide with those of the rest of humanity, **so much the worse for** the rest of humanity.

You have **to take the bad with the good** but the latter easily outweighs the former.

Activities

Exercise 1. Comprehension questions.

1. What lexico-grammatical characteristics of the substantive may the adjective acquire?

2. What major sets might substantivized adjectives be divided into? What substantive categories are typical of each class?

3. What further semantic subgroups can substantivized adjectives fall into?

4. What lexico-grammatical peculiarities are typical of each subgroup?

Exercise 2. Translate the sentences. Point out and comment on the substantivized adjectives.

1. Mr. Alexander is writing a book on fundamentals of English Grammar. 2. His illustrated talk presented the highs and lows of his journey. 3. The place was deserted, all the locals had left with the summer residents. 4. The rest had done him good, he knew that. 5. Another thought struck Ursula all of a sudden. 6. Why do you ignore the obvious? 7. The navy was in the thick of the fighting. 8. She always tries to see the best in people. 9. The authorities are very much concerned with the number of the homeless on London streets. 10. The badly wounded were flown by helicopter for medical treatment. 11. It is far more difficult to be polite with your inferiors than with your superiors. 12. From the sublime to the ridiculous there is only one step. (*Napoleon*) 13. Education could reduce the advantage gap between rich and poor, but it's only available to the rich. 14. She admired the tints of Renoir's paintings. They were breath-taking: shell-pink and pearl, deep rose and gold, soft pastel blues and greens and the most glorious of yellows. 15. We must turn human wrongs into human rights. 16. This figurine is a pretty. I see you are fond of pretties. 17. Those events are described in the Bible as the massacre of the innocent. 18. To the negation of the habitual there is added the affirmation of the unusual, which excites the imagination and tries the civilized nerves of the foolish and the wise alike. 19. Then assembled together the chief priests, and the elders of the people (Matthew). 20. The English are not a very spiritual people, so they invented cricket to give them some idea of eternity (Shaw). 21. The grass was a vivid green, the earth and the cliffs a deep, glowing red. 22. I do not know that there was anything about him to excite the attention

of the curious. 23. He has always associated with the learned, the gentle, the literate, and the reasonable both in America and in France (Steinbeck). 24. Only the present is real, the past no longer exists, the future is yet non-existent. 25. Elsewhere in Europe as refugees enter the countries, the Germans, Danes and Swiss have started confiscating refugees' essentials and valuables which are supposed to payment for. 26. There are urban myths of hopefuls or rather desperates being forced to set fire to themselves to get attention. 27. Since the widespread success of his debut album he has alternated between the sophisticated and the utterly rural.

Exercise 3. Complete the chart, paying attention to the usage of articles. What national peculiarities, traditions or customs of the nations are you familiar with to share with your peers?

Countries	Adjective	Inhabitants	Nationality	Language
Austria	Austrian	An Austrian/ Austrians	The Austrians	German
Belgium			The Belgians	Dutch (Flemish)
	Bulgarian			
Brazil			The Brazilians	
		A Canadian/ Canadians		
			The Chinese	
	Croatian	A Croat/ Croats		
Cyprus	Cypriot			Greek/ Turkish
Czechia			The Czechs	
	Danish	A Dane/ Danes		
			The Egyptians	Arabic

Countries	Adjective	Inhabitants	Nationality	Language
England	English			
			The Finns	Finnish
		A Frenchman/ French people		
Germany				
	British		The British/ Britons/Brits	
		A Greek/ Greeks		Greek
Holland				Dutch
	Hungarian			
			The Indians	Indian/Hindi
			The Irish	
Israel			The Israelis/ Israelites	Hebrew
	Japanese			
Malta			The Maltese	
Morocco			The Moroccans	Arabic
		A Nepalese/ Nepalese		
				Norwegian
Philippines			The Filipinos	Filipino English
	Polish		The Poles	
Portugal		A Portuguese/ Portuguese		
Saudi Arabia			The Saudis/ Saudi Arabians	
	Scottish	A Scot/Scots		

Countries	Adjective	Inhabitants	Nationality	Language
Spain			The Spaniards/ the Spanish	
	Swedish	A Swede/ Swedes		
			The Swiss	Swiss
Sudan	Sudanese			
Thailand		A Thai/Thais		
	Turkish		The Turks	
	Welsh			

Exercise 4. Use an appropriate article with substantivized adjectives.

1. The dress matching the tone of her skin seemed to emphasize _ bright blue of her eyes. 2. The blood under her unhealthy skin seemed to be _ strange purple. 3. The sky was _ light, radiant blue, but, although it was only early afternoon, a mist was creeping on to _ jade green of grass. 4. I enjoyed the sensation of sitting quietly beside her and looking at _ burning red of her hair and _ pale gold of her skin. 5. He himself had always liked _ French, feeling at home with their wit, their taste, their cooking. 6. He is _ Swiss, I believe. 7. I thought he was _ Turk as he spoke _ fluent Turkish. 8. You can't be a captain because you don't know _ Italian well enough. 9. She wasn't _ Swede, like her husband. 10. _ Swiss are a very intelligent race and keenly alive to architectural beauty. 11. It would be better to be in the study hall than out in _ cold. 12. Nothing ever happens to _ courageous, who can achieve _ incredible. 13. It was always your ambition to be a nurse and help _ sick and _ disabled ever since you were a little child, wasn't it? 14. It's not just _ elderly who are vulnerable, other groups include those with underlying conditions, _ disabled and _ young. 15. The shades of _ red and _ green differ so that _ colour-blind are able to distinguish them from

one another. 16. _ old like _ juveniles have made the climate mess while _ young will get us out of it. 17. And if _ real get in the way, so much _ worse for reality. 18. She was, like most women in Slovenia, not only raised _ Catholic but also trained to take _ bad with _ good, even if _ bad was really, really bad.

Exercise 5. Translate into English paying attention to the usage of substantivized adjectives.

1. На конференции присутствовали представители многих стран: немцы, шведы, швейцарцы, непальцы, филиппинцы, саудовцы и многие другие. 2. Датчане – это люди, живущие в Дании. 3. – Как вы называете людей, живущих в Нидерландах? – Это голландцы. 4. Как истинный испанец, Хосе обожает корриду, национальное достояние испанского народа. 5. – Миланцы гордятся своим оперным театром? – Да, так же как и венцы. 6. В колледже при университете в моей многонациональной группе учились один испанец, два португальца, три бразильца, четыре француза, одна англичанка. 7. Ей хорошо знакомы все те соблазны, которые искушают знаменитостей. 8. Мы так устали от всех этих крайностей в погоде! 9. Она старалась не выделять любимчиков среди своих учеников. 10. Мысли Лизы были о прошлом. Возможно, это было потому, что она не хотела думать о настоящем и будущем. 11. Его глаза ярко-голубого цвета необычно выделялись на бледно-золотистой коже. 12. Почему вы передумали ни с того ни с сего? 13. В последнее время на экранах телевизоров мы видим много сериалов: «Дерзкие и красивые», «Богатые и знаменитые», «Неприкасаемые». 14. Приняв неизбежное, вы поймете, что все идет к лучшему. 15. Он, бывало, вознаграждал добрых и наказывал жестоких. 16. В общем, я не могу ответить на твой вопрос утвердительно или отрицательно. 17. Больные, инвалиды и глубокие старики чем-то похожи на маленьких детей. 18. Смелые не думают об опасности и потому иногда могут достичь невозможного. 19. Тяжелораненые шли по двое, по трое, поддерживая друг друга. 20. Раненый чувствовал себя уже гораздо лучше. 21. Мы всегда чувствуем себя беспомощными

перед неизбежным. 22. Обвиняемый вел себя так, будто перед ним были его подчиненные (subordinate). 23. Будучи консерватором, он чувствовал себя отверженным (изгоем) среди лейбористов. 24. В худшем случае размера пособий для безработных не хватает не только для того, чтобы оплатить счета, но даже приобрести предметы первой необходимости. 25. Страдающие бессонницей (wakeful) ощущают себя странниками (pilgrims), исследуя все неизвестное, таинственное и нерациональное. 26. В целом партнерство между учащимися, родителями и школой (student-parent-school) имеет первостепенное значение и позволяет детям полностью реализовать потенциальные возможности и наслаждаться учебой как сознательная личность.

Communicative Activities

Read the extracts below from the article "The least-visited US national parks" paying great attention to the use of adjectival phrases as well as adverbial ones.

Could you share your own travel experience, the most exciting and invaluable, employing as many adjectival phrases as possible so as to make your utterances more eloquent and picturesque?

With US national parks such as Yellowstone facing overcrowding, here is a brief outline of a few beautiful but less-known and least-trodden parks where you're more likely to see a bear, moose or "champion tree" and other species of the wildlife than another human.

• Katmai national park, Alaska

Katmai, in southern Alaska, is home to the world's largest population of Alaskan brown bears, a subspecies of the grizzly. Thanks to their salmon-rich diet, they are some of the largest bears in the world, with mature males routinely reaching over 1,000 pounds (453kg), more than twice the size of the average Yellowstone grizzly. Here hundreds of bears congregate in summer and autumn to feast on salmon, which pass through in July and September on their seasonal breeding migrations. From June to

September, visitors can view the bears from wooden platforms along the river. The Katmai national park is also home to some of the most active volcanoes in the world. The Valley of Ten Thousand Smokes is an ash-filled valley devastated by the largest volcanic eruption in the 20th century.

- *Gates of the Arctic national park and preserve, Alaska*

Sitting above the Arctic Circle, Gates of the Arctic is the most northerly US national park and its second-largest, being slightly bigger than Belgium. With no roads available and little development, the remote and least-visited park tends to attract only the hardest and most adventurous of travellers. The lack of roads is what makes it special with the rugged expanses virtually untouched. The park entrance from the single primitive, sometimes unpaved road means crossing the deep, cold, fast waters of the Middle Fork of the Koyukuk river without a bridge. Because of this natural barrier, most less determined visitors are content with viewing the park from the road, on their way north.

- *Organ Pipe Cactus national monument, Arizona*

This slice of the Sonoran desert biome is a vibrant desert habitat and the only place where the rare and stunning organ pipe cactus grows wild. Pollinated primarily by bats, this cactus has the height and presence of the iconic saguaro cactus, with many more arms snaking upwards from its central trunk. Many other species of cactus and plant also thrive here, with flowering cactuses making for stunning spring colours. One reason that visitor numbers are low is because the park is on the border with Mexico, where drug smuggling and immigration issues are rampant.

- *Congaree national park, South Carolina*

The old-growth hardwood trees in Congaree are some of the tallest hardwoods in the world and the park, nicknamed the Redwoods of the East, is home to at least 15 "champion trees", a title bestowed on the tallest known specimens of a species. Because much of Congaree is swampy, the best way to explore it is by canoe. Most thrilled, adventurous paddlers may catch a glimpse of the park's abundant wildlife, including bobcats, river otters and a variety of bird species, many of which are unique to this forest.

- *Dry Tortugas national park, Florida*

One way to keep a park from being overrun by visitors is to make it accessible only by boat. Dry Tortugas is 68 miles off the main Florida Keys. Named for an abundance of turtles (tortugas in Spanish) and lack of potable surface water, these westernmost and most isolated of the Keys have healthy populations of diverse birds and sea turtles. Belonging to the bizarre and attracting turtles, yet Dry Tortugas is dominated by Fort Jefferson, a massive but unfinished, rather antique fortress built in the late 1800. The fort is the largest masonry building in the western hemisphere and the cost of building and maintaining it in the face of hurricanes and harsh salty conditions could not be justified for long. After being used as a prison and medical quarantine facility, it was turned into a National Monument in 1935 and a national park in 1992.

Most people come to snorkel or dive in the clear blue waters around the thriving coral reefs. Others come with food, water and supplies to camp under the stars in the primitive campsite near the fort.

Review Tests

Test 1. The Category of the Adjectival Comparison and Degree Intensifiers

Task 1. Use appropriate forms of the degrees of comparison of the adjectives in brackets supplying the article and the conjunctions *than* or *(not) as (so)*... *as* if necessary.

1. The mechanics of poetry are (natural) speech and breath are.
2. Opera and poetry are (obscure) by nature ballet is.
3. The channels are becoming narrow-minded they were decades ago.
4. The next principal was (well-bred) the last.
5. For those worried, football is (trendy) it used to be.
6. The offers were rewards to even (clumsy) cook in the world.
7. This mob is (deep-rooted) and (powerful) the Mafia.
8. You travel through (empty) and (dramatic) landscapes one can see in the valleys.

9. Cats are (clean) monkeys are, but monkeys are (intelligent) cats are.

10. The result was (bad) he had expected. That was indeed (bad) experience in his career.

11. He had rarely been offered to a (an) (absurd) proposal the partner did.

12. Donald is (well-off) of the two brothers.

13. Ben is (wealthy) of the three brothers.

14. Nothing could be (extravagant) buying such an expensive car. You will have to be (careful) with your money in future.

Task 2. Intensify the degrees of comparison.

1. Our teacher is a pleasant and intelligent young man.
2. Is it urgent you should go there right now?
3. The silence grew more oppressive and Piggy held his breath.
4. He worked out the project in the simplest way.
5. If we get out earlier, we reach the destination faster.
6. She didn't feel easier for his attitude.
7. Your work is more important for you than our children.
8. It was the most awful film.
9. The slope became steeper, the climb got harder.
10. This idea is interesting.

Task 3. Put the following adjectives in the correct order.

1. patterned/bright/wings/red; 2. brass/high/a structure/spouting from/a fountain/five-foot/crystal; 3. systems/new/security/password-based/Scotland's; 4. festival/biggest/urban/the UK's/youth/free; 5. a skirt/tight/with a bizarre/red; 6. a girl/slender/shop/pale; 7. paper/immense/an armful/white; 8. a movement/almost embracing/charming/protecting; 9. plastic/the bottle/squarish/little/brown; 10. a system/energy-saving/heating/eco-friendly.

Task 4. Translate into English.

1. Больше уверен в том, что он этого не сделает, не настолько он глуп.

2. – Больному все хуже день ото дня. – Неужели он действительно настолько плох? – Да, к сожалению, ему нисколько не лучше от всех лекарств.

3. Она гораздо умнее и значительно трудолюбивее, чем кажется. Она ничуть не хуже остальных ребят в группе.

4. Для нее нет ничего более важного, чем ее карьера.

5. Чем образованнее человек, тем более он склонен страдать от головных болей.

6. Он считает, что чем старше он становится, тем меньше он в чем-либо уверен.

7. Дальнейшие детали будут обсуждены на последнем заседании клуба.

8. На этой выставке представлено исключительно новейшее оборудование со всего мира.

9. Dr. Smith and Dr. Brown – несомненно самые почетные (honourable) и глубоко уважаемые (respected) представители делегации. Они старейшины нашей компании.

10. Старший брат в два раза старше своей младшей сестры, но лишь на голову выше.

Test 2. Substantivized Adjectives

Task 1. Replace the phrases in bold by substantivized adjectives.

1. **Luxury** used to attract **conceited people**.
2. **The accused man** behaved as if the jury were **his subordinate employees**.
3. It's not an easy task to look after **sick and disabled people**.
4. **In the darkness** the wolf's eyes shone with **a light of bright green colour**.
5. **The people of France, Italy and Spain** speak cognate languages which historically come from **the Latin language**, once used by **the citizens of ancient Rome**.
6. **Determined people** can sometimes achieve even **unattainable things**.
7. **Those who were badly wounded and injured** were sent to hospital.

Task 2. Insert an appropriate article.

1. It had not occurred to her before that rich could be daft in the head. She had always thought it was the prerogative of poor. 2. He

was a man who lives his life to _ fullest. 3. She laughed, and a slight flush tinted her face _ pretty pink. 4. She tried to remember only _ good and _ best. 5. I felt claustrophobic all of _ sudden. 6. Come in, don't stand outside in _ cold. 7. Do you believe in _ supernatural? 8. It felt like flying into _ unknown. 9. How clever of you to help _ helpless and _ homeless. 10. They did it for _ good of the community, conditions changing for _ better.

Task 3. Translate into English paying attention to substantivized adjectives.

1. Любопытство к неизведанному и невероятному всегда манило его.

2. Джейн была одета в платье ослепительно белого цвета, а в ее угольно-черных волосах сияли бриллианты.

3. Не только молодежь, но все, стар и млад, явились на митинг на площади, что, в общем, изменило настроение всех присутствующих к лучшему.

4. В целом неизвестное всегда привлекает храбрых и пугает робких.

5. Голландцы говорят на языке, который ближе к немецкому, чем к датскому.

6. Короче говоря, я не могу ответить на твой вопрос утвердительно или отрицательно.

7. Он, бывало, вознаграждал добрых и наказывал жестоких во благо других.

8. Неожиданно из пятерых претендентов они выбрали самого неопытного.

9. В частности, у нее были необыкновенные способности смешивать главное со второстепенным.

10. В лучшем случае решительные люди иногда могут достичь даже недостижимого.

PART V THE ADVERB

At most painful times, when composition is impossible and reading is not enough, grammars and dictionaries are absolutely excellent for distraction.

Elizabeth Barrett Browning

5.1. GENERAL MORPHOLOGICAL CHARACTERISTICS OF THE ADVERB

The adverb is traditionally defined as a qualifying part of speech which may denote certain property of an action, state or quality thereby emphasizing circumstantial and qualifying characteristics of a non-substantive referent (e.g., *approach slowly; failed anyway; rushed clear into; highly developed; by far the smartest; extremely well; where he was then*).

In accord with their morphemic structure, adverbs may be classified into simple, derived, compound adverbs and composite phrasal adverbials (e.g., *enough; fast; destructively; downstairs; now and then; at least; to and fro; as a result; all of a sudden; whereabouts; etc.*). The most common affixes in adverbial derivatives are the basic and only productive adverbial suffix **-ly** (*slowly, timidly, firstly*) and the characteristic adverbial prefix **a-** (*abroad, ahead, apart, around, away, astray*), while a few of other adverbial suffixes remain less common, such as **-ways** (*sideways*), **-wise** (*clockwise*), **-ward (s)** (*homewards*).

As is the case with adjectives, a great number of gradable adverbs may fall into the categorial system of comparison, forming the degrees of comparison: positive (e.g., *hard, often, early, deeply, badly*) – comparative (e.g., *harder, earlier, oftener/more often, more deeply, worse*) – superlative (e.g., *hardest, earliest, most often, most deeply, worst*).

In accord with their categorial semantics, adverbs are characterized by combinability with verbs, adjectives and words of adverbial nature, and express a range of adverbial modifiers of time, place, manner, frequency, degree, etc. (e.g., *slipped away at once*;

go back inside; meet occasionally; fully master; passionately devoted; quite to the point; therefore more comfortable; somewhere around; deeply offensive).

e.g. Naively, perhaps, I always find it most hard to comprehend the very depths of her feelings.

Travelling abroad, I was ever so welcomed everywhere I'd gone. With a motorcycle world tour still the top of my list, Jupiter's Travels taught me to thoroughly embrace the journey, not just the destination.

Frightened though, a lot of them felt really powerful.

Overall, from a perspective of semantic classification, the whole stock of adverbs may be divided into *nominal* (e.g., *plainly, perfectly, already*) and *pronominal* (e.g., *there, so, somewhat, everywhere, much*) classes, which, in their turn, may fall into further subgroups or subcategories: *qualitative* – adverbs of manner, attitude, relation, etc. (e.g., *abruptly, resolutely, morally, economically; somehow*), *quantitative* – adverbs of degree or intensifiers, etc. (e.g., *quite, indeed, exactly, deeply; so, by far, at all, somewhat, however*) and *circumstantial* – adverbs of time, place, frequency, reason, result, etc. (e.g., *since then, soon or later, yet, seldom, ashore, alongside; above all else, all and all, somewhere inside, twice*).

Activities

Exercise 1. Comprehension questions.

1. What categorial semantic properties may the adverb express?
2. What morphemic peculiarities are typical of the adverb?
3. What syntactic functions can the adverb perform in a sentence?
4. Semantically, what subclasses or subgroups may the whole stock of adverbs be classified into?

Exercise 2. Read the extract below from the article "I've swapped my office chair for a ball. What could go wrong?". Point out adverbs and adverbial phrases supplying comments on their morphemic, semantic and syntactic characteristics coming out in the text.

I am sitting in my office, using a blue inflatable gym ball instead of a chair. This was earnestly recommended to me as a cure for certain

occupational ailments, including neck pain, back pain and shoulder pain. The first time I reached across my desk for a pencil and abruptly fell backwards on the floor, I thought: that isn't going to work.

And yet it does work. Strangely enough, my neck has stopped hurting, my shoulders don't ache anymore and my core is permanently engaged. Moreover, I rarely fall off the ball. Two weeks later, I can balance on it with my feet in the air while easily drinking a cup of coffee.

The only thing I still can't do on the ball is work. The constant, low-level concentration required to stay upright makes it impossible to think about anything else. This, honestly, is the best part.

"Enjoying your ball?" says my wife, peering inquisitively in. I turn toward her while allowing the ball to roll gently backwards, deftly hooking the underside of the desk with a finger to stop myself going too far. "I'm going to the supermarket. Text me if you think of anything," she says, already halfway across the garden. Left all alone, I feel definitely assured that I will never come out until I can stand upright on the ball.

Exercise 3. Point out whether the adjective or the adverb is used in the following sentences. Justify the choice.

1. **(different/differently)** a) By nature all people are alike, but by education widely __. b) Do you think __ about it?
2. **(effective/effectively)** a) My teacher taught me __ as he used the latest, most __ methods of teaching. b) The game was __ over.
3. **(dynamic/dynamically)** a) The children's presentation was very __. b) The events developed __.
4. **(confidential/confidentially)** a) – We must have a __ talk. b) – Is it so necessary to discuss all this __?
5. **(bad/badly)** a) – David and Mary were very __ matched. b) – Yes, it was a __ match from start to finish.
6. **(sure/surely)** a) Computers have __ made a difference in our lives. b) She is __ to arrive on time.
7. **(slight/slightly)** a) The age difference between the brothers is really quite __. b) Her husband was __ shorter than she was.
8. **(dramatic/dramatically)** a) She paused __. b) Landing on the moon was one of the most __ scientific adventures of the twentieth century.
9. **(cold/coldly)** a) I must say her parents received me rather __. b) How __

your voice sounds! 10. (**sad/sadly**) a) She looked _when I saw her last. b) She looked _around the place before leaving. 11. (**silent/silently**) a) He remained absolutely _for a while. b) He walked _towards the door. 12. (**good/well**) a) I am not sure that you feel _enough to take a walk. b) Now I can see pretty _without my glasses. c) She looked very _in that bright evening dress. 13. (**simple/simply**) a) How did you find my place? – Quite_. b) It is not at all that_. 14. (**terrible/terribly**) a) We are _fortune the storm has passed! b) They suffered _injuries in the attack. 15. (**flat/flatly**) a) She stood _against the wall to let him pass. b) He _refused to accept the offer.

5.2. MORPHEMIC COMPOSITION OF THE ADVERB

In accordance with the morphemic structure, adverbs are classified into **simple** (e.g., *well, soon, after, now, late*), **derived** (e.g., *strongly, tiredly, ashore*), **compound** (e.g., *indoors, outside, forwards*) and **complex** adverbials (e.g., *long ago, at large, on the whole, all in all, in brief, all of a sudden*).

Simple adverbs are represented by root words, consisting of one base stem like *after, here, there, well, soon, then, now, quite, enough, never, only, also, never, too, just, yet, still, far, etc.*

The most productive suffix for the formation of derived adverbs is **-ly** by means of which the majority of adverbs of manner and some other groups of adjectives and participles are formed, with particular spelling rules observed: *slow – slowly; strong – strongly; happy – happily; dry – dryly/drily; pleasant – pleasantly; occasional – occasionally; traditional – traditionally; late – lately; sensible – sensibly; charming – charmingly; tired – tiredly*; etc. To form adverbs from adjectives with the suffix **-ic**, an expanded version of suffix **-ical** is used, for example: *comic – comically, melancholic – melancholically, economic – economically*, etc. The adverb *publicly* is the exception rather than the rule. In pronunciation, however, **-al** usually falls, that is, for example, *comically* is pronounced [ˈkɒmɪklɪ].

Less productive suffixes are represented only by a small group:
-wise: *clockwise, likewise, crabwise, education-wise, anyway*;
-ward (s): *southward (s), homeward (s), seaward (s), backward (s)*;
-fold: *twofold, fourfold*;
-way (s): *sideways, crossways, lengthways, anyway*.

Prefixing as a method of forming adverbs is inefficient, with the only characteristic derivational prefix **a-** of the adverb available, which may be added to the root morphemes of a noun, an adjective, a verb (e.g., *away, ahead, apart, across, aboard, abroad, adrift, afloat, afresh, alike, along, aloud, amiss, aright, askew, aslant, aside, ashore, astray, asquint*).

e.g. *Are the public being led **astray** by social media?*

*A word of apology would not go **amiss**.*

*Most people are willing to delete their Facebook account so as to start **afresh** with a new one.*

Among the adverbs there are also peculiar composite formations and phrasal formations of prepositional, conjunctive and other types.

Compound adverbs are formed with the help of two stems: *anywhere, sometimes, everywhere, nowhere, anyhow, upstairs, downstairs, alongside*.

Complex adverbials (adverbial phrases) consist of two or more word-forms: *now and then, far enough, a little bit, from time to time, long ago, at large, at last, all along, at first, in front, from above, since then, till later, for once, the day after tomorrow, all of a sudden, as a result, in short, as well, as soon as, etc.*

It is noteworthy that there exist a number of **converted** adverbs derived from adjectives by means of **conversion**, which are homonymous in their form to the corresponding adjectives; and thus there are a few adverbs with the suffix **-ly** (e.g., *early, daily, weekly, monthly, yearly*) and a range of converted adverbs used without the suffix **-ly** (e.g., *far, fast, fine, hard, long, low, near, pretty, straight, wide, wrong* and others). Cf.:

e.g. *This company has **fast** become a major exporter of computer software.*

*The government has promised **a fast response** to the crisis.*

We've fought **as hard as possible** to make homes fit for habitation.

It is **a hard challenge** for the governments to balance economic activity.

You need to feed the plants twice **weekly**.

Some software programmes may compile **daily** or **weekly reports**.

The adjectives **friendly, lively, lovely, lonely, manly, costly** do not have corresponding adverbs; in order to convey adverbial meanings, descriptive adverbial phrases are used: *a friendly way, in a lively manner, in a lovely voice*.

Nevertheless, there is a difference in their meaning between the paired adverbs; the adverbs with the suffix **-ly** may undergo some semantic changes acquiring a more abstract or figurative meaning, whereas those without the suffix carry out a certain specific meaning. Cf.:

1) **close** (not far away) – **closely** (very carefully);

Cf.: *James heard footsteps close behind him. – The detective was watching him closely, waiting for a reply.*

2) **deep** (to a great depth) – **deeply** (extremely/thoroughly);

Cf.: *He pushed his stick deep down into the mud. – His remarks were deeply embarrassing.*

3) **high** (to a great height) – **highly** (very/extremely/to the highest degree);

Cf.: *Paula threw the ball high in the air. – a) She is a highly educated woman. b) He thought highly of his people.*

4) **late** (not on time) – **lately** (recently);

Cf.: *The bus came ten minutes late. – I have been feeling ill just lately.*

5) **wide** (over a large area/space) – **widely** (to a large degree);

Cf.: *Spiro spread his arms wide in a welcoming gesture. – The quality of applicants varied widely.*

6) **hard** (with lots of effort) – **hardly** (scarcely/barely);

Cf.: *She had been working hard all morning. – The game had hardly begun when it started to rain.*

7) **loud** (out loud – aloud/in hearing) – **loudly** (in a loud way);

Cf.: *I was most lucky to have been brought up in a household where my older brother and my father read out loud to me as a teenager. – Leo burst into laughter loudly at her suggestion.*

8) **near** (not far away) – **nearly** (almost);

Cf.: *Bob approached nearer enough to hear what they were whispering. – Nearly a quarter of the population have suffered from the disaster.*

9) **free** (without paying) – **freely** (without limits/controls);

Cf.: *She is still seeking justice as the guilty walk free. – The shares could be traded freely on the open market.*

10) **right** (direction/exactly/immediately) – **rightly** (correctly/accurately);

Cf.: *I knew right from the start we were going to have problems. The car crashed right into the wall. – If I remember rightly drivers were trying to move on right on the ice.*

11) **direct** (without stopping/obstacles) – **directly** (exactly/precisely/rightly);

Cf.: *All the major airlines fly direct to Los Angeles. – Jackson avoided saying directly that he disapproved of the proposals. Many problems can be directly linked to the decline in manufacturing.*

12) **pretty** (very/fairly) – **prettily** (in a pretty way/correctly);

Cf.: *She felt pretty bored of talking about getting punched in the face. – But many of their songs float prettily without making an impact. Though prettily phrased, the proposal was left irresponsible.*

In colloquial speech, there is a tendency to use adverbs without the suffix **-ly** where the norms of writing require the use of adverbs with the suffix **-ly**, for example: *The cat's been acting really **strange** – I wonder if it's sick. Come back **quick** – something terrible has happened!*

Non-suffixal forms of adverbs often occur in combination with adjectives to form set-phrases related in their style to oral conversation: *awful sorry, real good, precious poor*. Some of these combinations have become stable and can also be used in bookish style, for example, *ashy pale, broad open, wide awake, boiling hot, dripping wet, bitter cold*.

Other selection criteria of adverbial forms are the frequency of the use of the phrase, and its length, hence the non-suffixal forms are preferable in colloquial speech, for instance: *as quick as, talk so loud, go slow, go clean, fly direct, play fair, keep clear, take it easy, turn sharp, stop short, hold tight, speak slow.*

e.g. *As **quick as** I pick up the toys, he throws them on the floor again.*

*Just three more questions and then you can breathe **easy**.*

*Hurry up! You're driving **too slow**.*

*She covered her ears and shut her eyes **tight**.*

Although, in most cases, both forms – suffixal and non-suffixal – are absolutely available.

e.g. *He turned the idea down **flat/flatly**.*

*He drove the car **slow/slowly**.*

*He came back **quick/quickly**.*

Nevertheless, in longer and more specific, official utterances the **ly**-suffixed adverbs are in common use: *Do you have to rustle that newspaper so **loudly**? We need to take action **quickly**.*

It is noteworthy that after a range of intransitive verbs both adjectives and adverbs may be used.

e.g. *The wind **blew strong(ly)**.*

*The sun **shone bright(ly)**.*

*They **stood motionless(ly)**.*

*They **sat weary/wearily** on the porch.*

*They **lay silent(ly)** on the grass.*

Activities

Exercise 1. Comprehension questions.

1. What morphemic structures may adverbs be distinguished into?

2. What word-forming means are typical of adverbs? Give your own samples.

3. What semantic changes may the paired adverbs undergo (e.g., *high-highly*)?

4. What lexical patterns of non-suffixed adverbs are in common usage?

Exercise 2. Form adverbs from the following adjectives.

Funny, free, grateful, musical, sad, easy; economic, public, happy, private, legal, noisy, ironic, useless, useful, final, political, gay.

Exercise 3. Paraphrase words or word-combinations in bold so as to use an appropriate form of an adverb.

Model: *They arrange a meeting **once a month**. – They arrange a meeting **monthly**.*

1. **One way or another**, she coped with the test **in a most successful way**. 2. **More or less** three quarters of the students are fee-paying **these days**. 3. **In the long run**, Melinda's attempt at curtain repair turned out an **entire** failure. 4. The data from those resources is **supposed to be** unreliable **in some cases**. 5. **To be honest**, I don't know which apartment **on the upper floor** they stayed at. 6. **In the first instance**, he thought that it was freezing cold **on the outside**. 7. **In addition**, the company makes shareware available **free of charge**. 8. The church **on the opposite side** was **admitted** to be the most ancient **around the world**. 9. **In full determination**, he made his way **in the direction of home**. 10. **In fact**, his genius as a musician was revealed **in a most early age**.

Exercise 4. Choose the right adverb.

1. (**high/highly**) a) The composer was very __regarded by his fellow musicians. b) The plane flew very __above the mountains. c) William is a __competitive sales man. d) Books were piled __all around.

2. (**deep/deeply**) a) They buried the gold __in the ground. b) Her feelings were __hurt. c) The river was three meters__. d) They are __religious people.

3. (**wide/widely**) a) The child yawned__. b) The door opened __and people rushed out. c) These books are __known. d) The party is __expected to call early elections.

4. (**close/closely**) a) Inspectors will examine the accounts very __. b) He clutched his bag __to his chest. c) They lay __together on the beach. d) The movement of information across the border was __regulated.

5. (**short/shortly**) a) Supplies ran __ as winter came in. b) Police arrived __ afterwards. c) He started to explain but stopped __ when she entered the room. d) I'm sorry we had to cut our visit __.

6. (**hard/hardly**) a) The countryside has __ changed at all. b) You have been working very __ lately. c) He was so tired that he could __ move. d) The Marathon runner was breathing __.

7. (**right/rightly**) a) Go straight on, then turn __. b) Everyone is quite __ concerned about what is going to happen now. c) I'm afraid you didn't get me __. d) Their office is __ in the middle of town.

8. (**pretty/prettily**) a) There came in three __ dressed women. b) Your English is __ good now. c) I'm getting __ tired. d) The girl was dancing __.

9. (**dead/deadly**) a) He felt __ tired but he couldn't miss the interview. b) Be careful, this is __ poison. c) He fired and the bird fell __. d) The parents were __ against the marriage.

10. (**near/nearly**) a) Frost killed __ all the plants. b) Rosy moved quite __ to the edge of the rock. c) We __ went to the concert, but changed our minds.

Exercise 5. Translate into English paying attention to the usage of adverbs.

1. (*free/freely*) Задержанный вдруг вырвался и побежал к машине. Дети могут посещать музей бесплатно. Он открыто признает, что ревнив. Участники могли свободно перемещаться по залу. 2. (*clear/clearly*) Знаки были четко видны проезжающим автомобилистам. Очевидно, деловые партнеры явно поступили по-своему. Лиза старалась держаться подальше от обсуждения этого вопроса. 3. (*wrong/wrongly*) Двое прохожих были ошибочно задержаны и чуть было не обвинены в краже. Он был полностью уверен, что что-то пошло не так во время переговоров. 4. (*high/highly*) Вдруг орел взмыл высоко в небо. На удивление, она оказалась очень образованным и компетентным специалистом. Дети все вместе высоко тянули руки. 5. (*late/late*) За последнее время раз или два он упоминал о партнерах. Этот вид деревьев, предположительно, зацветает поздно каждый год. 6. (*tight/tightly*) Окна были плотно закрыты. Она крепко держалась за перила. Его нога

была плотно зажата между сиденьями. Пальто слишком плотно облегалo ее талию. 7. (*clean/cleanly*) Взрыв полностью выбил все окна в здании. Как профессиональный игрок, он четко бьет по мячу. Я совершенно забыл встретить тебя на станции. 8. (*fair/fairly*) Во всяком случае, я делаю все возможное, чтобы относиться к детям справедливо. Как заставить цифровых гигантов играть честно во всем мире? Его аргументация довольно хорошо объясняет всю ситуацию. 9. (*light/lightly*) Снежинки легко падали на землю. Как ни странно, но он любит путешествовать налегке. Я не могу с легкостью отказаться от убеждений, которые были довольно нелегко приняты. 10. (*cheap/cheaply*) Дешево и некачественно изготовленные изделия быстро изнашиваются. К счастью, мне удалось приобрести это довольно дешево. 11. (*direct/directly*) Этот товар можно приобрести непосредственно у производителя. Забронированные онлайн авиабилеты стоят дешевле, если вы не летите прямым рейсом. 12. (*hard/hardly*) Я усердно старался вспомнить ее имя. Мы едва могли позволить себе оплатить аренду. Она сильно прижалась лицом к стеклу. 13. (*wide/widely*) Теперь, полностью проснувшись, он сидел в постели молча. Органические продукты также везде доступны. 14. (*right/rightly*) Как вы правильно заметили, следует двигаться осторожнее. С самого начала я знал, что у нас несомненно будут проблемы. 15. (*easy/easily*) Я легко могу обойтись без машины. Мы вздохнем спокойно после экзаменов. Не принимай это близко к сердцу.

Exercise 6. Translate into English paying attention to the use of adverbs and adjectives.

1. Я бы очень рекомендовал книгу о классах, несправедливости и расе, написанную изумительно живой прозой и с тонко продуманным сюжетом. 2. Врачи не должны относиться к пациентам по-отечески или дружелюбно. 3. Если вы хотите, чтобы люди думали о вас хорошо, не отзывайтесь о себе высоко. 4. Если процесс будет развиваться плохо, то он вряд ли останется у власти. 5. Было четко доказано, что тяжело раненный подозреваемый получил травмы при падении. 6. Сокращение бюджета означает, что здравоохранение станет более дорогостоящим особенно для тех,

кто сильно в нем нуждается. 7. Вопрос остается все еще широко открытым. 8. Том знал все перевалы назубок. 9. Бывало, что то он уставится прямо в глаза, то смотрит искоса. 10. Толпа вдруг замолчала и отступила назад, когда громко и четко прозвучало предупреждение. 11. Капитан пригласил вновь прибывших пассажиров подняться на борт. 12. Социальные работники сократили посещение к пожилым людям из-за резко возросшей нагрузки. 13. Самолет, разбившийся вскоре после взлета, предположительно, был случайно сбит ракетой. 14. Где-то я сбился в своих расчетах. 15. Тонны обломков и мусора от разрушительного цунами все еще остаются на плаву, и до сих пор можно наблюдать, как волны выбрасывают их на берег и тут же смывают в море.

5.3. SEMANTIC CHARACTERISTICS OF THE ADVERB

The common feature of all adverbs is their ability to express a property of action, condition, quality in combination with all the classes of notional words. As mentioned above, in accord with their lexical meaning adverbs may be divided into main three lexico-grammatical categories – **qualitative, quantitative and circumstantial**. Qualitative adverbs denote a general meaning of quality inherent in particular types of words (e.g., *rapidly, gaily, basely, bitterly, plainly, frankly, logically, physically, mentally, somehow*, etc.). A special place alongside the quality adverbs occupies a group of words denoting a quality measure; they are singled out into quantitative adverbs which characterize the degree of quality, the intensity or specificity of action (e.g., *equally, especially, extremely, even, highly, hardly, mainly, too much, precisely, partially, simply, slightly, utterly, somewhat*, etc.). Circumstantial adverb sat large involve a range of adverbial subcategories of time, place, direction, frequency, cause, consequence, some others (e.g., *at any rate, at once, eventually, likewise, presently, seldom, never, outdoors, besides, furthermore, everywhere*, etc.).

The aforementioned adverbial categories may fall into further semantic subgroups of notional adverbs:

1. Adverbs of Manner

Adverbs of manner indicate the way something happens or is done, for example, *quickly, terribly, fast, badly, well, clearly, briefly, sideways, sincerely, willingly*, functioning in the sentence as an adverbial modifier of manner. The adverbs should not be confused with adjectives with the suffix **-ly** (e.g., *costly, cowardly, deadly, friendly, likely, lively, lonely, lovely, silly, ugly, unlikely*) and adverbs without the specific suffixes.

e.g. *She gave me a **friendly** smile.*

*Her singing was **lovely**.*

*She smiled in a **friendly** way.*

*He gave a **silly** laugh.*

*The board looked into the issue **carefully**.*

The words *daily, weekly, monthly, yearly, early* and *leisurely* can be both adverbs and adjectives.

Cf. *It's a **daily** paper. It comes out **daily**.*

*He left with an **early** train. He got up **early**.*

Morphologically, some non-suffixal adjectives and adverbs have the identical forms.

e.g. *We were expected to work at a **fast** pace.*

*We drove as **fast** as we could to the hospital.*

*Lifting stones this size is pretty **hard** work.*

*Our people fought **hard** to gain independence.*

2. Adverbs of Viewpoint/Supposition

This type of adverbs expresses the degree of supposition or viewpoint the speaker holds to about the real state of things, events and facts: whether they are true or to what extent they correspond to reality, fact or truth (e.g., *admittedly, allegedly, apparently, basically, certainly, decidedly, definitely, doubtless, maybe, obviously, perhaps, possibly, presumably, probably, quite likely, supposedly, surely, undoubtedly, morally, politically, scientifically, mathematically, linguistically, theoretically, practically, economically*, etc.). These adverbs can be used as detached members of the sentence or modify an adjective, and perform a syntactic function of an adverbial modifier of reason/cause.

e.g. **Perhaps/Maybe** Mandy has missed the bus.
You've **certainly/undoubtedly** made a good start.
I agree with you **basically**.
Presumably, service isn't included.
Economically, the project is bound to fail.
Financially, things are a bit difficult at the moment.
The scheme is economically beneficial but **environmentally** disastrous.

3. Adverbs of Judgment/Comment

Adverbs of this type are employed to pass judgment on activities, events, situations in question (e.g., *amazingly, cleverly, (in)correctly, curiously, foolishly, (un)fortunately, funnily enough, (un)happily, honestly, incredibly, ironically, (un)justly, (un)luckily, oddly, preferably, reasonably, remarkably, sensibly, significantly, strangely, tragically, typically, unexpectedly, surprisingly, unfortunately, stupidly, etc.*).

e.g. **Luckily** no one was killed. (= It was lucky that no one was killed.)
The newspaper wasn't interested in the story, **surprisingly**.
Unfortunately, we didn't win anything.
Dick **wisely** didn't interfere. (= It was wise of Dick not to interfere.)
I **stupidly** left the car unlocked. (= It was stupid of me.)
Honestly, I think you're making the wrong decision.

4. Adverbs of Degree and Adverbial Intensifiers

The degree or characteristics of processes, properties and phenomena can be transmitted by adverbs, expressing a variety of gradation of some property, functioning in the sentence as an adverbial modifier of degree. From the standpoint of gradation degree, the lexical adverbial units of this group are subject to further classification, falling into the following subgroups:

1) high degree or intensifiers: *absolutely, completely, extremely, highly, however, perfectly, really, so, terribly, too, unusually, very, altogether, badly, bitterly, deeply, entirely, (by) far, fully, greatly, heartily, much, thoroughly, totally, utterly, etc.*;

e.g. Towns only a few miles apart can have **entirely** different dialects.
The case will be **thoroughly** studied before any decision is made.
We're **terribly** fortunate the storm didn't start earlier.
He had married a woman **very much** younger than himself.
However hard he tried he couldn't control his feelings.

The adverbs of degree **very** and **much**, having a similar semantics are different in their compatibility. **Very** is used as an intensifier of adverbs (*very hard, very fast, very slow*) and of the adjective in the positive or the superlative degrees: *very glad, very nice, the very best, the very biggest, the very last*; whereas **much** is combined with a verb, a noun and an adjective in the comparative degree: *to change much faster, to travel much less, to be much more admired, to be much loved, much better, much wider, very much in love, very much afraid*.

2) an average degree: *enough, fairly, pretty, nearly, pretty, quite, rather, etc.*;

e.g. He enjoys **fairly** good health.
Frost killed **nearly** all the flowers.
I can see they've made a **pretty** good job of it.

3) a low degree: *a little, a bit, hardly, scarcely, a bit, almost, barely, enough, hardly, (a) little, moderately, more or less, nearly, partly, scarcely, slightly, sufficiently, etc.*;

e.g. I feel **slightly** better today.
It **hardly** ever rains here in the summer.
I'll admit I was **partly** to blame.

4) emphasizers: *alone, actually, at all, definitely, especially, even, indeed, just, literally, mainly, mostly, only, plainly, really, simply, still, merely, purely, precisely, either, also, too, as well, etc.*;

e.g. Something was **plainly** wrong.
They **literally** tore his arguments to pieces.
What I'm saying is **purely** my own point of view.
Her latest novel was very good, **even** brilliant.
Our customers are **mainly** young mothers.
People thought I was **too** young to protest.
We tried another method, but that **didn't** work **either**.
Your bike **just** needs some oil – that's all.

Also, as well and **too** have the similar meanings, but occupy different positions in the sentence. **Also** is usually placed next to the verb in the middle position; **as well** and **too** are usually found at the end of the sentence.

e.g. *She not only sings; she **also** plays the piano.*

*She not only sings; she plays the piano **as well**.*

*She not only sings; she plays the piano **too**.*

As well and **too** can be used in imperative sentences and short answers but **also** cannot be used in similar situations.

e.g. *Give me some bread as well, please.*

"She's nice." "Her sister is as well."

"I've got a headache." "I have too"

In short answers of colloquial speech a frequent variant is **Me too**, for example: "I'm going home." – "**Me too**." In a more formal text, used are the equivalent expressions "**So am/do I**" and "**I am too**".

Also may refer to the whole sentence, not only to its individual parts. In this case, **also** is shifted to the beginning of the sentence.

e.g. *It's a nice house. But it's very small. **Also**, it needs a lot of repairs.*

In formal and bookish style **too** can occupy the position immediately after the subject:

e.g. *I, **too**, have experienced despair.*

*Our customers complain, but we **too** have our problems.*

5. Adverbs of Time

The adverbs of this category indicate the time or a period of time itself and hence serve in the sentence as an adverbial modifier of time (e.g., *afterwards, already, always, before, forever, at once, eventually, immediately, late, lately, now, nowadays, presently, soon, suddenly, next, previously, recently, (ever) since, subsequently, soon, then, yesterday, yet, etc.*).

e.g. *Most teenagers **nowadays** are not regular listeners to radio.*

*I'm **just** putting the children to bed.*

*The disease **subsequently** spread to the rest of the country.*

***Eventually** I knew she was no longer safe alone.*

*Have you seen either of them **lately**?*

*They have showed loyalty to it **ever since**.*

6. Adverbs of Frequency

A range of adverbs of this group may be submitted to a descending graduation by the degree of frequency (e.g., *nearly/ almost always, constantly; frequently, often; usually, normally, generally, regularly sometimes, occasionally, now and then; seldom, rarely, hardly ever, scarcely ever; never*).

A more accurate measurement of frequency can be expressed by adverbs of certain frequency *once, twice, thrice, etc.* in adverbial combinations with a noun: *once a day, twice a month, thrice every year, two/three times a day/a month/a year*, as well as by means of the adverbs *daily, hourly, weekly, monthly, yearly*.

e.g. *You need to feed the plants **twice weekly**.*

*It is required to attend classes **three times a week** and you'll be fit in three months.*

In the official style, in these combinations, instead of the indefinite article *a (n)* they use the word *per*: *once per day/week/month/year*.

From the stand point of their semantics frequency adverbs are close to numerals are therefore assigned to functional words. This group includes besides those already mentioned other adverbs, which are called quantifiers: *twofold, threefold, etc.*

e.g. *Market industry has risen almost **fourfold** in past 20 years.*

*Children with this diagnosis suffer **twofold** from poor health and effects of the climate crisis.*

7. Adverbs of Place or Direction

Adverbs of this group indicate a place or direction correlated to some described event or action and hence function in the sentence as an adverbial modifier of place (e.g., *abroad, ashore, around, below, downstairs, upstairs, inside, outside, indoors, here, there, to and fro; backward (s), forward (s), homeward (s), northward (s), seaward (s), outward (s), north, south, west, out, up, down, away, etc.*). In sentences the adverbs of place or direction

usually occupy the postposition modifying a notional verb or a noun if specified.

e.g. *He quickly rowed **ashore**.*

*Humans now spend so much time **indoors**.*

*There were cottages scattered **here and there** across the hillside.*

*We drove **around** looking for a hotel.*

*Let's sit further **forward** so we can see the stage better.*

*The population has slowly spread **outwards** from urban centers.*

*Do you know who lives in the flat **upstairs**?*

*A car halted behind a crowd **outside**.*

*David **here** is an expert on computers.*

*Tina took the train **south** to visit her sister.*

The adverbs **here** and **there** may be used at the beginning of the sentence with an inverted word order to introduce the noun-subject of the sentence, with the grammatical concord observed in present tenses and with the verb **to be**.

e.g. ***Here comes** your bus. **Here are** your keys back.*

***There has** occurred an accident. **There were** rose bushes planted a year before.*

However, if the subject is expressed by a pronoun, no inversion is observed after *here* and *there*.

e.g. ***Here** it comes. **There** she is.*

In phrases with a figurative meaning such as *to look forward to*, *to bring forward*, *to put forward*, the adverb **forward** is used without the suffix -s.

e.g. *I'm really **looking forward** to working with you.*

*He rejected all the proposals **put forward** by the committee.*

*The department has not yet **brought forward** its spending plan.*

The preferences of British and American options in the use of certain forms expatiate also upon some other adverbs with the suffix -ward: *toward/towards* and *afterward/afterwards*: *towards* and *afterwards* are more common in British English, whereas *toward* and *afterward* are commonly used in American English.

8. Adverbs of Connection

The adverbial connectors or linkers join clauses or even sentences, as well as phrases to each other. At the same time, they contribute to the logical development of the narrative and establish a connection between the statements enclosed in a sentence, serving as an adverbial modifier of consequence or reason (e.g., *above all*, *accordingly*, *alternatively*, *anyhow*, *anyway*, *besides*, *consequently*, *finally*, *first (ly)*, *further*, *furthermore*, *hence*, *however*, *incidentally*, *instead*, *lastly*, *likewise*, *meantime*, *meanwhile*, *namely*, *nevertheless*, *next*, *otherwise*, *rather*, *secondly*, *similarly*, *so*, *still*, *then*, *therefore*, *though*, *thus*, *worst of all*, *yet*, etc.). The basic location of these adverbs is at the beginning of an utterance, with middle and end positions also available:

e.g. *I don't care what he is up to. **Anyway**, it doesn't matter now.*

***Firstly**, I 'm not interested, and **secondly**, I haven't got the time.*

*Computer games are getting cheaper; **furthermore**, their quality is improving.*

The number of the staff has been increased and consequently the service is better.

*No rainfall for some time, the ground is **therefore** very dry.*

*I'll see you tomorrow **then**. Or rather on Monday.*

9. Pronominal adverbs

Pronominal adverbs constitute the most archaic type because they have lost in many cases their morphological division. This group of adverbs is closely linked to pronouns as they have some features in common, e.g. *that*, *this* – *then*, *there*, *thence*, *thus*; *what*, *which* – *when*, *where*, *whence*, *why*; *such* – *so*; *somebody*, *something* – *somewhere*, *somehow*, *somewhat*, *somehow or other*; *anybody*, *anything* – *anywhere*, *anyhow*; *everybody*, *everything* – *everywhere*; *nobody*, *nothing* – *nowhere*, *no how*; *all* – *always*.

Pronominal adverbs, like pronouns, do not name the concrete properties or circumstances of an action, but only express different abstract notions: *there* – can denote any place, *then* – any time, *why* – any reason.

Pronominal adverbs include adverbs of time (*then, when, whenever*), place (*there, here, where, wherever, somewhere, anywhere, nowhere, everywhere*), direction (*thence, hence, whence, thither, hither, whither*), manner, degree, cause, result, concession (*so, somehow or other, how (much), much, little, anyhow, anyway, otherwise, therefore, wherefore, why*).

e.g. We'll have to tackle this issue **somehow or other**.

You can use your credit card virtually **everywhere** in Europe.

I was amazed at just **how** easy and quick it comes on the Internet.

And **when** I start having thoughts like this, **the more** I think about it, **the less** I can tell **how much** my imagination has invented.

Interrogative adverbs can be used in sentences expressing an inquiry for information and identified as special questions which are called wh-questions.

e.g. **Where** are you going on your vacation this year?

When are you leaving?

Whenever have I been cruel to you?

Why are you going there?

How often does he see her?

How much do you really know about your native town?

However did you manage to make him change his mind?

Inside pronominal adverbs, further discriminated is a group of conjunctive and relative adverbs, which includes homonymous to interrogative adverbs words *when, whenever, where, wherever, how, why* and some others. Conjunctive and relative adverbs serve to introduce subordinate clauses to the main clause of complex sentences in the same way conjunctive and relative pronouns do.

e.g. **However** hard he tried, he could not control his feelings.

The reason **why** I can't go is that I don't have time.

Do you remember the time **when** we all went to a nightclub?

How much you pay for food depends on many factors, from **where** you do shopping to sustainability.

Activities

Exercise 1. Comprehension questions.

1. What main lexico-grammatical categories can adverbs be distinguished into?
2. What semantic sets may adverbs further fall into?
3. What semantic relevant properties are characteristic of each subgroup of adverbs?

Exercise 2. Adverbs of manner are subject to combine with particular verbs; for instance, the verb "run" would go with the adverb "quickly" rather than "cruelly". Will you match the verbs in A (1–10) to the adverbs in B? Will you give samples of your own to match the verbs and the adjectives?

Model: *run quickly/regularly – write quickly/regularly.*

A 1) argue; 2) behave; 3) breathe; 4) rain; 5) grow; 6) sleep; 7) speak; 8) think; 9) whisper; 10) listen.

B Attentively; deeply; carefully; peacefully; forcefully; convincingly; rapidly; fluently; loudly; clearly; easily; continuously; freely; heavily; greedily; confidently; thoroughly; badly; stupidly; softly; quietly.

Exercise 3. Use the adverbs "still", "yet" and "(not) anymore/any longer" in the responses to the statements or questions.

Model: *Why has she left him? – Because she doesn't love him anymore.*

1. Is Mr. Jones still your accountant? – No, we __employ him.
2. Why do you continue to wear those awful shoes? – Because I __find them very comfortable.
3. Have you ordered my new cooker? – But you __haven't told me which one you want.
4. I see you have got rid of your car. – Yes, I decided I couldn't afford it __.
5. I'm surprised you haven't had your hair done. – I just haven't got around to it __.

6. What are you going to study at university? – I've been thinking about that question for months, and I __haven't decided.

7. I haven't seen you at the bowling alley lately. – I rarely go there __.

8. When will your next book come out? – I haven't even finished writing it __.

9. Has not he managed to promote the growth of the company? – Unfortunately, he can't handle it __!

10. It would be nice to see Audrey again! – Surely, it would be __ nicer if she could bring the children.

Exercise 4. Fill the blank spaces in the following sentences with one of the following adverbial modifiers: rarely, scarcely/hardly, yet, never, still, already, even, frequently.

1. We __ever see him these days. 2. I eat biscuits so __that a packet lasts me a long time. 3. I cannot __remember what the book was about, let alone the title. 4. I __do not know where I am going for my holidays this year. 5. We cannot tell you __what the programme will be. Ask us again tomorrow. 6. Clara is __having trouble with the car she bought last week. 7. Put it in the drawer. You __never know when a piece of string like that will come in use. 8. __had Collette got into the bath when the earth quake happened. 9. How __do you go to the dentist for a check-up? 10. I __wouldn't give it to you __if you begged me on your knees. 11. We __don't want to go to their party, I know, and __I think we'll have to. 12. You have finished the job__? My goodness, you are a fast worker! 13. Edwin __hasn't returned those books he borrowed from us. 14. __had he taken off the coat when the phone rang. 15. I have __felt so angry in my whole life.

Exercise 5. Paraphrase the following sentences using the adverb "enough" to express the positive result and the adverb "too" to express the negative result.

Model: 1. *Martin is so rich that he can buy whatever he wants.* – *Martin is rich ENOUGH to buy whatever he wants.* 2. *Edna is so impatient that she can never wait in queues.* – *Edna is TOO impatient ever to wait in queues.*

1. Howard was so suspicious of his wife that he opened the letter addressed to her. 2. The balcony was so badly built that it was not safe for people to stand on. 3. This hotel is so expensive that we can't stay at it for very long. 4. Erica is so careful that she could not have done anything as bad as that. 5. You are such an artist who can appreciate the beauty of the landscape. 6. Barry was so strong that he lifted the trunk on the top of the car alone. 7. The sky was so cloudy that we couldn't see the solar eclipse at all. 8. It was so late that nothing could be done. 9. This little hotel is so quiet and peaceful that we can have a really relaxing holiday. 10. There are so many jelly-fish here that we shan't be able to bathe in peace.

Exercise 6. Intensify the words or phrases the sentences using the following adverbs of degree: completely, totally, extremely, entirely, fully, utterly, highly, deeply, pretty, definitely, mainly, mostly, especially, literally, nearly, almost, right, just, only, even.

1. They were __unaware of the company being __involved in that deal. 2. The llama is a(n) __charismatic species; it's a __cool animal. 3. This movie is __breathtaking and has a (n) __excellent setting and a (n) __complicated plot. 4. He was __sorry for the offence __caused to disabled people. 5. I am __proud to be __committed to helping disabled people overcome the many barriers they face __in finding employment. 6. We had no money – we were __starving. 7. I remember __fainting __in the street. 8. He __said to __keep writing song, because when success hits you, you won't __know your name.

Exercise 7. Translate into English paying attention to the use of adverbs.

1. Невероятно, но они прожили вместе много лет вполне счастливо. 2. Инспектор немедленно принял исключительно необходимое меры. 3. «Говорят, ты превосходно выступил вчера. Крайне рад за тебя!» «И мы тоже. Все полны гордости за тебя!» 4. Несомненно, что люди, которые очень быстро водят машину, рано или поздно попадают в аварии. 5. Вы так четко объяснили правила, что нам все абсолютно понятно. 6. Удивительно, что вчера к нам совершенно неожиданно залетел

попугай. Он очевидно наших соседей. 7. Он определенно ведет себя совершенно глупо. 8. В целом я полностью с вами согласен. Тем не менее это была частично не моя вина. 9. Они практически могли бы поделить участок поровну, так или иначе. 10. Откровенно говоря, едва ли вы сможете справиться с этим заданием. Более того, вы весьма несерьезно относитесь к своим обязанностям. 11. В основном старайся излагать мысли логично и последовательно. 12. В сущности, правда неизбежно выходит наружу когда-нибудь. 13. В конце концов, они честно признались в своем проступке. 14. К сожалению, ряд существенно важных вопросов были упомянуты лишь вкратце. 15. Они молча созерцали изумительно красивый пейзаж.

5.4. THE CATEGORY OF ADVERBIAL COMPARISON

The only pattern of morphological changes of adverbs is the grammatical category of the Degrees of Comparison. As is the case with adjectives, not all the adverbs form the degrees of comparison, but only those which by their lexical evaluative meaning may fall into the categorial system of comparison. The category of adverbial comparison, much in the same way as adjectives do, discriminates **the positive**, **the comparative** and **the superlative degrees**. The Positive Degree denotes the degree of quality either without any graduation (e.g., *hard*, *late*, *quickly*), or with the meaning of identity of the quality in the comparative phrases with conjunctions *as ... as*: *as hard as*, *as late as*, *as quickly as*. The Comparative Degree indicates a greater degree of the intensity or the quality of a process, action and condition than the other, and the Superlative Degree – more than all the others.

The adverbs which coincide in form with adjectives follow the same spelling and phonetic rules as adjectives – taking **the synthetic forms** by means of the suffixes **-er** for the Comparative Degree and **-est** for superlatives: *early* – *earlier* – *earliest*; *hard* – *harder* – *hardest*; *late* – *later* – *latest*, *soon* – *sooner* – *soonest*.

Several adverbs ending in **-ly** form the Degrees of Comparison in accord with the similar model, however, in the resulting forms this suffix is omitted: *loudly* – *louder*, *loudest*, *cheap* – *cheaper* – *cheapest*, *quickly* – *quicker* – *quickest*.

e.g. *The temperatures of oceans are rising **quicker** than previously thought.*

*When things shine **brighter** you instinctively move towards them.*

*Pinkest flamingos fight **the hardest** for food.*

Most of two- and other polysyllabic adverbs take **the analytical forms** for the Comparative and the Superlative Degrees by means of the adverbs **more** and **most**: *softly* – *more softly* – *most softly*; *accurately* – *more accurately* – *most accurately*.

There is a small group of adverbs that form the Comparative and the Superlative Degree by means of **the suppletive way**, whose forms coincide with adjectives, whereas adverbs perform the syntactic function of adverbial modifiers: *well* – *better* – *best*; *badly* – *worse* – *worst*; *little* – *less* – *least*; *much* – *more* – *most*; *far* – *farther/further* – *farthest/furthest*.

It should be pointed out that all the specific patterns in regard to the usage of articles, intensifiers and the "relative evaluation" are acceptable as well for the adverbial degrees of comparison.

e.g. *Do the measures really make the system work **worse**?*

*The boats were drifting **farther and farther** apart.*

*It is true that the older you get, **the more vividly** you recall your childhood; **far more vividly** than yesterday's events.*

***The more often** we reread a favourite classic **the more clearly** its secrets come forth.*

***The longer** I think about it, **the less** I understand your reasons. The country of all the others reacted **the most quickly**, realizing that a monumental event had just occurred.*

*Balloonists compete to see who can travel **the furthest** during two days of flying.*

*He will live **longest and most powerfully** in the memory as a lone figure in the spotlight with an acoustic guitar.*

Activities

Exercise 1. Comprehension questions.

1. What grammatical categories are typical of the adverb? What only morphological changes can the adverb undergo?
2. What degrees of comparison does the adverb discriminate?
3. What similarities and/or differences can be distinguished between the adjectival and adverbial degrees of comparison?

Exercise 2. Give the degrees of comparison of the following adverbs.

Badly, briefly, quietly, carefully, clearly, distinctly, early, effectively, far, fast, frankly, frequently, hard, heartily, honestly, late, little, much, often, patiently, soon, well, willingly.

Exercise 3. Point out whether the adjective or adverb should be used instead of the adjectives given in brackets. Insert an appropriate form of the degrees of either adjectival or adverbial comparison. Use appropriate intensifiers where possible.

1. Statistics say that women drive (careful) than men.
2. Please talk a bit (quiet) and (little) (aggressive).
3. There's nothing (annoying) than losing your door key.
4. He is (sociable) person in the office.
5. This time he tried (hard) than last time.
6. A big car can be parked (easy) than a small one.
7. We walked (far) than we had planned.
8. Today David acted (generous) of all.
9. The final exam was (little) (difficult) of all.
10. This month Caroline worked (bad) of all, though (actual) she works (good) of all the pupils of her class.
11. (close) we'll study the details, (clear) we'll understand the reasons.
12. They could take (early) flight ever available.
13. They coped with the task (efficient) than it had been expected.
14. Capital punishment was still used in Britain as (late) as the 1950s.
15. The big banks could borrow (cheap) than smaller banks.
16. Your car runs even (bad) than mine.
17. Could you walk a bit (fast)?
18. He writes English quite (good), but he speaks it (fluent).
19. The atmosphere felt (distinct) (unfriendly).
20. California is (admitted) the nation's (heavy) populated state facing a power shortage crisis.

5.5. ADVERBIAL COMBINABILITY AND POSITION IN THE SENTENCE

Functioning in a sentence mostly as adverbial modifiers, adverbs can be collocated with various lexical and grammatical categories of words, phrases and clauses or sentences. Some adverbs are limited in their compatibility, while others may collocate with different parts of speech, for example, the adverb **enough** denotes the intensity of actions and properties in combination with verbs (*to work enough*), adjectives (*quick enough*) and adverbs (*not quickly enough*). Hence the lexical combinability and syntactic position of adverbs in a sentence may be predetermined by the semantic categorial meaning of an adverb. For instance, adverbs which modify a verb or a whole utterance specifying the property of an action or a situation (time, place, manner, frequency, supposition, result, etc.), may take several positions in a sentence, namely: front, mid, end positions.

e.g. **Worst of all**, he did not **obviously** take his health **seriously enough**.

Obviously I have **often** taken **much more seriously** all those things **traditionally** taken for granted.

1. Adverbs of different semantic groups tend to occur in a sentence in different positions. Thus, *modifying a verb*, adverbs of time, place, frequency, manner and others are commonly found at the end of the sentence and before/after a notional verb or after auxiliary, link and modal verbs as well.

e.g. The children would **merrily** enjoy themselves **outside daily**.

Why did people **once** love stamp collecting **ardently**?

The states' controversy hasn't been settled **yet**.

The song was **finally** released to radio stations **yesterday**.

The book has **completely** changed the way we thought about diversity.

The victory could **yet/still** put the team into the finals.

She had been **silently** staring out the window until they appeared **from afar**.

They don't **really** understand my viewpoints but they are **always** supportive of my attempts.

He walked **hurriedly backwards** away from the King.

However, with a view of communicative emphasis, some adverbs (e.g., *sometimes*, *still*, *never*, *nowadays*, *no sooner*, *often*, *suddenly*, *usually*, *recently*, *certainly*, *probably*, *definitely*, etc.) may be placed right before a (negative) auxiliary/link/modal verb or at the head of the sentence, with the word order available to be inverted.

e.g. *I **sometimes** don't understand his arguments.*

*He **still** hasn't convinced me.*

*There **certainly** wasn't any point in doing it now.*

*If you don't like chocolate, we **probably** can't be friends, no offence.*

***Usually**, my letters carry a playful tone to get my point across with humour.*

***Recently**, I encountered one of the endangered species.*

***Very swiftly**, the book became too damaging to his reputation to publish.*

***Just yesterday** I was in Bali, swimming with all the fish.*

***No sooner** had they got out of the shelter than sirens wailed out again.*

***Never** have I felt so humiliated.*

Some adverbs of these subcategories can be combined with nouns and used in post-position, after a modified noun: *people **outside***, *the flats **upstairs***, *the house **opposite***, *the sentence **above***, *the trip **abroad*** ten years ***before***, two years ***ago***.

In a sentence, a range of adverbial modifiers may be expressed by adverbs and adverbial phrases which usually take their positions in the following sequence: manner – place – time – purpose/result.

e.g. *The statue was lifted **carefully onto the platform before the ceremony**.*

*We **impatiently sat indoors most of the afternoon**.*

*He would **reluctantly stay home for a week to finish** a book.*

Nonetheless, the positional order of adverbial modifiers is subject to vary according to a communicative purpose of the whole utterance or to lay stress on some particular part of speech in a sentence.

e.g. ***Usually**, I can find my way **around quite easily**.*

*I look down to **just** see the tortoise **already halfway over the threshold**.*

2. Adverbs of degree or intensifiers are mostly used in pre-position, before a modified part-of-speech word, with a few cases found in post-position: ***fully** aware of*; ***absolutely** correct*; ***fairly** recently*; ***hardly** breathe*; ***right** opposite the park*; ***directly** with the manager*; ***particularly** today*; ***increasingly** hard*; ***intimately** familiar*; ***singularly** British designation*; ***exactly** three minutes*; ***much** nicer*; ***a bit** higher*; ***by far** the best view*; ***just** take a try*; ***merely** a child*; ***still** worse*; better ***still/yet***; know ***well***; ignore ***completely***, etc.

3. Adverbs of viewpoint, judgment and connection, in their turn, are commonly found in mid position and at the head of the sentence, as well as in end position with few exceptions, referring to the whole utterance, not just part of it. Some of the adverbs of the subgroups may be marked by commas.

e.g. *There are **undoubtedly** many other cases that go unreported.*

*So, what, **scientifically**, is the case for alpha males among humans?*

*If a vacancy came up, I **certainly** wouldn't rule it out.*

*The exhibition should **nonetheless** be banned.*

***Besides**, the inquiry **probably** won't reveal much that's already known.*

***Alternatively**, you could make use of the sensor keyboard.*

***Nevertheless**, it's difficult to be a full citizen without a right to vote.*

*Their votes won't make much of a difference **anyway**.*

***Still**, I recognized him immediately when I saw him.*

It is noteworthy the positional change of the adverbs may take place by force of semantic variability so as to modify a part-of-speech word in a sentence, with another semantic meaning acquired (adverbs of manner, frequency, degree or intensifiers). Cf.:

***Incredibly**, society is about to legalize modern domestic slavery.*

*I find conversations **incredibly** stressful.*

However, other influencers remain skeptical about the coming changes.

However small and well read a mob may be, it tends to psychologically exercise power.

Police assume that the crime could have been either politically or personally motivated.

Activities

Exercise 1. Comprehension questions.

1. What part-of-speech combinability are adverbs characterized by?
2. What peculiarities is the adverbial position in the sentence predetermined by?
3. What syntactic positions are typical of different semantic subgroups of adverbs?
4. What factors may affect the position variability of adverbs?

Exercise 2. Put the adverbs and adverbials in brackets in an appropriate place in accord with either the meaning of the whole utterance or emphatic stress upon a particular part of speech in a sentence.

Model: *John can speak Arabic (really/only/well). – Only John can speak Arabic really well./John can really speak only Arabic well.*

1. I've noticed that women's rights are abused (*not only, recently, regularly*).
2. The garage is not wide for the car to go into (*enough, easily, supposedly*).
3. I am not willing to talk to her (*any more, honestly, even*).
4. I will be plain with you (*surely, fairly, only*).
5. I recognized him when I came across him (*here, immediately, downstairs, still*).
6. We try to go (*at least, abroad, nevertheless, once a year*).
7. He has been interested in politics (*before, deeply, never*).
8. The bridge was so built that it was risky for people to stand on (*too, even, highly, badly*).
9. The beautiful world has made me an enthusiastic amateur (*completely, outside, amazingly*).

10. This year they seem to be appearing (*early, strangely, incredibly*).

11. We had heard a thud when there came a piercing shriek (*terribly, upstairs, hardly*).

12. We prefer to visit restaurants specializing in sustainable foods (*entirely, solely, in London, mostly*).

13. The more pupils access resources, the more opportunity they give themselves to master new skills and develop their learning. (*regularly further moreover independently*)

Communicative Activities

Read the extract below from the article "Our dog's gone on holiday. So what's that noise?" paying great attention to the use of adverbs and adverbial phrases.

Could you share a funny or thrilling experience of yours, employing adverbial as well as adjectival phrases to make your utterances more eloquent and emotionally expressive?

Just before lunchtime on Saturday, the oldest one arrives with three of his friends in a small, fully packed car. They are off to Cornwall on holiday, and they have come to merely collect a stack of board games in preparation for a week that promises only rain.

Surprisingly, they're also taking the dog. My wife had tried to dissuade them – questioning, supposedly, the ability of four male twentysomethings to keep an animal alive for a week – but I was utterly in favour.

They're ready to set off, but I can't find the dog's lead, even after looking in all the usual as well as unusual places twice. The dog follows me anxiously as I search meanwhile deeply preoccupied with innermost expectation to spend a week without a dog that barks whenever the doorbell rings and has a habit of leaping into my lap without warning several times a day because its need for attention has suddenly reached the status of extreme emergency.

Ultimately, they take a long, non-official Chelsea scarf to use until a new lead can be, natch, sourced. I meekly watch them load the car with games and foodstuffs from my kitchen. The oldest one

gets habitually into the back, dog fraternally on lap, and the car executes a stately three-point turn.

Proud and exultant, I walk back up the path and shut the door solemnly behind me. I hear nothing but a sweetly gentle ringing in my ears.

I wake up late the next morning, without a dog on my feet. My wife is already up and dressed. I go downstairs to drink coffee and watch her flowering garden.

Suddenly, I hear a rather strange noise growing above my head. The noise menacingly moves right to left and pours down the stairs. A moment later, a small pointed head peers round the kitchen door.

"Billy," I say. Billy is a permanently embarrassed lurcher. He's not our dog – he belongs to the youngest one's friend, who evidently spent the night – but he knows his way around the house.

"Don't worry, Billy," I say. "You're my kind of house guest." Billy canters to the back door, rearing his head like a boundlessly mortified pony.

"Outside?" I say. "No problem." I open the door, and he walks gingerly across the grass to a flowering peony. He sniffs it, and then lifts his leg. My wife looks round.

"Billy!" she says. Without lowering his leg, Billy manages to turn his head all the way round to me. His puzzled eyes, peering out from his cloudy head, seem anxiously to say: that isn't going well?!

Review Test

Task 1. Paraphrase the sentences so as to use an adverb or adverbial phrase.

Model: Mr. Gibson is a creative teacher. – Mr. Gibson gives lessons creatively/in a creative way.

1. She is a friendly girl. 2. Frederick is a regular reader of "The Times". 3. They got instant access to the data. 4. That was a cowardly thing to do. 5. Andy was a hard worker. 6. We dropped anchor a few yards from the shore. 7. Helen is a very poor student. 8. She is a bad cook. 9. They are able to give an alternative reply. 10. Bill is a wise investor. 11. She is a slow thinker. 12. You did good

work. 13. He is a heavy drinker. 14. You can buy cheap things in this shop. 15. He is a fast driver. 16. We had an early lunch. 17. That was a silly thing to do. 18. Mr. Jones gave them precise instructions. 19. That was a lively performance. 20. They had a late dinner.

Task 2. Choose the correct word in brackets.

1. (*high, highly*) The birds were flying __ and low. He was __ intelligent. He had an eye for colour which was more __ trained than that of anyone in the department. 2. (*close, closely*) He had found out that Sawbridge's family had lived __ to mine. Philip, smoking a cheap cigar, observed Clutton __. 3. (*near, nearly*) Meanwhile Martin's own reward was coming __. We were __ smashed up on the shore several times. Ralph said nothing more but waited while the procession came __. 4. (*deep, deeply*) I'm sure you know how __ I sympathize with you. With her beautiful expressive eyes she looked __ into his. He was __ moved. 5. (*hard, hardly*) During his last year at St Luke's Philip had to work __. I need __ say that I agree with you. His heart was beating so __ that he could __ breathe. 6. (*short, shortly*) Suddenly she stopped __, and disengaged herself from her companion. He was joined __ by a stewardess. The doctor answered him __. 7. (*wide, widely*) "Open your eyes __," he ordered gently and examined each eye. This word is __ used in spoken English. She suddenly felt that he was __ awake. 8. (*close, closely*) The officer leaned down and looked __ at Ralph. He clutched his bag __ to his chest. He drew me __ and hugged me tightly.

Task 3. Use the appropriate form of the degrees of adverbial comparison.

1. I suppose actions speak (*loud*) than words. 2. She spoke very (*sadly*) and (*slowly*). 3. His heart leaped as he saw himself running, running, (*fast*) than any of the other boys. 4. They went (*slowly*) than Ralph had bargained for. 5. Piggy spoke (*softly*) to Ralph than his sister. 6. Godfrey drove (*carefully*) than usual. 7. Each time the words were uttered (*loudly*) than before. 8. He looked at her (*narrowly*) than usual. 9. How long have you been here? a child of five after two lessons would draw (*well*) than you do. 10. Mr. and Mrs. Carey were (*frankly*) shocked at Philip's idea of being an artist.

Task 4. Put the adverbs and adverbials in brackets in an appropriate place in a sentence.

1. The garage is not wide for the car to go into (*enough, easily, supposedly*).
2. I am not willing to talk to her (*any more, honestly, even*).
3. I will be plain with you (*surely, fairly, only*).
4. He has been interested in politics (*before, deeply, never*).
5. The bridge was so built that it was risky for people to stand on (*too, even, highly, badly*).
6. We had heard a thud when there came a piercing shriek (*terribly, upstairs, hardly*).
7. We prefer to visit restaurants specializing in sustainable foods (*entirely, solely, in London, mostly*).
8. I'm worried this year will bear no resemblance to my former life (*any more, suddenly, now*).
9. Overweight, she was a woman of wit and warmth (*definitely, though*).
10. It is his campaign that makes me hopeful (*daily, strangely, perhaps*).

Task 5. Translate into English using adverbs and/or adverbial phrases.

1. Вдруг он споткнулся и чуть не упал.
2. Он оставил собаку снаружи, около сарая.
3. Тропинка круто поворачивала к деревне.
4. Он пристально смотрел на Елену, сидевшую напротив него.
5. Лиза внезапно остановилась и горько заплакала.
6. Вы так сильно изменились, что я едва вас узнала.
7. Маленький Джон спустился вниз и присел около окна, задумчиво всматриваясь в даль.
8. Мы можем жить с высоко поднятыми головами и смотреть всему миру в лицо.
9. Беженцы, предположительно, провели три недели в море, дрейфуя на крошечной лодке, прежде чем их выбросило на берег.
10. Когда Джек выступал, он сильно жестикулировал руками.
11. Чем скорее вы прочтете книгу, тем лучше.
12. Чем больше он думал о своем путешествии, тем больше оно ему нравилось.
13. На самом деле, персонал всегда считали высокопрофессиональными специалистами.
14. С резким наступлением зимы запасы были на исходе.
15. Странно, но недавно ее пригласили петь вживую на церемонии открытия фестиваля.

**PART VI
THE NUMERAL**

*In grammar, as in war, there is strength
in numbers.*

Martin Worthington

**6.1. GENERAL MORPHOLOGICAL
CHARACTERISTICS OF THE NUMERAL**

The numeral is generally defined as a part of speech which represents an abstract mathematical unit, expressed by a symbol or word (e.g., 7 – *seven*; 2/3 – *two-thirds*; the 5th – *the fifth*; 25% – *twenty-five per cent*; in 1938 – *in nineteen thirty eight*; 4.76 – *four point seventy six*; etc.), and may indicate a certain numeral element, quantity, measurement, sequence and order.

Numerals do not undergo any morphological changes, and hence they are characterized by the lack of any grammatical categories, either the category of number or of case, or any others.

Structurally and semantically, numerals may fall into two major classes – cardinal numerals – cardinals (e.g., *five, sixteen, forty three, two hundred and thirty-one*, etc.) and ordinal numerals – ordinals (e.g., *the fifth, the sixteenth, the forty third, the two hundred and thirty-first*, etc.). (See Appendix 7)

The qualifying properties of numerals are subject to occur in the most characteristic syntactic functions of an attribute (a) and a predicative (b):

a) Around **two million workers** are in **four sectors** of the economy.

This is a third large strike in three years.

The News Channel attracted only a 0.16% audience share.

b) We were **five** of nine siblings who grew up in a house the size of a garage.

The fire was **the third** to break out in recent weeks on the 42-bus route.

I was **fifteen** when I had to earn my own living.

Although, the substantive properties of numerals affected by substantivization may be implemented in the syntactic functions of a subject (a), an object (b) and an adverbial modifier (c):

a) There were **nine** of us living in the Hollywood mansion.

A third of online shoppers face fighting for redress.

Thousands of lives could be saved if countries tackle climate change.

The two appeared largely incompatible.

b) Independents have sold **44%** of items on Amazon worldwide.

The fuel still provides **two-thirds** of the country's energy.

Instead, having captured two to five-year-olds, they've now got **fives to eights** in their sights.

c) Simon knelt **on all fours** to search for the keys.

Small groups of people, **in their twos, threes and fours**, walked shoulder-to-shoulder around the park.

The group made its reputation in the late **sixties** and early **seventies** supporting classic rock acts.

I was the youngest of **four** and, until my **mid-twenties**, the principal carer for the relative.

The syntactic properties of the numeral also enable to distinguish certain peculiarities of part-of-speech combinability. In particular, the numeral is mostly characterized by the pre/post-positional combinability with a head-noun (e.g., *the seven magnificent sky scratchers; twelve abandoned villages; a second hottest day; the first three dry months; on floor 43; chapter 25; King Henry the Eighth; Queen Elizabeth the Second*). The numeral may as well be modified by a pronoun, an adjective and an adverb (e.g., *every third person; all seven days; the last five northern white rhinos; the past three seasons; just five days ago, the only two wounded tigers; he is nearly twenty*). As a headword, the substantivized numeral may be combined with prepositional phrases (e.g., *on the eighth of May; four of their books; the best three of the companies; millions of inhabitants*).

6.2. MORPHEMIC COMPOSITION OF THE NUMERAL

From a linguistic perspective, as previously noted, the whole stock of numerals may be distinguished into two major classes: cardinal numerals and ordinal numerals.

In accordance with the morphemic structure, both cardinals and ordinals may be classified into **simple (root) numerals** (e.g., *eight, twelve, hundred, thousand, million; first, second, third, etc.*), **derivatives** (e.g., *thirteen, fifteen, forty, ninety; fifth, sixteenth, seventieth, etc.*) and **compounds** (e.g., *twenty-four, ninety-nine, a hundred and thirty-seven; sixty-third, twenty-eighth, two hundred and ninth; two-thirds, etc.*). All compound numerals from **twenty-one** through **ninety-nine** are hyphenated (e.g., *twenty-eight, sixty-first*).

I. Cardinals are numeral elements or symbols which are used in calculation, measurement, quantity, dates as well as for labels or codes (phone/index numbers).

e.g. You can easily be **a size 8** in one store, and **a size 14** in another.

The two lines meet at a **90°** angle.

Three million visitors a year since **1983** have found it radically changed.

Shockingly, **three** out of **10 people** use the same pin code – **1234**.

Food systems contribute **21% to 37%** of global greenhouse gases.

The Style Manual (**6th** ed), **pg 176**. (ISBN **978-0-7016-3648-7**).

Notice the following patterns:

a) the numerals **hundred, thousand, million** may indicate any exact numbers if preceded by a numeral, whereas to denote a great multitude of things or people the plural form of the substantivized numerals is used and followed by an *of*-phrase: **a/one hundred** (100) letters – **hundreds of** letters; **three thousand** (3,000) fatal cases – **thousands of** fatal cases; **ten million** (10,000,000) readers – **millions of** readers;

b) spell out numbers: 243 – *two hundred (and) forty-three*; £1,500 – *one thousand, five hundred (pounds)*; 52,396 – *fifty-two*

thousand, three hundred (and) ninety-six; \$2,476,592.21 – two million, four hundred (and) seventy-six thousand, five hundred (and) ninety-two dollars and twenty-one cents;

c) spell out number years: in 2000 – two thousand; in 1700 – seventeen hundred; in 1905 – nineteen-oh-five/nineteen hundred (and) five; in 1962 – nineteen sixty-two; in 2009 – twenty-oh-nine/two thousand (and) nine; in 2018 – twenty eighteen/two thousand (and) eighteen; in 2110 – twenty-one ten;

d) count: **by/in tens, by hundreds, by thousands or by the hundred, by the thousand;** to walk/run/swim/group: **in twos and threes; in sixes;**

e) the following idioms: *on all the fours; to be at sixes and sevens; dressed up to the nines; devil's dozen, to be on cloud nine/in the seventh heaven; two's company, three's a crowd; up to eleven; twenty-four seven; slip me five; stand on one's two feet; twentysomething (s)/ thirtysomething (s); put two and two together; to be of two minds; to choose the lesser of two evils.*

II. Ordinal numerals represent the position or rank of objects in a numerical order which may refer to calendar dates, position sequence, chronology, seniority, quality – not quantity.

Ordinals are morphemically marked by the suffix "-th", except for *first, second, third*, and commonly preceded by the definite article. Care should be taken to spell correctly the ordinals **fifth, eighth, ninth, twelfth** and the tens **twentieth, thirtieth, fortieth**, etc. In compound ordinals only the last number takes the ordinal form (e.g., **twenty-third; one hundred and eleventh; three thousand five hundred and twenty-ninth**).

e.g. Only every **third** man engages daily in cooking and housework.

*The worldly virtues were supposedly represented by the **sixteenth** president.*

*During **the twentieth** century, the state took on an increasingly important role.*

*He was sharing with me the opening to his **thirty-eighth** novel.*

Nevertheless, the indefinite article may be used with ordinals in the meanings of "one more time", "an additional one" (a),

quality or degree (b) and "on the threshold of sth" expressed by "**a first**" (c):

a) Born in Dublin, he was **a fifth child and a third son**.

*The country also began to experience **a second surge** of high case rate.*

*The actor is also the star of the Netflix series with **a second season** in the can and **a third shooting** next year.*

*This digital introduction will bring us to **a fifth generation** of aircraft.*

b) Most of us graduated with **a respectable second-class degree** from **a second-class university**.

*It was not possible to provide young people with **a first-rate education** without **first-class teachers**.*

c) You'll get to learn so much more by attending **a first piano dress rehearsal** than **a first-night**.

*Everyone has **a first love** that stays with them, don't they?*

*The domestic violence law is **a first step** to changing attitudes.*

Notice the following patterns:

a) the usage of articles with nouns modified by cardinal and ordinal numerals: *the third chapter – chapter three (chapter 3); the fifth note – note five (note 5); the twentieth floor – floor twenty (floor 20);*

b) spell out dates: 15/07/2009 – *the fifteenth of July, two thousand (and) nine/twenty-oh-nine; 21 March 1871/the 21st of March, 1871 – the twenty-first of March, eighteen twenty-one; 4th July/July 4th – the fourth of July/July (the) fourth;*

c) in writing, spell out simple and two-word compound cardinal and ordinal numerals, especially opening the utterance:

e.g. **Twelve** of the top **20** companies are state-owned.

***A third** of children in the UK do not see themselves in the books they read.*

*Only **nine** months ago, the candidate came a poor **fifth** in seats in last year's election.*

II. Fractional numbers represent a part of a whole, some quantity of equal parts, and consist of cardinal and ordinal numerals: the

cardinal number is used for the nominator, displayed before the slash or above the line, and the ordinal one – for the denominator, displayed after the slash or below the line: $1/2$ – *one-half*; $1/4$ – *one-quarter*; $1/9$ – *one-ninth*; $3/4$ – *three-quarters*; $3/5$ – *three-fifths*; $5/12$ – *five twelfths*; $52/7$ – *five and two-sevenths*.

In decimal fractions the numbers after the decimal point are spelled out digit by digit: 0.25 – *zero/naught point two five*; 14.38 – *fourteen point three eight*; 123.609 – *a hundred and twenty-three point six-oh-nine/six zero nine/six naught nine*.

Activities

Exercise 1. Comprehension questions.

1. What morphological changes are numerals subject to undergo?
2. What syntactic functions may numerals perform in a sentence?
3. What major groups can numerals be distinguished into?
4. What morphemic structure is characteristic of the classes of numerals?
5. What semantic-structural peculiarities of numerals should be taken care of?

Exercise 2. Read the following sentences paying attention to the use of numerals. Supply comments on the classes of numerals, their morphemic, morphological peculiarities and syntactic functions displayed in the sentences.

A 1. She is a third cousin of Mark's father. 2. It's said that everything goes in threes. 3. And then, to be a second wife was so much more difficult than to be a first. 4. The boy slopped through the ledge on all fours. 5. In the bookshop to his delight Maxim spotted a copy of "The Young Lions" by Irwin Shaw, his favourite writer. It was a first edition, published in 24 October, 1948. 6. I think it's better this way, that we go out in twos and threes – less noticeable, for one thing. 7. They began to put two and two together. 8. Over the years I have acquired a sixth sense about my mother's mood. 9. A first class college offers you the highest standards of educating. 10. I was worried. Everything seemed to be at sixes and sevens.

B 1. This exhibition ran from 13 May 2017 to 15 October 2017 at V & A South Kensington. 2. An estimated five million tons of wreckage washed into the Pacific, and about 70% sank quickly to the ocean floor. 3. After three years, revenues have gone up every year – 36% the first year, 42% the second – and the company has grown from nine to 17 employees. 4. On Thursday 25 July, an asteroid 57–130 metres across missed our planet by just one-fifth of the distance to the moon. 5. The real-life Rambo is an official 5-foot 10½ inches tall, I always wanted to be 5 foot ten. 6. Two-fifths of children surveyed are eager to read more books with characters similar to them. 7. During the 1820s and early 1830s, a strong network of women's anti-slavery associations developed. 8. Three days of festivities are being planned across the UK to mark the 70th anniversary on 8 May, 70 years after the end of the second world war in Europe following the surrender of Nazi Germany in 1945. 9. A third of the British workforce is receiving wage subsidies. 10. Emission cuts by 2035 are projected to be a mere 8.29% below 2005 levels with a mere 0.48% annual fall.

Exercise 3. Spell out the following numbers.

- 1) 4,375; 2) $2\frac{3}{5}$; 3) 0.35%; 4) 6.025; 5) 3,657,849; 6) £602,357.45; 7) on 27 September 1805; 8) 72nd; 203rd; 460th; 9) 404–761–2239; 10) –15 °C, 79°F.

Exercise 4. Insert an appropriate article.

1. Today in court, _ fourth of June, we are listening to _ case 243.
2. _ second part of the book was much more interesting than _ first one.
3. _ participle I is used for building up progressive tenses.
4. _ second participle is used to build up passive forms.
5. _ flight 579 starts at _ five p.m.
6. The planes came again for _ second attack.
7. Let's regard it as _ first step, just _ beginning.
8. As it was _ first-night, the actors were most nervous.
9. _ exercise 13 begins at _ forty-first page and there are _ twenty-five sentences in it.
10. _ year passed, then _ second, and _ third, but there was still no news.
11. They agreed to meet on _ Fifth Avenue near _ building No. 112.
12. _ two years in Africa taught him a lot.
13. _ flat 55 is on

_ fifth floor. 14. The room was at _ sixes and sevens. 15. This style was in fashion in _ eighties. 16. It appeared _ fifty-fifty deal. 17. She was _ fourth-year medical student. 18. When they met _ third time, they talked of _ thousand things. 19. After _ two days' assignment he would catch _ 5 o'clock train back to New York. 20. _ five minutes later James glanced at her sideways and took _ second piece of cake.

Exercise 5. Translate into English paying attention to the usage of numerals.

1. Я родился 31 декабря, так что это двойной праздник для меня. 2. Ум хорошо, а два лучше. 3. Конференц-зал находится на четвертом этаже. 4. Школа № 1236 находится на 15-й Парковой улице. 5. Дело номер 587 слушается в шестой комнате. 6. Седьмая часть прибыли этой фирмы идет на благотворительность. 7. – Как насчет второй чашечки кофе? – Спасибо, одной достаточно. 8. Он сделал вторую, третью попытку, и лишь четвертая увенчалась успехом. 9. У них восемь членов семьи. Вторая машина не помешала бы. 10. В гараже две машины. Одна папина, а вторая моего старшего брата. 11. Согласно конституции, четырехлетний срок полномочий президента заканчивается в полдень 20 января. 12. Кто говорит, что третий лишний? Наоборот, бог троицу любит. 13. Сейчас я перечитываю «Тысячу и одну ночь». 14. Население этого города – семь миллионов человек. 15. Первая любовь не забывается. 16. Они встретились на премьере. 17. Давай устроим чай на двоих, хорошо? 18. Книгами А. Кристи зачитываются миллионы. 19. Многим нравятся фильмы шестидесятых. 20. Ему было где-то ближе к пятидесяти. 21. Мои друзья живут на Третьей улице Строителей. 22. Дети пробрались через изгородь на четвереньках. 23. Вода покрывает две трети, около 70 %, земной поверхности, тогда как одна третья часть земли покрыта сушей. 24. Бурдж-Халифа в Дубае – самое высокое и многоэтажное здание, 828-метровый и 163-этажный небоскреб, на строительство которого было потрачено 1,5 миллиарда долларов. 25. В 2018-м только 6,320 новобранцев было зачислено в ряды армии, что является самым низким уровнем с 2009-м. 26. С начала года продажи

на сайте интернет-магазина выросли на 57.85 %, что составляет около двух третей месячных продаж.

Communicative Activities

Read the extract below from the article "Bailed out and broke, Dubai opens the world's tallest building" paying great attention to the use of numerals.

Could you share some most exciting facts or peculiarities concerning national parks, buildings, malls, bridges or some other constructions throughout the world?

The world's tallest building, the Burj Dubai, officially opened on 4 January 2010, leaving a colossal reminder of the hubris that brought the emirate crashing in November 2009, having received a crucial \$10bn (£6bn) bailout from Abu Dhabi, news which sent shares in the Gulf region soaring.

The \$4.1bn building is 818 metres (2,684ft) high, has more than 160 floors and will boast the world's highest observation deck. More than 50 lifts travelling at 25 meters per second (mph), will take two minutes to reach the top.

It is claimed that almost all the 1,000 or so residential apartments in the tower have already been sold, in defiance of a property crash that saw prices drop by 50 % last year.

During Dubai's boom years, developers built increasingly outlandish schemes including the "seven-star" hotel Burj Al Arab and a 22,500 sq m ski resort on the edge of the desert. Work on an archipelago of man-made islands in the shape of the world's land masses has been suspended due to the financial crisis.

The Burj is more than 300 metres higher than its nearest rival, the Taipei 101 skyscraper. The tallest tower in the United States, the Willis Tower in Chicago (formerly known as the Sears Tower), is 442m high.

An outdoor observation deck, named At the Top, opened on 5 January 2010 on the 124th floor, at 452 m (1,483 ft). It features the electronic telescope, which allows visitors to view the surrounding landscape in real-time, and to view previously saved images such as those taken at different times of day or under different weather conditions. When the tide is low and visibility is high, people can see the shores of Iran from the top of the skyscraper.

Review Test

Task 1. Spell out the following numbers.

1. 2,909 stairs; 2. 16.83 mph; 3. 2,946,750 L; 4. £2,354.50; 5. 34%;
6. 2 ⅓; 7. the 162nd floor; 8. the fashions of the 70s; 9. 0.809%;
10. 23 October, 2005; 11. 34–766–890; 12. – 6 °C.

Task 2. Insert an appropriate article.

1. Without _ 244-metre spire the tower would be _ 585 meters tall. 2. _ 304-room hotel, _ first of _ by Armani, occupies _ 15 of _ lower 39 floors. 3. Offices and suits fill all _ floors, except for _ 122nd and _ 123rd. 4. The lecturer was bombed with _ thousand questions from _ third-year students. 5. They lived in _ apartment 82 on _ 12th floor, in _ house 25, in _ Fourth Street. 6. The couple celebrated _ 20th anniversary of their marriage, with half _ hundred guests invited to the restaurant. 7. Will you give me _ second chance? 8. Will you read _ text 12 on _ page 32? 9. The player was in _ seventh heaven after he defeated the rival _ third time. 10. When Dick was _ 32-year-old film star, he enjoyed partying, dressed up to _ nines.

Task 3. Translate into English paying attention to the usage of numerals.

1. После 16 лет работы, 7 августа 1782-го, в Санкт-Петербурге, на Сенатской площади, по приказу Екатерины II был воздвигнут первый памятник Петру I. 2. В 2016-м 64% женщин желают приобрести подержанные вещи, по сравнению с 33% в 2006-м. 3. Внезапно этот четырехметровый прыжок ощущается как прыжок на 2,004 метра. 4. Когда сократили продолжительность рабочей недели на три восьмых, количество звонков увеличилось фактически наполовину. 5. Около 5,250 шедевров испанского мастера были представлены в великолепном замке XVII века, в отеле Сале (Hôtel Salé). 6. Тысячи зерновых культур были уничтожены роями саранчи, которые насчитывали до 200 миллиардов особей. 7. В вестибюлях на этажах 43 и 76 расположены плавательные бассейны. 8. Температура воздуха на уровне 165-го этажа на 10 градусов ниже, чем у основания здания. 9. С приходом третьего поколения, винтажные вещи, считается, относятся не только к 20-м, 30-м годам, но иногда к 50-м и 60-м. 10. Площадь была увеличена для публики до 3,850 квадратных метров, для 37 галерей и зрительного зала на 95 мест.

GLOSSARY OF LINGUISTIC TERMS

Entry	Definition
agreement	a type of predicative dominating connection of the subject and the predicate in number and person, <i>cf.</i> : <i>concord</i>
affixation	a means of formation of words by adding derivational affixes (suffixes, prefixes and inflexions) to different types of bases
case	a grammatical category of a word showing the relation of the word referent to another one, <i>cf.</i> : <i>genitive case</i>
categorial	expressing lexico-grammatical properties of words of the same class
clause	a sentential part of a composite sentence built up by one predicative line; clauses may relate to each other within a sentence on the basis of coordination and/or subordination, <i>cf.</i> : <i>sentence</i>
gender	a correlative division of nouns into male, female and neuter classes
concord	the correspondence between two units whose lexico-grammatical forms should agree with each other in number, person and gender, <i>cf.</i> : <i>agreement</i>
consecutive phrase	a phrase based on logical domination of one element over another
constituent	an integral part of a whole
contextualization	a particular usage of language units predetermined by a definite semantic and lexico-grammatical structure of a text
coordinative phrase	a phrase based on coordination and consisting of elements of equal rank
correlation	connection or relationship between/among two or more language units or their referents
derivational affixes	morphemes contributing to word-formation of language units
derivative	a derived word formed by derivational constituent morphemes (root-morphemes and affixal morphemes)

Entry	Definition
descriptive meaning	bringing out some supplementary aspect of the referent (aspective meaning), <i>cf.</i> : <i>limiting</i>
differential feature	distinctive feature of a categorial form
elementary unit	a unit indivisible into minor constituents
function	a special purpose of a language unit to serve within an utterance
functional parts of speech	classes of words having a partial, incomplete nominative value, for instance, nouns, adjectives or pronouns, <i>cf.</i> : <i>notional parts of speech</i>
grammatical category	a category expressing a correlative grammatical form characteristic of a particular part of speech (the category of case, the category of number, the category of comparison)
idiom	an expression unique to a language and whose sense is not predictable from the meanings of its constituents
inflectional suffix	a grammatical suffix which is added to the end of the morpheme groups to show a grammatical category such as number, genitive case, comparison or tense
Limiting meaning	singling out some definite property of the referent from the others of the same class (restrictive meaning), <i>cf.</i> : <i>descriptive</i>
morpheme	the smallest meaningful language unit and a constituent part of a word which expresses a generalized, significative meaning
nomination	naming the referent of a word
non-personal referent	with reference to things, notions and phenomena of non-human and/or inanimate nature, <i>cf.</i> : <i>personal referent</i>
notional parts of speech	classes of words having full, complete nominative value, for instance, prepositions, conjunctions or auxiliaries, <i>cf.</i> : <i>functional parts of speech</i>

Entry	Definition
part of speech	a class of words distinguished by a particular set of lexico-grammatical features – categories
personal referent	with reference to human beings, <i>cf.</i> : <i>non-personal referent</i>
prefix	a morphemic unit used for word-formation and joined at the beginning of a word base or stem to form a new lexical unit, <i>cf.</i> : <i>suffix</i>
referent	a thing, an object, a phenomenon, an event denoted by a word or a phrase
Pluralia Tantum	invariable plural nouns that agree with the plural form of the verb, <i>cf.</i> : <i>Singularia Tantum</i>
root (morpheme)	The lexical nucleus of a language unit carrying the basic lexical meaning, with all affixes removed
segmental	built up by means of separate but correlated language units
sentence	an integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a communicative purpose; according to their syntactic structure, sentences are divided into simple and composite, <i>cf.</i> : <i>clause</i>
sign	a material symbol of a unit denoting its meaning
Singularia Tantum	invariable singular nouns that agree with the singular form of the verb, <i>cf.</i> : <i>Pluralia Tantum</i>
stem	an initial lexical form of a language unit eligible for word-formation
structure	a set of relations between the elements of a system
stylization	a functional usage of language units purposefully designed for a particular style of a text
substance	a particular type of real matter; the entity of things, notions and phenomena

Entry	Definition
substantive	a noun; referring to the entity of things, notions and phenomena
suffix	a morphemic unit used for word-formation and joined at the end of a word base or stem to form a new lexical unit, <i>cf.</i> : <i>prefix</i>
suppletivity	the formation of word-forms by means of different roots
system	a structural set of elements interdependent and interrelated with each other on the basis on a common function
unit	a constituent of a language system
Valency/valence	the ability of a language unity to take a potential combinability with another one

APPENDIX 1

CLASSIFICATIONS OF THE NOUN

1.1. Semantic classification of the noun

The Noun									
Common Nouns						Proper Names			
Concrete		Abstract		Collective		Geographic	Personal	Social	
Class Countable	Material Uncountable	Countable	Uncountable	Countable	Uncountable	The Pacific The Pyrenees The Amazon The Hague Mont Blanc Holland The Far East	John Poor Liza Aunt Ann The Elliots Doctor Lister Richard II Jane Austen	Hyde Park Tower Bridge Wall Street The Savoy The Times The Titanic The Louvre	
bush message scientist pocket	soil liquid granite gas	career discovery impact viewpoint	health anxiety support music	staff audience troops people	luggage research equipment knowledge				

1.2. Collective nouns

Collective Nouns		
Singular invariable nouns	Plural invariable nouns	Nouns of "multitude"
<i>baggage, junk, foliage, rubbish, debris, linen, income, damage, injury, furniture, news, equipment, software, fruit, cutlery, machinery, knowledge, jewellery, information, research, workforce</i>	<i>people, clergy, police, cattle, livestock, poultry, fowl, vermin, troops, damages, belongings, clothes, goods, oats, riches, premises, slums, savings, earnings, sweepings, suburbs, outskirts</i>	<i>a crew, a council, a staff, a band, a herd, a hive, a flock, a pride, a shoal (of whales), a board, a fleet, a bunch, the jury, the elite, the public, the audience, the press, the army, social media</i>

1.3. Invariable nouns

Invariable nouns	
Singular invariable nouns – Singularia Tantum	Plural invariable nouns – Pluralia Tantum
1) material nouns (e.g., <i>plastic, liquid, cement, slush</i> , etc.); 2) abstract nouns (e.g., <i>curiosity, defense, delicacy, fear</i> , etc.); 3) collective nouns (e.g., <i>furniture, damage, research</i> , etc.); 4) names of diseases, including nouns ending in -s (e.g., <i>measles, mumps, arthritis, diabetes, rash, pneumonia</i> , etc.); 5) names of (sports) games, including nouns ending in -s (e.g., <i>bowls, gymnastics, dice, fencing, cricket, rugby</i> , etc.); 6) branches of arts and sciences, including nouns ending in -ics (e.g., <i>mechanics, acoustics, chemistry, poetry</i> , etc.); 7) proper geographical names, including nouns ending in -s (e.g., <i>Wales, Athens, the Philippines</i> , etc.)	1) nouns denoting names of devices, tools and articles of clothes consisting of two inseparable parts (e.g., <i>tongs, pincers, scales, tights, suspenders, flannels</i> , etc.); 2) collective nouns (e.g., <i>police, livestock, poultry, damages, riches, remains, leftovers, peelings, benefits</i> , etc.); 3) miscellaneous nouns (e.g., <i>premises, lodgings, preserves, greens, stairs, customs, regards, contents, suburbs</i> , etc.); 4) proper nouns, denoting chains of islands, mountains, areas (e.g., <i>the Florida Keys, the Bahamas, the Canary Islands, the Caribbean (Islands), the Hebrides, the Alps, the Rocks, the Pyrenees, the Himalayas, the Highlands</i> , etc.)

APPENDIX 2

MEANS OF WORD-FORMATION

2.1. Types of word-formation

Types of Word-Formation	Nouns	Pronouns	Adjectives	Adverbs	Numerals
Derivation	prearrangement	<i>others, themselves;</i> <i>(the)ones,</i> <i>one's family</i>	illegible, disobedient	tiredly, astray	<i>thirteen,</i> <i>the eightieth</i>
Conversion	<i>a drive; must-sees,</i> <i>the injured, essential</i>	<i>anybody, whoever,</i> <i>each other</i>	<i>a forever house,</i> <i>must-see movie</i>	<i>deadly boring,</i> <i>to live large</i>	<i>three</i> <i>score (sixty)</i>
Compounding	<i>sound-proof, editor-in-chief; background</i>		<i>broken-hearted,</i> <i>cut-price tickets</i>	<i>Outside,</i> <i>homewards,</i> <i>crossways</i>	<i>twenty-six,</i> <i>three-fourths</i>
Shortening	<i>sci-fi (science fiction);</i> <i>DIY (do-it-yourself)</i>	<i>sb. (somebody),</i> <i>yrs (yours)</i>	<i>incl. (inclusive),</i> <i>F (false),</i> <i>M (medium)</i>	<i>esp. (especially),</i> <i>fwd. (forward)</i>	<i>bn. (billion)</i>

2.2. Affixational word-formation

Prefixes	Nouns	Adjectives	Adverbs
a-	<i>abasement</i>	<i>atypical</i>	<i>astray, aback</i>
anti-	<i>anticlimax</i>	<i>anti-aging, antisocial</i>	<i>antisocially</i>
de-	<i>decomposition</i>	<i>destructive</i>	<i>destructively</i>
dis-/mis-	<i>misadventure</i>	<i>dishonest</i>	<i>dishonestly</i>
il-/im-/in-/ir-	<i>illegitimacy; impatience</i>	<i>impatient; inevitable</i>	<i>irrelevantly</i>
mal-	<i>maltreatment</i>	<i>maladaptive, maladjusted</i>	
un-	<i>uncertainty, unfitness</i>	<i>uncertain, unavoidable</i>	<i>unavoidably</i>
bi-	<i>bimonthly, bifocals</i>	<i>bifocal, bilingual</i>	<i>bilaterally</i>
co-	<i>co-defendant</i>	<i>co-existent; coeducational</i>	<i>coordinately</i>
counter-	<i>counterwork</i>	<i>counter-revolutionary</i>	
ex-	<i>ex-miner, ex-serviceman</i>	<i>explosiv;</i>	<i>explosively</i>
inter-	<i>interaction, intermarriage</i>	<i>international</i>	<i>interracially</i>
hyper-/over-	<i>hyperspace, overweight</i>	<i>overpowering, overrated</i>	<i>overpoweringly</i>
macro-	<i>macrostructure</i>	<i>macrobiotic</i>	<i>macroscopically</i>
micro-	<i>microwaves, microprint</i>	<i>microwavable</i>	<i>microscopically</i>
multi-/poly-	<i>multi-purpose, poly-culture</i>	<i>multi-disciplinary</i>	<i>multifariously</i>

non-	<i>non-aggression</i>	<i>non-dairy</i>	<i>non-stop</i>
omni-	<i>omniscience</i>	<i>omniscient, omnipresent</i>	<i>ominously</i>
para-	<i>paraphrase, paratroops</i>	<i>paramilitary</i>	<i>paradoxically</i>
post-	<i>post-graduate</i>	<i>postcolonial, post-dated</i>	<i>post-haste</i>
pre-/fore-	<i>prearrangement, forecast</i>	<i>precautious, foreseeing</i>	<i>previously</i>
re-	<i>re-insurance, recapture</i>	<i>re-educational, rewritten</i>	<i>reciprocally</i>
self-	<i>self-actualization</i>	<i>self-adhesive</i>	<i>self-consciously</i>
trans-	<i>transmission</i>	<i>transformative</i>	<i>transparently</i>
under-	<i>undervaluation</i>	<i>under-nourished</i>	<i>underfoot</i>
uni-	<i>unicycle, uniform</i>	<i>unilateral</i>	<i>universally</i>
Suffixes			
Nouns		Adjectives	
-ant/-ent	<i>applicant, defendant</i>	-able	<i>admirable</i>
- (i)an	<i>physician, technician</i>	-ible	<i>responsible</i>
-dom	<i>kingdom, wisdom</i>	-al	<i>structural</i>
-ee	<i>trustee, refugee</i>	-ant	<i>ignorant</i>
- (e) er/-or	<i>mountaineer, distributor</i>	-ent	<i>prominent</i>
-i (y)st	<i>journalist, analyst</i>	-ate	<i>elaborate</i>
-ess/-ette	<i>waitress, usherette,</i>	-ed	<i>talented</i>
-hood	<i>neighborhood</i>	-ful	<i>faithful</i>

-kind	<i>humankind</i>	-ic	<i>scientific</i>		
-age	<i>leakage, coverage</i>	-ing	<i>astonishing</i>		
-al	<i>approval, recital</i>	-ish	<i>bookish</i>		
-a (e) nce	<i>confidence, appliance</i>	-ive	<i>impressive</i>		
-ing	<i>meaning; casting</i>	-less	<i>breathless</i>		
-s (t) ion	<i>confusion, hesitation</i>	-like	<i>dreamlike</i>		
-ism	<i>terrorism, vandalism</i>	-ly	<i>friendly</i>		
-ment	<i>excitement, nourishment</i>	-ous	<i>industrious</i>		
-ness	<i>awareness, nervousness</i>	-some	<i>awesome</i>		
-ry	<i>forestry, rivalry</i>	-y	<i>dreamy</i>		
-ship	<i>partnership, scholarship</i>				
-(i)ty	<i>popularity, sensibility</i>				
-th	<i>breadth, growth</i>				
-(c)y	<i>frequency, proficiency</i>				

APPENDIX 3 SPELLING RULES

3.1. Plural forms of nouns

Regular plural of nouns

ending in vowels and voiced or voiceless consonants	-s	<i>trays, sparrows, bears, magazines, drops, sticks, lights, dates</i>
ending in -ce, -s (e), -sh, -ch, -x, -ze (sibilants)	-es	<i>places, matches, crosses, bushes; cf.: quizzes, patriarchs</i>
ending in -o preceded by a consonant	-es	<i>potatoes, echoes, heroes</i>
ending in -o preceded by a vowel; borrowings; proper names	-s	<i>radios, studios, bamboos, zoos; photos, pianos, concertos; Filipinos, Eskimos</i>
ending in -y preceded by a consonant	-ies	<i>cry – cries, party – parties, story – stories</i>
ending in -y preceded by a vowel	-s	<i>keys, plays, convoys</i>
ending in -f (e)	-ves	<i>calf – calves, half – halves, knife – knives, leaf – leaves, loaf – loaves, wife – wives</i>
ending in -f (e)/-ff	-s	<i>belief – beliefs, cliff – cliffs, roof – roofs</i>
ending in -th	-s	<i>months, paths, mouths</i>

Irregular plural

A change of root vowel	<i>man – fmen, woman – fwomen, tooth – fteeth, foot – feet, mouse – mice, goose – fgeese, louse – lice</i>
the suffix -en	<i>ox – oxen, child – children</i>

Identical form

identical with the singular form	<i>an aircraft – two aircraft, a bison – two bison, a moose – two moose, a sheep – two sheep, a deer – two deer, a fish – several fish</i>
nouns ending in -s	<i>a means – several means, a headquarters – several headquarters, a species – several species, a works – a few works</i>

names of nationalities ending in -ese, -ss	<i>a Swiss – several Swiss, a Portuguese – several Portuguese, a Sudanese – two Sudanese</i>
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Plural of compounds

the final component takes the plural form	<i>handfuls, drawbacks, fireplaces, fish-eaters, schoolmasters, housewives, forget-me-nots, merry-go-rounds, go-betweens</i>
the first component takes the plural form	<i>passers-by; lookers-on; standers-on; editors-in-chief; men-of-war; governors general; courts martial</i>
both the first and the final component take the plural	<i>men cooks, women drivers, women builders, women voters, men teachers, women bikers</i>

Plural of borrowings

-is changes into -es	<i>basis – bases; crisis – crises, analysis – analyses</i>
-on changes into -a	<i>criterion – fcriteria; phenomenon – fphenomena</i>
-us changes into -i	<i>stimulus – fstimuli; radius – fradii, genius – fgenii, fungus – fungi</i>
-um changes into -a	<i>stratum – fstrata; datum – fdata</i>
-a joined by -e	<i>formula – fformulae; vertebra – fvertebrae</i>
-ex, ix change into -ices	<i>index – findices; matrix – fmatrices</i>

3.2. The Genitive Case inflection -'s/-s'

singular nouns	-'s	<i>the director's speech, the actress's play</i>
singular proper names ending in -s	-'s or an apostrophe (')	<i>Dickens's novels, Athens' tourism</i>
regular plural nouns	-s'	<i>soldiers' uniforms, the Smiths' mansion</i>
irregular plural nouns	-'s	<i>children's games, women's safety</i>
invariable plural nouns	-'s	<i>people's protests, the police's statements</i>
pronouns	-'s	<i>nobody's fault, each other's visits, cf.: other s' feelings</i>

3.3. Comparative and superlative degree of mono/disyllabic adjectives

Adjectives	Positive	Comparative	Superlative
ending in a consonant	<i>thick, deep</i>	<i>thicker, deeper</i>	<i>thickest, deepest</i>
ending in the mute -e	<i>wide</i>	<i>wider</i>	<i>widest</i>
ending in the consonant -y	<i>dry, happy</i>	<i>drier, happier</i>	<i>driest, happiest</i>
with a short vowel	<i>fat, sad</i>	<i>fatter, sadder</i>	<i>fattest, saddest</i>

APPENDIX 4

THE COMMON CASE VS. THE GENITIVE CASE

Meanings	The Genitive Case
the possessive genitive	<i>Emily's generous relatives, the company's moral values, the family's movable property, the Earth's gravity; the fox's den</i>
the genitive whole to its constituents	<i>the child's dirty hands, the lion's strong paws</i>
the subjective genitive	<i>the parents' hesitating consent, the doctor's medical conclusion, the deputy's participation, the Queen's reign</i>
the origin genitive	<i>Albert Einstein's general theories, the playwright's social tragedies, the authorities' traffic laws</i>
Meanings	The of-phrase
the possessive referent of inanimate things and abstract notions	<i>the foot of the mountain, the frame of the page; the sounds of music, the significance of reputation; the value of dignity</i>

content, quality and measurement referent	<i>a packet of biscuits, crowds of rebellions, a period of innovation, a feeling of relief, an issue of importance, a building of enormous size</i>
the objective referent	<i>the support of freelance artists, the punishment of children, the development of technologies, studies of human evolution</i>
prepositional phrase or clause	<i>the whole frame of the dog beneath the bars, the support and trust of voters from our generation; the summit of representatives from governments that cover around a third of the world's population</i>
certain fixed expressions and titles	<i>the Prince of Wales, the Bank of England</i>
Meanings	The Noun + Noun Combination
material or substance	<i>leather upholstery, cloth bags, sand whirl, horseradish cream</i>
relation to (meant for/ aimed at/caused by)	<i>education issue, hunting equipment, conservation charity, fruit and veg stalls, volcano victims, impeachment proceedings</i>
locality of events, organizations or activities	<i>the Geneva Summit; New Zealand travel, France strikes, mountain trips, seaside resorts, desert (street, horse) racing</i>
dedication to (named after/headed by)	<i>Charles Darwin University, The Rembrandt House Museum, the Roosevelt administration, the Picasso collection</i>
distance and temporal/seasonal measurements	<i>a twenty-mile race, a four-hour documentary, 145-storey building 300 meter depth, summer festivals, May local elections</i>
resemblance (shape/ look)	<i>a shell building, a leopard outfit; a pencil skirt, ruffle sleeves</i>
a whole to its constituents	<i>shop windows; coat pockets, book covers, car industry, car wheels</i>
the object of the action	<i>a truck driver, a meal preparation, house clearances, animal taming, space exploration, egg thieves</i>

APPENDIX 5

ADJECTIVAL INTENSIFIERS

Positive Degree	Comparative Degree	Superlative Degree
<i>ever so relaxing</i> <i>a most amazing experience</i>	<i>far/much cozier</i> <i>still more spacious</i> <i>a great deal/a lot merrier</i>	<i>by far the most dangerous</i> <i>the very brightest students</i>
<i>not ... that useful</i> <i>not ... all that desperate</i> <i>not ... as terrible as that</i>	<i>grew taller and taller</i> <i>more and more polluted</i>	<i>the highest in the world</i> <i>the largest of all</i>
<i>highly valuable</i> <i>totally deaf</i> <i>thoroughly exhaustive</i> <i>pretty/dead exhaustive</i> <i>somewhat (more) different</i> <i>fairly good</i>	<i>none the better for the visit</i> <i>no healthier for all your curing</i> <i>not ... any/at all more exciting</i>	<i>the most striking pop festival ever possible/desirable/imaginable/available, etc.</i>
	<i>the higher... the harder,</i> <i>the kinder... the more generous</i>	<i>the most marvelous landscapes (they had) ever seen/ever known/ever heard/ever visited, etc.</i>

APPENDIX 6

WORD ORDER OF ADJECTIVES

opinion	size	quality	age	form/ shape	colour/ pattern	adjectival participles	origin	material/ substance	relative adjective	noun
lovely, terrible	large, tall, long, short	clear, busy, famous	old, modern, ancient	round, fat, thin, tight	red, stripy, flowery	furnished, missing	Italian, Arabian	silky, lacy, leather	chemical, cultural	avenues attires
			medieval			restored	Spanish	wooden		monasteries
		spacious					French	stone		farmhouse
	huge					gilt-framed			Victorian	canvases
awesome				baggy	yellowish		Turkey	woolen		sweater

APPENDIX 7. NUMERALS

Cardinal Numerals/Ordinal Numerals			
0 – zero, naught, oh 1/st – one/first 2/nd – two/second 3/rd – three/third 4/th – four/fourth 5/th – five/fifth 6/th – six/sixth 7/th – seven/seventh 8/th – eight/eighth 9/th – nine/ninth	10/th – ten/tenth 11/th – eleven/eleventh 12/th – twelve/twelfth 13/th – thirteen/thirteenth 14/th – fourteen/fourteenth 15/th – fifteen/fifteenth 16/th – sixteen/sixteenth 17/th – seventeen/seventeenth 18/th – eighteen/eighteenth 19/th – nineteen/nineteenth	20/th – twenty/twentieth 30/th – thirty/thirtieth 40/th – forty/fortieth 50/th – fifty/fiftieth 60/th – sixty/sixtieth 70/th – seventy/seventieth 80/th – eighty/eightieth 90/th – ninety/ninetieth 100/th – a hundred/ hundredth 1000/th – a thousand/ thousandth 1,000,000/th – a million/ millionth	21/st – twenty-one/twenty-first 32/nd – thirty-two/thirty- second 43/rd – forty-three/forty-third 56/th – fifty-six/fifty-sixth 108/th – a hundred and eight/ A hundred and eighth 674/th – six hundred and seventy-four/ six hundred and seventy-fourth 5,012/th – five thousand and twelve/ five thousand and twelfth 9,073,546 – nine million seventy-three thousand five hundred (and) forty-six
Fractional numbers		Decimal fractions	
1/2 – a half 1/3 – a (one) third 1/4 – a (one) quarter 1/6 – a (one) sixth 1/9 – a (one) ninth	2/3 – two-thirds 3/8 – three-eighths 3/4 – three-quarters 4/5 – four-fifths 4/6 – four and two-sixths	0.25 – point two five/naught (zero) point two five 0.605 – naught (zero) point six oh (zero) five 1.5 – one point five 12.45 – twelve point four five 385.803 – three hundred and eighty-four point eight oh (naught, zero) three 43.008 – forty-three point oh oh (zero zero) eight	

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Учебное издание
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Радченко Людмила Ивановна
Бондаренко Светлана Владимировна

Курс практической грамматики английского языка
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Учебное пособие

Редактор *Алексеева А.А.*
Оформление обложки *Удовенко В.Г.*
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119435, Москва, ул. Малая Пироговская, д. 1, стр. 1.



Управление издательской деятельности
и инновационного проектирования (УИД и ИП) МПГУ.
119571, Москва Вернадского пр-т, д. 88, оф. 446,
тел. (499) 730-38-61, e-mail: izdat@mpgu.su.
Отпечатано в отделе оперативной полиграфии
УИД и ИП МПГУ.

Подписано в печать 17.08.2021. Формат 60х90/16.
Бум. офсетная. Печать цифровая. Усл. печ. л. 18,25.
Тираж 500 экз. Заказ .