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English Articles and their Usage

Навчально-методичний посібник
для студентів філологічних спеціальностей

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English Articles and their Usage: Навчально-методичний посібник
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У доступній для читача формі в навчально-методичному
посібнику викладено теоретичні положення про особливості
артиклів сучасної англійської мови, які викликають труднощі
для практичного їх уживання в усному й писемному мовленні.

Для студентів, викладачів, учнів та вчителів, абітурієнтів
та тих, хто самостійно вивчає граматику англійської мови.

ПЕРЕДМОВА

Навчально-методичний посібник «Артикли англійської мови та їх використання» призначений для викладачів та студентів філологічних спеціальностей педагогічних коледжів.

Посібник може використовуватися вчителями й учнями середніх шкіл з поглибленим вивченням англійської мови та абітурієнтами. Він також розрахований на тих, хто самостійно вивчає граматику англійської мови. Мета посібника – допомогти під час засвоєння, систематизації та поглиблення знань про особливості артиклів сучасної англійської мови, а також сприяти формуванню навичок правильного вживання артиклів в усному й писемному мовленні.

У посібнику подано теоретичний, практичний, контрольний та довідковий матеріали.

Теоретичний матеріал посібника розподілено на 4 розділи, в яких висвітлено загальні поняття про артикли, їх види, вживання у сталих виразах, з іменниками. Особливу увагу приділено труднощам у вживанні артиклів, подано методичні поради для кращого сприйняття та використання артиклів англійської мови.

Теоретичні положення посібника проілюстровані текстами з англійської та американської художньої літератури, зі статей у наукових виданнях з різних галузей знань. Такий вибір матеріалу дозволив узяти до уваги кількісні і якісні характеристики використання англійських артиклів у різних контекстах.

Практичний матеріал містить граматичні вправи з теми «Артикли» та ключі до них.

Система граматичних вправ дає змогу надійно закріпити вивчену тему.

У контрольному матеріалі подано тести (з ключами), які допоможуть перевірити набуті знання студентів з вивченої теми.

У посібнику, окрім текстового матеріалу, подані таблиці, мапи та малюнки, які висвітлюють основні теоретичні й практичні аспекти вживання артиклів англійської мови.

У додатках до посібника подано географічні мапи світу, які можна використати як наочний матеріал під час виконання практичних завдань.

Словник лінгвістичних термінів, наведених у посібнику, допоможе студентам в роботі над теоретичними і практичними положеннями його.

Посібник укладено на основі практичного досвіду викладачів англійської мови.

CHAPTER 1. THE GENERAL NOTION OF ARTICLES

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INTRODUCTION

This work allots a task to define the ways of penetration to the essence of such complex phenomenon as the article. The article presents the student with one of the most difficult and intricate problems of language structure. Although a great number of philologists have treated the article in English language, it will be only fair to say that even the most essential points concerning the theory of the articles still remain doubtful.

How fast and correct students will learn to use articles depend on the clear formulated theory of the given question. Therefore the all-round and adequate description of functioning of the article possesses the doubtless urgency and the scientific value.

The object of this work is to present the main facts connected with the use of the articles.

The purpose of the work is to examine the role of articles of the English language.

During the research work the analysis of the works of fiction and the narrative texts of the English and American authors, the journal articles and the scientific literature on various areas of knowledge was made. Such selection of the material has allowed taking into account quantitative and qualitative characteristics of the use of English articles.

CHAPTER 1. THE GENERAL NOTION OF ARTICLES

1.1. Articles and their Usage

An article is a word that is put next to a noun to indicate the type of reference being made by the noun.

The article is a function word, which means it has no lexical meaning and is devoid of denotative function. Semantically the article can be viewed as a signifier, i.e. a linguistic unit representing some conceptual content without naming it.

As you know, there are two articles in English: the definite article "the" and the indefinite one "a". It has become a tradition to single out the so-called "zero" article, which is found in the contexts where neither the definite nor the indefinite article is used. It is better to speak of the zero article rather than of the absence of the article. We speak of zero units in situations where the grammatical meaning needs to be made explicit [9, 50].

In a sentence "___ John was lying on the chair" the noun phrase "___ John" is said to have a zero article rather than no article. Compare to "A book was lying on a chair", here the noun phrase "a book" clearly has an article. Thus it is logical to assume that a noun phrase "___ John" should have an article as well. Generally proper nouns, such as names, are automatically definite and use zero articles.

E.g.: Wolfert pushed it open. (W. Irving, 203)

The definite article signals the definiteness of the object named, the indefinite article and the zero article usually signal the indefiniteness of the object named. The indefinite, definite and zero articles are mutually exclusive [15, 33].

The definite and the indefinite article as mutually exclusive stand in obvious contrast. Their use is built around contrasting *definiteness* and *indefiniteness*, *generalization* and *concretization*. With the zero article distinction must also be made between such contrastive uses based on the category of number as: *Singular* (the indefinite article) :: *Plural* (the zero

article) *Countable* (the indefinite article) :: *Uncountable* (the zero article) [12, 84].

The definite article has individualising semantics (*this* — *these*, *that* — *those*, *my*, *our*, *your*, *his*, *her*, *its*, *their*), and the indefinite article has generalising semantics (*another*, *some*, *any*, *every*, *no*). The type of the division is such as to show the integration of the article meanings into the total semantic volume of the determiners. In other words, the article determination of the noun as a specific grammatical category remains valid also in such cases when the noun is modified not by the article itself, but by a semi-notional determiner. This is clearly seen in equivalency confrontations such as the following:

But unhappily *the wife* wasn't listening. – But unhappily *his wife* wasn't listening.

The whispering voices caught the attention of the guards. – *Those whispering voices* caught their attention.

What could *a woman* do in a situation like that? – What could *any woman* do in that sort of situation?

At least I saw *interest* in her eyes. – At least I saw *some interest* in her eyes.

Not a word had been pronounced about the terms of the document. – *No word* had been pronounced about those terms [6, 83].

It should be mentioned that the article is a structural part of speech and it is used with nouns. The structural and lexical meanings of nouns appear inextricably involved and are inseparable. The meaning of the article reveals itself in actual speech, i. e. in relation to a noun used in a given context [12, 86].

The definite article and the indefinite/zero articles represent two different ways of presenting the object named by a noun: an introductory presentation and an anaphoric presentation (that is, as it were, a "referring back" presentation).

E.g.: A man and a woman sit in a field of daisies. The man sits sadly in the field of daisies. (G. Saunders, 81)

Here the indefinite article introduces a new object, while the definite article in the second sentence refers the listener (reader) to the object already mentioned in the previous sentence [15, 33].

Since the article is a noun determiner and the noun is the headword in a noun phrase, the syntactical role of the article consists in marking off a noun or a noun phrase, as part of the sentence.

E.g.: The car had gone as far as it could. (John Updike, 76)

A particularizing attribute serves to point out one particular object. The speaker in the given example tells about the particular car.

The morphological value of the article lies in signaling the substantialization of the other parts of speech, mainly adjectives or participles, also pronouns, adverbs, numerals [2, 4].

E.g.: ...the yellow pumpkins lying beneath them, ...giving ample prospects of the most luxurious of pies; ... (W. Irving, 83)

Luck favoured us, and in the first we tried the concierge told us that we should find him on the top floor. (W.S. Maugham, 124)

Summarizing all above-mentioned we may say that the article is a way to correlate subject concept with a speech situation. The article is a structural part of speech used with nouns. It's one of the main means of conveying the idea of definiteness and indefiniteness.

The definite article usually presents the notion as something already familiar before, whereas the indefinite article introduces a new item of information.

1.2. Functions of Articles

The invariant function of all the articles (i.e. the function all of them are used in) is that of **determination**. Any human language has a system of devices used to determine words as parts of speech. In English language the article is the basic noun determiner.

The special character of the article is clearly seen against the background of determining words of half-notional semantics. Whereas the function of the determiners such as *this, any, some* is to explicitly interpret the referent of the noun in relation to other objects or phenomena of a like

kind, the semantic purpose of the article is to specify the noun referent, as it were, altogether unostentatiously, to define it in the most general way, without any explicitly expressed contrasts [6, 74].

E.g.: Some slaves peered curiously over the side. – The slaves fell asleep over their oars. (Oscar Wilde, 134)

In the first sentence slaves strange to us are mentioned. In the second sentence we see simply the slaves, without a further connotation.

The second function of the articles is the theme-and-rheme markers.

The choice of articles may be also determined by the communicative structure of the sentence (i.e., by its actual division), because a sentence usually admits of a division into two informational portions: into the so-called "theme" (i.e., "the known") and "rheme" ("the new"). The portion called "theme" carries the old information, that is, the information already shared by the hearer and by the speaker (or, at least, the speaker believes it to be the case). Hence the definite article is used to denote "theme". The Nouns carrying new information usually get the indefinite/zero article [15, 33].

E.g.: 1. The former playmates slithered in. (John Updike, 76)

2. And a man came out of the crowd and spake bitterly to him... (Oscar Wild, 146)

The use of articles is also governed by the so-called situational context.

E.g.: He couldn't believe it: they were going to lead him like some moron right to the parking lot of the Alton Motor Inn. (John Updike, 81)

Here "the parking" is a part of the new information, but at the same time it is the object we have already had in mind, hence the definite article before the word "parking".

The object denoted by the word is called the "referent". Referents can be concrete, if something is said about a concrete object or phenomenon, and general, if what we say is true for the whole class of objects.

E.g.: I had the idea that Dirk, a man of greater emotional reactions than depth of feeling, would soon forget;... (W.S. Maugham, 206)
– a concrete man.

The man in the street. (Proverbs, 17) – any man.

In the second sentence the definite article is used as a deixis¹ of generalization. **The generalizing function** can be performed by the definite, the indefinite and the zero articles.

The zero article is used in the plural or with uncountable nouns, for example:

*Conscience and cowardice are really the same things.
Iron is metal.*

When concrete nouns are used in generic sense, they are usually preceded by the definite article. The indefinite article may be used when two classes of objects are compared, for example:

A dog is stronger than a cat.

The general conclusion about the strength of cats and dogs is first made on the level of individuals, i.e. to determine who is stronger we would probably have to get a dog and a cat to fight. Then we would pick up another dog and another cat, until some general conclusion could be drawn. This is the reason the indefinite article appears in this sentence.

It is also important to remember that different parts of the utterance have to agree with one another semantically. So the articles are mostly used in their generalizing function in utterances characterized by generic reference, for example:

*The noun is a part of speech which denotes substance.
The tragedy of life is indifference.*

E.g.: The Pacific is more desolate than other seas;... (W.S. Maugham, 225)

¹Deixis is a process whereby words or expressions rely absolutely on context. For example, if Tom is speaking and he says "I", he refers to himself, but if he is listening to Betty and she says "I", in this case the context is referred to Betty.

The generalizing function of articles is opposed to that of **concretization**. The latter is realized through some specific functions which are different for definite, indefinite and zero articles.

The indefinite article can be used in four functions:

1. **The classifying function** of the indefinite article is realized in the so-called classifying utterances. Their invariant sentence pattern is: N + V_{be} + N₁. Those are:

a) structures with the verb "to be",

E.g.: The drawing-room...was a small room... (W.S. Maugham, 265)

He was a man. (W.S. Maugham, 263)

b) exclamatory sentences beginning with "what" or "such".

E.g.: What a long story! He is such a nuisance!

What a proper man! (W. Irving, 131)

c) sentences including an adverbial modifier of manner or comparison.

E.g.: You look like a rose! She works as a teacher.

She grew grey as a blossom of the Judas tree, and shuddered. (Oscar Wild, 222)

2. **The indefinitizing function** is realized when the referent of the noun is not a real thing, but it exists in the speaker's imagination only. Those are sentences containing modal verbs or verbs with modal meaning, forms of the Subjunctive Mood, Future Tense forms, negative and interrogative sentences.

E.g.: I wish I had a home like you do.

Have you ever seen a living tiger?

A young man leaving a nursing home gives his ancient grandmother and grandfather what might be a final hug. (George Saunders, 82)

3. **The introductory function**. Before sharing some information about the object, we need to introduce it to the hearer. Fairy tales can be used as

ideal illustrations of the use of the indefinite article in its introductory function.

E.g.: Once upon a time two poor Woodcutters were making their home through a great pine-forest. It was winter, and a night of bitter cold. (Oscar Wild, 282)

4. The quantifying function. The indefinite article developed from the numeral “one”. The meaning of “oneness” is still preserved when the article is used with nouns denoting measure, like “a minute”, “a year” or “a pound”.

E.g.: “I’m not going to ask you to change your mind, but I want you to listen to me for a minute...” (W.S. Maugham, 148)

In most cases **the zero article** performs the same functions as the indefinite one. The difference is that the combinability of the latter is restricted to the group of countable nouns used in the singular form, whereas the zero article combines with uncountable nouns and countable nouns in the plural.

E.g.: Love and hate.

...(a young man) breast was stabbed with many red wounds. (Oscar Wild, 122)

Still there are situations where the zero article is used in its specific functions which are different from those of the indefinite article. When used with the zero article, the noun loses its general grammatical meaning of thingness to a certain degree and acquires the meaning of **qualitativeness**. For example, the nouns “day” and “night” used with the zero article stand for “light” and “darkness” rather than time units.

E.g.: As clear as day. (Proverbs, 6)

The definite article may be used in the following functions:

1. The identifying function. When we speak, we may want to point out to something that both us and the hearer perceive with our organs of feeling. There are five different ways of getting the information about something existing in the objective reality. We can see it (Do you like the picture?), hear it (I believe, the music is too loud), feel it (The

pillow is so soft!), smell it (What is the name of the perfume?) or taste it (The soup tastes bitter).

E.g.: "Look at yourself in the glass." (W.S. Maugham, 285)

2. The definitizing function. The object or thing denoted by the noun is presented as a part of some complex. In modern science the term "frame" is often used. The frame is a structurally organized system of images. For example, the frame "classroom" includes a window, a blackboard and a door. So if both the speaker and the hearer know what classroom they are speaking of, the constituents of the classroom don't need any special concretization, and the indefinite article will be used.

E.g.: I want to talk to the rector (even if you have never met the man).

3. The individualizing function. The definite article expresses the individualization of the referent of the noun: the use of this article shows that the object denoted is taken in its concrete, individual quality [6, 76]. The object in question may be presented as a unique thing with the hearer's attention focused on its distinguishing features, which are represented with the help of a particularizing attribute. The object is singled out from the class it belongs to. The particularizing attribute can be expressed by:

a) adjectives in the superlative degree. *E.g.:* "Here is the reddest rose in all the world." (Oscar Wild, 44)

b) ordinal numerals. *E.g.:* The first blow is half the battle. (Proverbs, 23)

c) attributive relative restrictive clauses. *E.g.:* I need the book I bought yesterday.

As it was mentioned above the main functions of the articles are the following: the determination, the theme-and rheme markers, the generalization and the concretization.

CHAPTER 2. THE DEFINITE ARTICLE “THE” IN THE ENGLISH LANGUAGE

2.1. The Definite Article “the” and its Social Role

The word “the” functions primarily as a definite article in the grammar of the English language. 'The', is a word in English grammar to express a noun. A definite article (the) is used before singular and plural nouns that refer to a particular member of a group. (The cat on the mat is black) [19].

E.g.: Aunt Jessie looked up at the ceiling as if scanning a map of the world. (Andrew O’Hagan, 97)

“Is that what you lecture on at the university?” she asked. (Andrew O’Hagan, 94)

If somebody says “*They have big dog. I hear dog barking.*” We may notice that these sentences sound very strange and unnatural. Its main oddness seems to be in those missing articles – something that was probably unknown in the native language of the speaker. We would have to say “*a big dog*”, and then once it's been identified, when we refer back to it we have to say “*the dog*”.

“The” is one of those words like articles, demonstratives and possessives (*the, a, this, my, ...*), prepositions (*on, with, in, ...*) and conjunctions (*because, that, if, ...*), whose role is situating the words with real-world reference like nouns, verbs, and adjectives in a grammatical setting – making it possible for us to talk about them in complicated ways.

In article usage – to a great extent – we depend on the discourse context.

Often “the” doesn't refer back or forward to anything, but rather depends on our shared knowledge of social situations. If we say “*There was a speech by the mayor*”, the specific person being referred to is not in the sentence at all, but depends on our extralinguistic knowledge of (a) place (what town we're in), and (b) time (when we're talking about) [22].

We can see this idea of variable reference in "*The treasurer always has to be a member in good standing*", where no one person at all is being referred to.

So, the function of "the" in society is to establish a set of **understandings** – occasionally inside the sentence but most often outside it – that are shared by the speaker and the hearer. It is this set of shared (though normally unconscious) agreements that allow "the" to be a sign of some definite reference.

2.2. Usage of the Definite Article 'the'

Definite and indefinite articles are difficult for speakers whose native language does not contain them.

Extended exposure to English is, in the end, the best way to mastering articles. Reading often and observing how and where articles are used will help a lot.

As with most aspects of any language, there are no "laws" or "rules" for articles which apply 100% of the time. Grammar is not prescriptive, but descriptive. That is, grammar does not make rules but describes how a language is spoken.

Still, there are general patterns of usage for articles which can be logically described and which can be learned [20].

**Use the definite article [2, 5; 14, 196]:
with a noun that has been previously mentioned:**

I saw a film last night. The film was very interesting.

with postmodification of nouns.

If the noun is followed by a relative clause (beginning with words like *who*, *which*, *that*, etc.) or a prepositional phrase (beginning with a preposition: *of*, *in*, *to*, etc.), then the definite article is needed. These postmodifications make the noun specific, and therefore we use the definite article:

I study history. But – I study the history of biology.

Can you see the man in the blue sweater?

The friend who I told you about is coming.

Sometimes the relative pronoun may not actually be present, though it is still implied:

The friend I told you about is coming.

The woman I spoke with on the phone had a nice voice.

for unique objects – if there is only one of something, or it is clear from the context which one is meant:

The sun, the universe, the pope

this includes superlatives:

He says that the best season is summer.

The Nile is the longest river in the world.

That was the most exciting day of my life.

and ranking adjectives:

The answer is on the third page.

I live on the second floor.

The last lesson will be on Friday.

with periods of time/historical events:

The fourteenth century, the 1960s, the Middle Ages, the Renaissance, the Korean war

with species – use the definite article with the singular form when speaking about the species as such

The elephant lives in Africa and India.

The dodo was extinct by the seventeenth century.

I am interested in the mating habits of the porcupine.

with the names of musical instruments/dances:

The bass, the tango

with the names of families:

The Browns, the Petrovs

with plural nationality and nationalities ending in – sh, –ch, –ese:

The Dutch, the Spanish

The Chinese invented paper.

with titles:

The Ambassador, the Prime Minister

but not with titles including a proper name:

Princess Diana

to discuss groups of people (the + adjective):

The rich, the homeless, the unemployed, the dead

with certain phrases:

the same

We have the same car.

Romanian and Moldovan are the same language.

the right

Is this the right article to use?

I don't know the right answer.

the wrong

We got on the wrong bus.

I set my alarm clock for the wrong time.

with the words only, last, first (used as adjectives):

I was the only one who was a vegetarian.

with the words city, library, shop, coast, sea(side), beach, jungle, country(side), world, ground, weather:

We went for a stroll along the beach.

with the words day, morning, afternoon and evening:

It was late in the afternoon.

but:

At night, at noon, at midnight, by day/night

with places associated with entertainment:

The theater, the cinema, the opera, the ballet, the pub, the radio, the television (only if means the TV set)

but:

Is there *a pub* near here?

I think there is *a cinema* on this street.

We often *watch television*. I watched the news *on television*.

with the names of hotels / restaurants / pubs / cinemas / theatres / museums:

The Hilton (Hotel), the Science Museum,

the National Theatre, the Star of India (restaurant),
the Odeon (cinema), the Tate Gallery (art gallery)

with modes of public transportation:

Let's take the bus.
I take the metro to work every day.
I don't like taking the tram.

but:

By bus, by train, by ferry, by car

E.g.: The Chinamen were already busy in their shops. The sky had still the pallor of dawn, and there was a ghostly silence on the lagoon. Ten miles away the island of Murea, like some high fastness of the Holy Grail, guarded its mystery. (W.S. Maugham, 225)

Our school played Flat Rock on the last Saturday of October and winter was already in the air, the trees shabby with half-shed leaves. (Thomas McGuane, 79)

Do not use the definite article:

for generic meaning:

_ scientists think that the universe is at least ten billion years old.
I love _ animals.

with abstract nouns (without postmodification):

I would like to study _ philosophy.
_ love is an illusion.
I am very interested in _ art.
The Prime Minister wants to reduce _ poverty.

with premodification – if the noun is preceded by a word like this, that, these, some, any, each, every, no, none, my, etc.:

my friend is quite funny.
these apples are delicious.
I love _ all kinds of music.

with the names of illnesses:

Luke's got asthma.

but:

Flu/the flu, measles/the measles, mumps/the mumps

with the words bed, hospital, college, court, prison, school, university

when we refer to the purpose for which they exist:

Patrick was ill in hospital.

but:

I went to the hospital to visit him.

with the words bed, work, home

She left work at six.

They go to bed at 10 o'clock.

to go to bed/ to be in bed;

to work/ to be at work/ to start work/ to finish work;

to go home/ to come home/ to be at home/ to stay at home

with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals:

He likes to play football.

We'll meet on Tuesday.

with languages unless they are followed by the word language:

Mary speaks Greek, English and French.

but:

The German language is spoken in parts of Switzerland.

with singular proper nouns (names):

_ Prague, _ Edith, _ Windsor Castle, _ Cambridge University

with places in towns (streets/squares):

_ Coronation Street, _ Highfield Road, _ Trafalgar Square

with the name of place + airport/station/university/castle:

_ Munich Airport, _ Westminster Abbey,

_ Paddington Station, _ Edinburgh Castle,

_ Cambridge University, _ London Zoo

E.g.: Roll my log and I will roll yours. (Proverbs, 21)

"She said that she would dance with me if I bought her red roses," cried the young Student, "but in all my garden there is no red roses." (Oscar Wild, 32)

Rome wasn't built in a day. (Proverbs, 21)

Geography and the definite article [2, 15] [16]

Use the definite article:

with the names of oceans, seas, canals and rivers:

the Atlantic Ocean, the Dead Sea, the Suez Canal, the Ganges

Note: *On maps **the** is not usually included in the name.*

with the names of deserts:

the Sahara, the Painted Desert

with mountain ranges:

the Rocky mountains, the Alps, the High Tatras

with groups of islands:

the Canary Islands, the Hawaiian Islands, the Bahamas

with the names of regions:

the Middle East, the north of England, the Far East

but:

__ northern England, __ southern Spain, __ western Canada

with the names of certain countries:

a) countries whose name is plural:

the Netherlands, the Philippines

b) countries with republic, kingdom, federation, etc.

the Czech Republic, the United Kingdom, the Russian Federation

c) other exceptions (countries are in this category due to historical & etymological reasons, and it is acceptable to omit the article)

(the) Ukraine, (the) Sudan, (the) Congo

E.g.: Wellington is trim and neat and English; it reminds you of a seaport town on the South Coast. (W.S. Maugham, 225)

With its jagged outline it is like a Monseratt of the Pacific, ... (W.S. Maugham, 226)

Do not use the definite article:

with continents:

_ Africa, _ Asia, _ Europe, _ South America

with lakes:

_ Lake Victoria, _ Loch Ness, _ Lake Michigan

with individual mountains:

_ Mount Blanc, _ (Mount) Everest, _ Kilimanjaro

with individual islands:

_ Corfu, _ Sicily, _ Bermuda, _ Eastern Island

with the names of countries (other than those exceptions discussed above):

_ France, _ Chile, _ Mali, _ Canada, _ Argentina, _ Morocco

but:

The Gambia, the Vatican

with the names of cities:

_ Bratislava, _ New York, _ Osaka

There is one exception to this: The Hague (in the Netherlands)


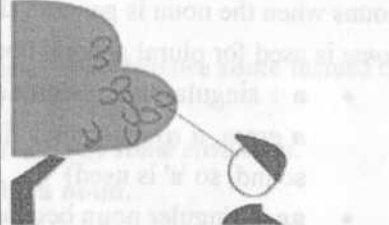
E.g.: After the victorious Amru had finished his conquest of Egypt, I remained among the priests of the land,... (W. Irving, 222)

In addition, use of “the” also depends on whether the noun following the article possesses one of these qualities: noncountable or subsequent mention.

The must be used when the noun cannot be counted [20].

I dove into the water.
(How many waters did you dive into?
The question doesn't make any sense
because water is noncountable.
Therefore, we use the).



<p>I saw the milk spill. (How many milks? Milk cannot be counted)</p>	
<p>I admired the foliage. (How many foliages? Foliage cannot be counted)</p>	

We often use the definite article (the) to show that we are talking about the same one we just mentioned (it is a subsequent mention). For example:

A man walked into a bank. (I don't expect you to know who the man is or what bank he walked into.) The man walked up to a teller, pointed a gun at her, and asked her for money. (Same man, but teller, gun and money are new information, first mention.) The teller gave the man the money. (Same teller, same man, same money). The man ran out of the bank and got into a car. (Same man, same bank, first mention of car.) [20].

So, we may say that 'the' always begins the expression of a noun.

It's 'the' end of 'the' world

Usage of "the" depends on whether the noun following the article possesses the qualities of noncountable or subsequent mention.

'The' is very commonly used and is used when talking about something which exists either as a human concept or an actual thing.

The time is 9:40 am.

The earth is the most exciting thing.

CHAPTER 3. THE INDEFINITE ARTICLE “A” IN ENGLISH

3.1. The Indefinite Article “a/an”

A and *an* signal that the noun modified is indefinite, referring to *any* member of a group. These indefinite articles are used with singular nouns when the noun is general; the corresponding indefinite quantity word *some* is used for plural general nouns. The rule is:

- **a** + singular noun beginning with a consonant sound: *a boy*, *a tree*, *a grass*, *a user* (sounds like ['ju:zə], i.e. begins with a consonant 'j' sound, so 'a' is used)
- **an** + singular noun beginning with a vowel: *an elephant*
- **some** + plural noun: *some girls*

If the noun is modified by an adjective, the choice between *a* and *an* depends on the initial sound of the adjective that immediately follows the article:

- *a* broken egg, *a* European country (begins with consonant sound ['j] ['juərə'piən])
- *an* unusual problem

It is a construction. It is a huge construction.

This is Mary's house. It is impressive. It is an impressive house.

Note also that in English, the indefinite articles are used to indicate membership in a profession, nation, or religion [18].

- I am *a* teacher.
- Brian is *an* Irishman.
- Seiko is *a* practicing Buddhist.

3.2. Usage of the Indefinite Article “a/an”

Use the indefinite article a/an [14, 196]:

with nouns when referring to an unspecified thing; it means anyone.

Bob has got a car and a bike. The car is green and the bike is blue.

with singular countable nouns when we want to say what somebody/something is or what someone's job is.

It is a cat. Mary is an engineer.

with the verb *have (got)*.

I have got a motorbike.

in certain expressions when we want to show how often we do something.

I go to the gym twice a week.

Don't use a/an:

with uncountable or plural nouns. In these cases, we use **some** instead of a/an.

I need some coffee and sugar. I will buy some envelopes.

before an adjective if it is not followed by a noun.

It is huge.

In addition, use of "a/an" also depends on whether the noun following the article possesses one of these qualities: **countable** or **first mention** [18].

A and *an* are used if the noun can be counted.

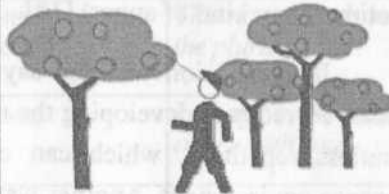
I stepped in **a** puddle. (How many puddles did you step in? Just one. Therefore, use **a**.)



I drank **a** glass of milk. (Glasses of milk can be counted)



I saw **an** apple tree. (Apple trees can be counted)



A or *an* is used to introduce a noun when it is mentioned for the first time in a piece of writing. *The* is used afterward each time you mention that same noun.

An awards ceremony at the Kremlin would not normally have attracted so much attention. But when it was leaked that Soviet President Konstantin Chernenko would be presenting medals to three cosmonauts, interest in *the* ceremony intensified. *Time*, Sept. 17, 1984.

Note: *There is* and *there are* can be used to introduce an indefinite noun at the beginning of a paragraph or essay.

There is a robin in the tree outside my window. When my cat jumps up on the desk, *the* robin flies away.

A, *an*, and *the* can all be used to indicate that a noun refers to the whole class to which individual **countable nouns** belong.

This use of articles is called *generic*, from the Latin word meaning "class."

A tiger is a dangerous animal. (any individual tiger)

The tiger is a dangerous animal. (all tigers: *tiger* as a generic category)

The difference between the indefinite *a* and *an* and the generic *a* and *an* is that the former means any one member of a class while the latter means all of the members of a class.

The omission of articles also expresses a generic (or general) meaning: no article with a plural noun: **Tigers** are dangerous animals. (All tigers)

no article with a noncountable noun: **Anger** is a destructive emotion. (Any kind of anger) [18].

In conclusion we may say that one of the ways to learn to use articles correctly is developing the necessary communicative skills through countless repetition, which can only be achieved in a corresponding language environment. Another way is trying to develop a system of rules governing the use of articles in the language by understanding the basic principles of their functioning.

CHAPTER 4. USAGE OF ARTICLES IN SET EXPRESSIONS

4.1. The Definite Article with Nouns in Set Expressions [2, 25]

<i>Preposition</i>	<i>Set expression</i>	<i>Translation</i>	<i>Example</i>
at	at the end	у кінці	<i>At the end of the story they got married.</i>
	at the bottom of one's heart	у глибині душі	<i>At the bottom of her heart she believed him.</i>
by	by the by	незабаром	<i>He'll appear by the by.</i>
	by the way	до речі	<i>By the way, you look tired.</i>
for	for the better (worse)	на краще (гірше)	<i>I hope, things will change for the better.</i>
	not for the world (life)	ні за що в світі	<i>He won't give you his car for the world.</i>
	in the circumstances	за даних обставин	<i>What would you do in the circumstances?</i>
	in the long run	врешті-решт	<i>In the long run they got married.</i>
	in the meantime	тим часом	<i>In the meantime she was baking a cake.</i>
in	in the morning (afternoon, evening)	вранці, (в обід, ввечері)	<i>We usually have coffee in the morning.</i>
	in the original	в оригіналі	<i>You know English well enough to read Wilde in the original.</i>
	in the past (present, future)	у минулому, (теперішньому, майбутньому)	<i>In the future we'll move to this small town.</i>
	in the singular (plural)	в однині (множині)	<i>This noun stands in the plural.</i>
	not in the least	ніскільки	<i>I am not in the least angry with you.</i>

	on the average	у середньому	<i>Every month he gets five hundred dollars on the average.</i>
	on the contrary	навпаки	<i>On the contrary, I am not against.</i>
	on the hour	кожну годину	<i>She is calling him on the hour.</i>
on	on the one hand, ... on the other hand	з одного боку, ... з іншого боку	<i>On the one hand he certainly excites suspicion, but on the other hand we have not enough evidence against him.</i>
	on the radio (TV, telephone)	по радіо (телебаченню, телефону)	<i>I heard this song on the radio.</i>
	on the way	по дорозі	<i>He saw the accident on the way to work.</i>
	on the whole	у цілому	<i>On the whole Tom is a pleasant fellow.</i>
out of	out of the question	про це не може бути й мови	<i>It's out of the question. I have lots of things to do.</i>
	out of the ordinary	незвичайний	<i>She noticed out of the ordinary small inn.</i>
to	to the point	до речі	<i>To the point, this coat is out of use.</i>
	the other day	на днях	<i>I met him the other day.</i>
	to be on the safe side	для вірності	<i>To be on the safe side, let us consult the pronouncing dictionary.</i>
	to keep the bed	дотримуватися постільного режиму	<i>She has a bad cold and will have to keep the bed for a couple of days.</i>
	to keep the house	сидіти вдома	<i>She has a cold and will have to keep the house for a couple of days.</i>
	to play the piano (the violin, the harp)	грати на фортепіано, (скрипці, арфі)	<i>She plays the piano very well.</i>

to take the trouble (to do something)	потрудитися	<i>He did not take the trouble to consult the dictionary.</i>
to tell (to speak) the truth	по правді кажучи	<i>To tell the truth, I don't like the girl.</i>

4.2. The Indefinite Article with Nouns in Set Expressions [2, 23]

<i>Prp</i>	<i>Set expression</i>	<i>Translation</i>	<i>Example</i>
	as a result	у результаті	<i>As a result of the inhabitants' strenuous efforts the damaged city was soon rebuilt.</i>
	as a whole	у цілому	<i>The situation is taken as a whole.</i>
	as busy as a bee	дуже зайнятий	<i>She seems to be as busy as a bee.</i>
	as happy as a child	щасливий як дитина	<i>He got this invitation and is as happy as a child.</i>
as	as hungry as a hunter	голодний як вовк	<i>He returned home as hungry as a hunter.</i>
	as mad as a hatter	божевільний	<i>Nick is said to be as mad as a hatter.</i>
	as poor as a church mouse	бідний як церковна миша	<i>Peter is as poor as a church mouse.</i>
	as pretty as a calendar picture	гарна як картинка	<i>Ann always looks as pretty as a calendar picture.</i>
	at a glance	відразу, з першого погляду	<i>She saw at a glance that something had happened.</i>
at	at a loss	здивований, розгублений	<i>She was at a loss what to say.</i>
	at a profit	вигідно	<i>He sold his house at a profit.</i>
for	for a change	для різноманітності	<i>You should wear a skirt for a change.</i>

	in a good (bad, blue) mood	у хорошому (поганому, похмурому) настрої	<i>She is always in a good mood.</i>
	in a hurry	поспіхом, квапливо	<i>Nothing goes well in a hurry.</i>
in	in a loud (low) voice	голосно (тихо)	<i>Don't speak in a low voice.</i>
	in a mess	безлад, скрутне становище	<i>Why is the house in a mess again? Jill is in a mess.</i>
	in a minute (a flash, trace, tick)	миттю, скоро	<i>I'll be in a minute.</i>
	in a rude way	грубо	<i>Never speak to children in a rude way.</i>
	in a whisper	пошепки	<i>Don't sing in a whisper.</i>
	to sing like a lark	співати як соловей	<i>Monika was singing like a lark.</i>
	to work like a slave	працювати як раб	<i>Every day he works like a slave.</i>
like	to sleep like a log	спати як мертвий	<i>I didn't hear anything; I was sleeping like a log.</i>
	to behave like a child	поводитись як дитина	<i>Don't behave like a child.</i>
to	to a certain degree (extent)	до певної міри	<i>He is smart to a certain degree.</i>
with	with a look, nod, sigh, yawn	поглядом, кивком, зітханням, позіханням	<i>Marion greeted us with a nod.</i>
	a great many, number	багато (зі злічувальними)	<i>I have spoken to him a great many times.</i>
	a great (good) deal	багато (з незлічувальними)	<i>We can't skate today, there is a great deal of snow on the ice.</i>
	it is a pity	шкода	<i>It is a pity you did not go to the concert last night.</i>

it is a shame	стидно	<i>It is a shame not to know these elementary things.</i>
it is a pleasure	приємно	<i>It is a pleasure to read beautiful poetry.</i>
to have a good time	добре проводити час	<i>Last night we went to an evening party and had a very good time.</i>
to have a (serious, great, good) mind to do something	мати бажання (намір) щось зробити	<i>I have a great mind to have a serious talk with her.</i>
to have a headache (a toothache, a sore throat)	мати головний (зубний) біль, хворе горло	<i>She has a sore throat.</i>
to get in a fury (in a rage)	розізлитись, лютувати	<i>If you contradict him, he will get into a fury.</i>
to fly into a passion	оскаженіти	<i>If you contradict him, he will fly into a passion.</i>
to take a fancy to	відчувати симпатію, прихильність	<i>I wonder why she didn't take a fancy to the little girl.</i>
to go on (make) a journey	відправлятися в подорож	<i>We are making a journey at the end of July.</i>

4.3. Nouns in Set Expressions Used without an Article [2, 27]

<i>Prp.</i>	<i>Set expression</i>	<i>Translation</i>	<i>Example</i>
	at breakfast (dinner, lunch)	за сніданком (обідом, ленчем)	<i>Let's discuss it at lunch.</i>
	at first	спочатку	<i>At first I didn't understand them.</i>
at	at first sight (notice)	з першого погляду	<i>He fell in love with her at first sight.</i>
	at last (length)	нарешті	<i>At last you have come!</i>

	at least	принаймні	<i>You may have a lesson at least twice a week.</i>
	at most	щонайбільше	<i>At most the children may be punished.</i>
	at night	вночі	<i>I can't sleep at night.</i>
	at once	відразу	<i>He recognized me at once.</i>
at	at peace (war)	у мирі (війні)	<i>We want to be at peace with all countries.</i>
	at present	зараз	<i>You may go home, we don't want you at present.</i>
	at sunrise (dawn)	з ранковою зорею, рано вранці	<i>We left the town at sunrise.</i>
	at sunset (dusk)	з вечірньою зорею	<i>We arrived at sunset.</i>
	at table	за столом	<i>You must eat at table.</i>
	at work (play, leisure)	за роботою (грою, на дозвіллі)	<i>Whenever I come, he is always at work.</i>
	by accident (chance)	випадково	<i>They met quite by chance.</i>
	by car (train, ship, tram, tube)	машиною (поїздом, кораблем, трамваєм, метро)	<i>I don't like to travel by train.</i>
by	by degrees (by and by, bit by bit)	поступово	<i>By and by we learned all the grammar rules.</i>
	by force	силою	<i>She was kept in the castle by force.</i>
	by fortune (luck)	на щастя	<i>We met, by luck.</i>
	by and large	загалом	<i>By and large, she is a nice person.</i>

by	by heart	напам'ять	<i>Learn this poem by heart.</i>
	by land (air, water, sea)	сушею, повітрям, водою, морем	<i>I like travelling by sea.</i>
	by mistake	помилково	<i>I have brought the wrong book by mistake.</i>
	by name	на ім'я, на ймення	<i>His cat, Snowball by name, was playing on the carpet.</i>
	by no means	ні в якому разі	<i>By no means tell her about it.</i>
	by post (airmail, e-mail, letter, telegram)	поштою, авіапоштою, електронною поштою, листом, телеграмою	<i>The quickest way to send a letter is by e-mail.</i>
for	for ages	цілу вічність	<i>I have not seen you for ages.</i>
	for hours (weeks, months, years)	годинами (тижнями, місяцями, роками)	<i>He could read for hours.</i>
	for ever (good)	назавжди	<i>She had gone out of town for ever.</i>
	for once	цього разу	<i>He had to do it for once.</i>
	for sale	для продажу	<i>This house is for sale.</i>
	for example (instance, one)	наприклад	<i>I for one disagree.</i>
	for certain (sure)	безсумнівно	<i>They are coming for sure.</i>
	for nothing	дарма, марно	<i>I can't give you this book for nothing.</i>

	from bad to worse	все гірше й гірше	<i>Every day Alex was getting from bad to worse.</i>
	from beginning to end	з початку до кінця	<i>The whole story is a lie from beginning to end.</i>
	from day to day	з дня на день	<i>The child is growing from day to day.</i>
	from east to west	зі сходу на захід	<i>The rumours spread from east to west.</i>
from	from head to foot	з голови до ніг	<i>She was dressed in furs from head to foot.</i>
	from morning till (to) night	з ранку до вечора	<i>He worked in his little garden from morning till night.</i>
	from my point of view	як на мене	<i>From my point of view, she looks rather healthy.</i>
	from side to side	з боку на бік	<i>She was swinging from side to side.</i>
	from time to time	час від часу	<i>Take these vitamins from time to time.</i>
	in advance (good time)	наперед	<i>You must buy a ticket in advance.</i>
	in debt	у боргу	<i>Mr. White was always in debt.</i>
in	in exchange	в обмін	<i>You may give me your ring in exchange.</i>
	in fact	насправді	<i>In fact, he is an engineer.</i>
	in general	взагалі	<i>In general I don't like green tea.</i>
	in love	закоханий	<i>He is always in love.</i>
	in order	для того, щоб	<i>In order to translate this text consult a dictionary.</i>

in	in part	частково	<i>She was paid in part.</i>
	in time	вчасно	<i>They arrived in time.</i>
	in turn	по черзі	<i>Let's wash up in turn.</i>
	in vain	даремно	<i>In vain he was trying to get in touch with her.</i>
	on account of	внаслідок, через	<i>On account of a good film we didn't dine out.</i>
	on business	у справі	<i>She went to Lviv on business.</i>
on	on deck	на палубі	<i>We spent hours on deck.</i>
	on duty	на посту, на чергуванні	<i>Who is on duty today?</i>
	on fire	у вогні	<i>The roof is on fire.</i>
	on foot	пішки	<i>I go to the university on foot.</i>
	on hand	на руках, у розпорядженні	<i>We have all the necessary papers on hand.</i>
	on purpose	навмисно	<i>I think he did it on purpose.</i>
	on sale	у продажі	<i>The house is on sale.</i>
	out of date (use)	застарілий	<i>This mother board is out of date.</i>
out of	out of doors	на вулиці	<i>The children spent most of the time out of doors.</i>
	out of envy	через заздрість	<i>They don't want to do anything out of envy.</i>
	out of fashion	старомодний	<i>Her violet flowery costume is out of fashion.</i>

	out of humour (spirits)	не в дуці	<i>You mustn't be out of spirits in public.</i>
out of	out of order	зламаний	<i>The heater is out of order.</i>
	out of place	не такий, як потрібно	<i>Her dress is really out of place.</i>
	out of sight	геть з-перед очей	<i>Out of sight, out of mind.</i>
	out of work	безробітний	<i>At present she is out of work.</i>
under	under age	неповнолітній	<i>He is still under age.</i>
	under control	під контролем	<i>Everything is under control.</i>
	under pressure	під тиском	<i>They are under pressure from the media.</i>
	under suspicion	підозрюваний	<i>You are under suspicion.</i>
without	without delay	без затримки	<i>Do it without delay.</i>
	without difficulty	без зусиль	<i>Without any difficulty he broke into the house through the window.</i>
	without notice	без попередження	<i>They moved out without notice.</i>
to give (to get, to ask) permission	дати (отримати, просити) дозволу	<i>I asked permission to keep the book a little longer.</i>	
to go to sea	стати моряком	<i>My sister wants to be a doctor, and my brother wants to go to sea.</i>	
to keep house	вести господарство	<i>Her sister keeps house for her.</i>	
to lose heart	занепадати духом	<i>He found the subject very difficult at first, but he did not lose heart.</i>	
to take offence	ображатися	<i>If he had heard your remark, he would have taken offence.</i>	
to take to heart	приймати близько до серця	<i>Don't take things too much to heart.</i>	

CONCLUSIONS

The notion of definiteness/indefiniteness determines the important role of the article in the process of communication. The definite article usually presents the notion as something already familiar before, whereas the indefinite article introduces a new item of information. The presentation of objects as definite or indefinite, as already known or as new depends on the speaker or the writer, who by using articles establishes mutual understanding between the speaker and the listener, the writer and the reader.

As the usage of definite and indefinite articles are difficult for speakers whose native language does not contain them, the best way for students to read often and to observe how and where articles are used.

EXERCISES

Exercise 1

Find and correct the mistakes in these sentences.

- 1) In the winter we often go to see a film at cinema.
- 2) As a matter of fact I love looking at Moon especially when the sky is full of the stars.
- 3) The man once sailed across Atlantic Ocean in a small boat made only of wood.
- 4) My friend, who became very famous, was greatest doctor in world.
- 5) On the spring evenings I usually go to my music school to play piano or guitar.

Exercise 2

Complete the sentences with *a*, *an* or *the* if necessary.

My father is ¹__ architect. We live in ²__ large house near ³__ River Thames. He works very hard and usually leaves ⁴__ home at about 7 o'clock in ⁵__ morning to catch ⁶__ train from ⁷__ station. Most mornings he doesn't even have ⁸__ time to have ⁹__ breakfast. He has ¹⁰__ large office in ¹¹__ London and clients all over ¹²__ world.

Exercise 3

Translate into English using the articles *a*, *an* or *the* if necessary.

1. Минулого літа ми жили в селі, на березі Дніпра, у маленькому будиночку, оточеному великим садом.
2. Будинок, у якому ми жили влітку, був оточений великим садом.
3. Людина, що хоче опанувати іноземну мову, повинна працювати дуже ретельно й систематично.
4. Я щойно прочитав оповідання, яке мені дуже сподобалося.
5. Оповідання, яке я щойно прочитав, дуже цікаве.
6. Учора я розмовляв з директором, який сказав мені, що допоможе в цій справі.
7. Люди, які займаються фізкультурою, зазвичай дуже здорові.

8. Корабель, спеціально побудований для прокладання шляху крізь кригу, називається криголамом.

9. Дім, що будувється на нашій вулиці, буде одним з найвищих у Києві.

10. Торік, коли я був у Криму, я познайомився з одним письменником. Письменник, який був високо освіченою людиною й багато подорожував по США, часто розповідав нам про життя американців.

Exercise 4

Put the articles where necessary.

- | | |
|-------------------------|------------------------|
| 1. ___ America | 11. ___ USA |
| 2. ___ Green Street | 12. ___ Alps |
| 3. ___ Black Sea | 13. ___ Kyiv |
| 4. ___ Trafalgar Square | 14. ___ Baikal |
| 5. ___ Asia | 15. ___ Indian Ocean |
| 6. ___ Europe | 16. ___ Russia |
| 7. ___ Arctic Ocean | 17. ___ Kilimanjaro |
| 8. ___ Netherlands | 18. ___ Canary islands |
| 9. ___ Sicily | 19. ___ Far East |
| 10. ___ Suez Canal | 20. ___ Ben Nevis |

Exercise 5

Read the text and complete the sentences with *a*, *an* or *the* if necessary.

How Climate Can Influence Meals

In ¹ ___ southern countries where there is a lot of sunlight and it is usually hot many people like eating their meals in ² ___ fresh air. This, for example, is often done in ³ ___ Italy. ⁴ ___ restaurants put tables in a garden or in ⁵ ___ street and ⁶ ___ most people eat there and not inside ⁷ ___ restaurants.

⁸ ___ Renato was born in ⁹ ___ Italy, but when he was thirty-two he moved to ¹⁰ ___ London and bought ¹¹ ___ restaurant there. He couldn't forget ¹² ___ Italy, so, it's not surprising that one day he put some of his tables out in ¹³ ___ street.

As you know it rains much more in ¹⁴ ___ England than it does in ¹⁵ ___ Italy. One rainy afternoon, ¹⁶ ___ Mr Jenkins, a Londoner, went to ¹⁷ ___ Renato's restaurant and in ¹⁸ ___ evening he said to his wife, "I had ¹⁹ ___ lunch at that new Italian restaurant today, and it rained all ²⁰ ___ time. It took me twenty-five minutes to drink my soup."

Exercise 6

Fill in "a", "an" or "the" where necessary.

1) a Mrs Jones has 2) a new office. It has 3) a desk, 4) a telephone and 5) a expensive computer. 6) a Mrs Jones is on 7) a phone now and her secretary is at 8) a computer. 9) a Mrs Jones and 10) a her secretary are very busy in 11) a office today.

Exercise 7

Match the following set expressions with the corresponding pictures.

1. As happy as a child

A



2. In a hurry

B



3. In a mess

C



4. It is a shame

D



Exercise 8

Read the text and complete the sentences with *a, an* or *the* if necessary.

How to Make Everybody Happy

Kevin lived in ¹ __ big city. Once he decided to visit his Uncle Ronald who lived in ² __ country and stay with him for ³ __ few weeks.

Often he and his uncle went for ⁴ __ walk or for ⁵ __ drive in ⁶ __ car. And Kevin noticed ⁷ __ strange thing: whenever they passed somebody, his uncle waved. Kevin was surprised and said, "⁸ __ Uncle Ronald, you know everybody here!"

"I don't know all of them," said his uncle.

"Then, why do you wave to them?" asked Kevin.

"Well," answered his uncle, "when I wave to somebody and he knows me, he is pleased. But when I wave to someone and he doesn't know me, he is surprised and he starts asking himself, 'Who is that man? Why did he wave to me?' So he has something to think about during ⁹ __ rest of his journey, and ¹⁰ __ journey seems shorter to him. So I make everybody happy."

Exercise 9


Translate into English using *a, an, the* or *some* if necessary.

1. Я попросив його купити папір та чорнило.
2. Дайте мені, будь ласка, молока.
3. Скип'ятіть молоко, будь ласка.
4. Молоко необхідне дітям.
5. Покладіть масло в суп.
6. Поставте масло на стіл.
7. Я не п'ю молока, я п'ю чай або каву.
8. Де масло? – Воно на столі.
9. Куди ви поклали цукор, що я вчора купив?
10. Вода в цьому ставку дуже чиста.

Exercise 10

Put the paragraphs in logical order and complete the sentences with *a*, or *the*.

A Cure for a Headache

A	___ smell was so strong that tears came into ___ man's eyes and ran down his cheeks.
B	"But that medicine has cured your headache, hasn't it?" said ___ chemist.
C	<p>One day ___ man went into ___ chemist's shop and said, "Have you anything to cure ___ headache?" ___ chemist took ___ bottle from ___ shelf, held it under ___ gentleman's nose and took out ___ cork.</p> 
D	"It's my wife that has ___ headache, not me!" said ___ man.
E	"What did you do that for?" he said angrily, as soon as he could get back his breath.

Exercise 11

These are geography questions. Choose the right answer from the box. Use "the" if necessary.

Alps	Cairo	Baikal	Mediterranean Sea
Amazon	Nile	Pacific	Himalayas
Atlantie	France	Tokyo	United States
Bahamas	Asia	Volga	

1.	Cairo	is the capital of Egypt.
2.	The Atlantic	is between Africa and America.
3.		is a country in Europe.
4.		is a river in South America.
5.		is the largest continent in the world.
6.		is the largest ocean.
7.		is a river in Europe.
8.		is between Canada and Mexico.
9.		is a river in Africa.
10.		are the highest mountains in the world.
11.		is the capital of Japan.
12.		is a lake in Russia.
13.		are mountains in central Europe.
14.		is between Europe and Africa.
15.		are a group of islands near Florida.

Exercise 12

Translate into English using the phrases from the box and putting *a*, *or an* or *the* if necessary.

with double bed	such occasion	for adult
with fork	for change	it's pity
valid ticket	with good camera.	such lovely day

1. Вони не впустять тебе без дійсного квитка.

– They won't let you in without _____.

2. Для різноманітності ти можеш купити цю книжку.

– You can buy this book _____.

3. Нам знадобилося б двоспальне ліжко.

– We could do _____.

4. Він невисокий на зріст як на дорослу людину.

– He is small _____.

5. Будь ласка, їжте виделкою.
– Eat _____, please.
6. Цю фотографію було зроблено хорошим фотоапаратом.
– This picture was taken _____.
7. Це такий чудовий день для пікніка.
– It is _____ for a picnic.
8. Жаль, що вони не могли до нас приєднатися.
– _____ they couldn't join us.
9. Він чекав саме такої нагоди.
– He has been waiting for just _____.

Exercise 13

Put in *the* where necessary. If the sentence is correct, write or say "O.K."

1. Kevin lives in Coronation Street. *O.K.* _____
2. Have you ever been to National Theatre? *the National Theatre* _____
3. 'Where are you staying?' 'At Intercontinental Hotel.' _____
4. Milan is a large city in north of Italy. _____
5. Brussels is the capital of Belgium. _____
6. Manila is the capital of Philippines. _____
7. National Gallery is in Trafalgar Square in London _____
8. Most of the best shops are in Merrion Street. _____
9. Rocky Mountains are in North America. _____
10. In London, Houses of Parliament are beside River Thames. _____
11. Have you ever been to British Museum? _____
12. Texas is famous for oil and cowboys. _____
13. Last night we saw a play at Royal Theatre. _____
14. You must visit Museum of Modern Art. It's very interesting. _____
15. Alan studied chemistry at London University. _____
16. When I finish my studies, I'm going to United States for a year. _____
17. Panama Canal joins Atlantic Ocean and Pacific Ocean. _____
18. There are two cinemas in our town – Regal and Plaza. _____
19. If you sail from Britain to Denmark, you cross North Sea. _____
20. Mary comes from a small village in west of Ireland. _____
21. Europe is not a large continent but it has a large population. _____
22. Have you ever been to USA? _____

Exercise 14

A) Read the text and complete the sentences with *a*, or *the* if necessary.

ENGLAND

England is ¹ ___ largest part of ² ___ UK. Its regions are: ³ ___ Southeast, ⁴ ___ Southwest, ⁵ ___ East Anglia, ⁶ ___ Midlands and ⁷ ___ North of England.

⁸ ___ Southeast is ⁹ ___ highly populated region of England. London, ¹⁰ ___ capital of ¹¹ ___ UK, and such historical cities as ¹² ___ Dover and ¹³ ___ Brighton are situated here. ¹⁴ ___ Heathrow Airport, one of ¹⁵ ___ world's busiest airports is about 33 km west of central London.

¹⁶ ___ Southwest is ¹⁷ ___ region where ¹⁸ ___ main activity is farming.



¹⁹ ___ East Anglia is very flat and it is another farming region. ²⁰ ___ part of ²¹ ___ East Anglia called ²² ___ Fens is used to be partly covered by ²³ ___ sea and now produces good harvest.

²⁴ ___ Midlands, known as ²⁵ ___ heart of England, is ²⁶ ___ largest industrial part in ²⁷ ___ country.

²⁸ ___ most important industrial cities are ²⁹ ___ Manchester, ³⁰ ___ Sheffield, ³¹ ___ Liverpool, which is one of Britain's big ports, and ³² ___ Birmingham. ³³ ___ two famous Midlands cities, ³⁴ ___ Stratford-upon-

Avon and ³⁵ ___ Oxford are connected with English culture: Stratford

is ³⁶ ___ birthplace of great William Shakespeare and ³⁷ ___ Oxford is famous for its university.

³⁸ ___ North of England has some of ³⁹ ___ wildest and loneliest parts of ⁴⁰ ___ country, but also some of ⁴¹ ___ busiest industrial cities. ⁴² ___ main attractions of ⁴³ ___ North of England are certainly ⁴⁴ ___ Lake District, ⁴⁵ ___ cities of York and ⁴⁶ ___ Newcastle-upon-Tyne.

Many tourists come over especially to look at ⁴⁷ ___ ruins of Hadrian's Wall, ⁴⁸ ___ stone wall built across ⁴⁹ ___ North of England by ⁵⁰ ___ order of ⁵¹ ___ Roman ruler Hadrian to defend ⁵² ___ North border of Roman Britain from Scottish tribes.

B) Match the phrases from the box using *the* if necessary.

Example: London is famous for its places of interest.

1. ___ London is famous for	A. ___ biggest airport in ___ England
2. ___ Lake District is famous for	B. ___ fact that it was built by ___ Romans
3. ___ Oxford is famous for	C. <i>its places of interest</i>
4. ___ Hadrian's Wall is famous for	D. ___ good harvest
5. ___ Heathrow is famous for	E. its ___ 12th century university
6. ___ Fens is famous for	F. its lakes and ___ beautiful scenery

Exercise 15

Choose the correct form, with or without *the*.

Example: When we were in London, we visited ~~National Gallery~~ / the National Gallery.

- The British Prime Minister lives in Downing Street / the Downing Street.
- One of the nicest parks in London is St James's Park / the St James's Park, which is very near Buckingham Palace / the Buckingham Palace.
- Frank is a student at Liverpool University / the Liverpool University.

4. Mr Jenkins reads Daily Telegraph / the Daily Telegraph but his wife reads Times / the Times.
5. If you want to buy some new clothes, the shop I would recommend is Harrison's / the Harrison's.
6. We flew from London to Orly Airport / the Orly Airport in Paris.
7. Tate Gallery / The Tate Gallery is the main modern art museum in London.
8. My local pub is called Prince of Wales / the Prince of Wales.
9. Have you ever visited Tower of London / the Tower of London?
10. 'Which hotel are you staying at?' 'At Sheraton / the Sheraton.'
11. Diana and George got married in St Matthew's Church / the St Matthew's Church.
12. You must visit Science Museum / the Science Museum when you are in London.
13. Did you see the film at Classic / the Classic (cinema)?

Exercise 16

Read the text and complete the sentences with *a, an* or *the* if necessary.

During ¹ ___ American war of ² ___ independence, ³ ___ commander of ⁴ ___ small unit of soldiers was giving ⁵ ___ orders to his men about ⁶ ___ heavy cannon that they were trying to lift to its place at ⁷ ___ top of some fortifications. It was almost beyond their power to lift ⁸ ___ weight, and ⁹ ___ commander kept shouting ¹⁰ ___ encouraging words. ¹¹ ___ officer, not in uniform, was passing by, and he asked ¹² ___ commander why he did not help ¹³ ___ soldiers. Greatly surprised, ¹⁴ ___ man turned round and said proudly: "Sir, I am ¹⁵ ___ corporal!" "Oh, you are, are you?" replied ¹⁶ ___ officer: "I did not know that. I beg your pardon, Mr. Corporal." Then he got off ¹⁷ ___ horse he was riding and, taking hold of ¹⁸ ___ rope that ¹⁹ ___ men were pulling at, he pulled with all his strength. And when ²⁰ ___ cannon was in its place, he turned to ²¹ ___ little great man and said: "Mr. Corporal, when you have ²² ___ other job like this and have not enough ²³ ___ men, send for your commander-in-chief, and I shall gladly come and help you." ²⁴ ___ corporal was struck with ²⁵ ___ astonishment. ²⁶ ___ man who had helped his soldiers was George Washington.

Exercise 17

Fill in "a", "an" or "the" where necessary.

1. This is an egg.
2. Where is ___ post office?
3. ___ Lucy's uncle is ___ teacher.
4. Julie has got ___ orange.
5. This is ___ way to school.
6. It's ___ long way to ___ office.
7. There are a lot of flowers in ___ garden.
8. ___ Italians like ___ spaghetti.
9. ___ white hat is Mother's.
10. ___ Peter and ___ Ben are brothers.
11. ___ Eiffel Tower is in Paris.
12. There's some sugar in ___ bowl.
13. Open ___ door, please!
14. These are ___ our shoes.
15. ___ Smiths have four children.
16. ___ English like ___ tea.
17. ___ her eyes are brown.
18. ___ snakes are dangerous.
19. ___ woman in the green dress is Mary.

Exercise 18

Choose the correct form, with or without *the*.

Example: Ken's brother is in prison/~~the prison~~ for robbery. ('prison' is correct)

1. Tom left university/~~the university~~¹ without doing his examinations.
2. How many people go to university/~~the university~~ in your country?
3. What time do your children finish school/~~the school~~²?
4. Every term parents are invited to school/~~the school~~ to meet the teachers.
5. After leaving school/~~the school~~, Nora worked as a cleaner in _____

¹ A student goes to *university/college*. *The university* can be a particular building.

² A child goes to *school*, but their parents go to *the school* (as they are not pupils).

- hospital/at the hospital¹.
6. My brother is very ill in hospital/the hospital.
 7. When Ann was ill, we all went to hospital/the hospital to visit her.
 8. All over the world, people are in prison/the prison² because of their political beliefs.
 9. The other day the fire-brigade had to go to prison/the prison to put out a fire.
 10. On the way to London we passed through a small village with an old church. We stopped to visit church/the church³. It was a beautiful building.
 11. After work/the work⁴, Ann usually goes home/to home.
 12. I like to read in bed/the bed before going to sleep.

Exercise 19

Read the text and complete the sentences with *a, an* or *the* if necessary.

William Shakespeare, ¹ ___ greatest English playwright, was born in 1564 in ² ___ Stratford-on-Avon in ³ ___ England. ⁴ ___ Stratford is ⁵ ___ small country town in ⁶ ___ farming district near ⁷ ___ centre of ⁸ ___ England. ⁹ ___ Avon, which is ¹⁰ ___ pretty river with ¹¹ ___ grass and ¹² ___ trees all along its banks, runs through ¹³ ___ Stratford.

Not much is known of ¹⁴ ___ Shakespeare's father. He was ¹⁵ ___ farmer who, at ¹⁶ ___ different times of his life, sold ¹⁷ ___ meat and bought and sold ¹⁸ ___ wool. He was poor and was often in ¹⁹ ___ money difficulties.

Very little is known about ²⁰ ___ life of his only son William also. ²¹ ___ little house in which ²² ___ great writer was born still stands. It is now ²³ ___ museum. William went to ²⁴ ___ school in ²⁵ ___ Stratford. In 1586 he went to ²⁶ ___ London. Probably ²⁷ ___ first work he did there was at one of the two theatres that there were in ²⁸ ___ London at

¹ We usually say "at the hospital" for visitors and for people who work there. But patients are "in hospital".

² A criminal goes *to prison*. But visitors go *to the prison*.

³ We say "I go *to church*" (for a religious service), but "the workmen went *to the church*" (for example to repair the roof – not for a religious service).

⁴ We say "go to bed/be in bed"; "to work/be at work/start work/finish work"; "go home/come home/be at home/stay at home"

that time. Then he became ²⁹ ___ actor and soon began to write ³⁰ ___ plays for ³¹ ___ company of actors to which he belonged. Shakespeare bought ³² ___ largest house in his home town in 1597, but he did not spend much time there till 1610.

He spent ³³ ___ last years of his life mostly in ³⁴ ___ Stratford, but he often visited ³⁵ ___ London. He died in 1616.

Exercise 20

Correct the sentences where necessary.

Examples:

Everest was first climbed in 1953.

– Right (R).

Milan is in north of Italy.

– Wrong (W) – the north of Italy

1. Last year we visited Canada and United States. _____
2. Africa is much larger than Europe. _____
3. South of England is warmer than north. _____
4. We went to Spain for our holidays and swam in Mediterranean. _____
5. Tom has visited most countries in western Europe. _____
6. A friend of mine used to work as a reporter in Middle East. _____
7. Next Year we are going skiing in Swiss Alps. _____
8. Malta has been a republic since 1974. _____
9. Nile is longest river in Africa. _____
10. United Kingdom consists of Great Britain and Northern Ireland. _____

Exercise 21

Choose the right answer. (Appendix p.59 will help you). Use *the*, if necessary.

Example: What is the longest river in the world?

(Amazon/Rhine/Nile). The Amazon

1. Where is Bolivia?
(Africa/South America/North America) _____
2. Where is Ethiopia?
(Asia/South America/Africa) _____

3. Which country lies between Mexico and Canada?
(Venezuela/El Salvador/United States) _____
4. Which is the largest continent?
(Africa/South America/Asia) _____
5. What is the name of the mountain range in the west of North America?
(Rocky Mountains/Andes/Alps) _____
6. What is the name of the ocean between America and Asia?
(Atlantic/Pacific/Indian Ocean) _____
7. What is the name of the ocean between Africa and Australia?
(Atlantic/Pacific/Indian Ocean) _____
8. What is the name of the sea between England and France?
(Mediterranean Sea/English Channel/French Sea) _____
9. What is the name of the sea between Africa and Europe?
(Blade Sea/Red Sea /Mediterranean Sea) _____
10. What is the name of the sea between Britain and Norway?
(Norwegian Sea/English Channel/North Sea) _____
11. What joins the Atlantic and Pacific oceans?
(Suez Canal/Panama Canal) _____

Exercise 22

Read the text and complete the sentences with *a*, *an* or *the*.

Australia

Australia has ¹___ extraordinary collection of birds and animals. Many of them are found only there.

Australia is ²___ home of two of ³___ world's most primitive mammals - ⁴___ duckbill and ⁵___ anteater. They are ⁶___ only mammals that lay eggs. ⁷___ kangaroo is perhaps ⁸___ best known of Australia's animals. There are more than 40 different kinds of kangaroos in Australia, in many different colours and sizes. ⁹___ big red kangaroo and ¹⁰___ grey kangaroo may be as tall as ¹¹___ grown-up man. ¹²___ smallest kangaroo is ¹³___ rat kangaroo.

Another well-known Australia's animal is ¹⁴___ koala that resembles ¹⁵___ teddy-bear. It spends most of its life in eucalyptus trees and eats only ¹⁶___ leaves of these trees.

Among other animals found in Australia is ¹⁷___ dingo, ¹⁸___ wild dog which is yellowish brown and has ¹⁹___ bushy tail.

²⁰ ___ emu,
 Australia's
 largest bird is
 also one of ²¹ ___
 largest in ²² ___
 world. It cannot
 fly but is ²³ ___
 good runner.
 Another curious
 bird is ²⁴ ___
 kookaburra that
 is often called
²⁵ ___ "laughing
 jackass".



Other
 Australian birds
 are graceful
 lyrebirds, brilliantly coloured parrots and ²⁶ ___ great white cockatoo.

Two animals were brought to ²⁷ ___ country by ²⁸ ___ Europeans and
 have become wild in Australia. These are ²⁹ ___ buffalo, brought from
 India, and ³⁰ ___ European rabbit. Buffaloes were brought to ³¹ ___ north
 coast as work animals early in ³² ___ 19th century. They escaped and
 multiplied and now inhabit ³³ ___ swampy river valleys around Darwin.

Sheep farmers have constant wars against ³⁴ ___ rabbits because
 they destroy much grass.

No matter how far from Europe Australia can be, many people
 who are fond of travelling would like to visit this extraordinary land!

Exercise 23

Fill in "a", "an" or "the".

Tina: Are these Mother's things?

Father: What are they?

Tina: 1) A hat, 2) ___ orange dress, 3) ___ coat and 4) ___ pair of glasses.

Father: 5) ___ hat and 6) ___ coat are mine. 7) ___ orange dress and 8) ___ pair of glasses are your mother's.

Exercise 24

Choose the correct form, with or without *the*.

Examples: I'm afraid of dogs/~~the dogs~~

Can you pass salt/~~the salt~~, please?

1. Apples/The apples are good for you.
2. Look at apples/the apples on that tree! They're very large.
3. In Britain coffee/the coffee is more expensive than tea/the tea.
4. We had a very nice meal in that restaurant. Cheese/The cheese was especially good.
5. Most people/The most people still believe that marriage/the marriage and family life/the family life are the basis of our society.
6. I know someone who wrote a book about life/the life of Gandhi.
7. Life/The life would be very difficult without electricity/the electricity.
8. Skiing/the skiing is my favourite sport but I also like swimming/the swimming.
9. Second World War/The Second World War ended in 1945.
10. Do you know people/the people who live next door?
11. Are you interested in art/the art or architecture/the architecture?
12. All books/All the books on the top shelf belong to me.
13. Don't stay in that hotel. Beds/The beds are very uncomfortable.
14. Two of the biggest problems facing our society are crime/the crime and unemployment/the unemployment.
15. I hate violence/the violence.

Exercise 25

Answer these questions in the way shown

Example: 'Was it a good film?' 'Yes, it was the best film I've ever seen.'

1. 'Is it a big hotel?' 'Yes, it is _____ in the city.'
2. 'Is he a rich man?' 'Yes, he is _____ I've ever met.'
3. 'Was it a bad accident?' 'Yes, it was _____ I've ever seen.'
4. 'Is it a cheap restaurant?' 'Well, it is _____ you will find.'
5. 'It's hot today, isn't it?' 'Yes, it is _____ day of the year.'

Exercise 26

Put in *a/an* or *the*.

Examples: We went to the most expensive restaurant in town.

Do you want to watch a television this evening?

Last night we went out for a meal in a restaurant.

1. I wrote my name at ___ top of the page.
2. ___ moon goes round ___ earth every 27 days.
3. Did you see the film on ___ television or at ___ cinema?
4. After ___ lunch, we went for a walk by ___ sea.
5. I'm not very hungry. I had ___ big breakfast.
6. John was ___ only person I talked to at the party.
7. Tim lives in ___ small village in ___ country.
8. Peru is ___ country in South America. ___ capital is Lima.
9. I never listen to ___ radio. In fact I haven't got ___ radio.
10. It was ___ beautiful day ___ sun shone brightly in ___ sky.
11. I've invited Tom to ___ dinner next Wednesday.
12. It was a long voyage. We were at ___ sea for four weeks.
13. Can you turn ___ television down, please? It's a bit loud.

Exercise 27

Fill in "a", "an" or "the" where necessary.

There is 1) a swing, 2) ___ tree, 3) ___ old bicycle, 4) ___ cat, 5) ___ angry dog and 6) ___ bird.

Sally is on 7) ___ swing, 8) ___ Tom and 9) ___ Pat are in 10) ___ tree.

11) ___ angry dog is at 12) ___ bottom of 13) ___ tree and 14) ___ cat is on 15) ___ branch! The bird is on the seat of 16) ___ old bicycle.

It's 17) ___ Sunday and 18) ___ Browns are in the garden. They are not in 19) ___ office today.

Exercise 28

Here are some things Tom did yesterday.

Write a sentence for each.

Morning: 8.00 breakfast 8.30-9.00 radio
9.30 walk/country
Afternoon: 1.00 lunch 2.30 cinema
Evening: 6.30 dinner 8.00-10.00 television

1. At 8 o'clock he had breakfast.
2. From 8.30 until 9.00 he listened _____
3. At 9.30 he went for a walk in _____
4. At 1.00 he _____
5. At 2.30 _____
6. At 6.30 _____
7. From _____

Exercise 29

Put in *a/an* or *the*.

Example: There was a man and a woman in the room. The man was English but the woman looked foreign. She was wearing a fur coat.

1. This morning I bought ___ newspaper and ___ magazine. ___ newspaper is in my bag but I don't know where ___ magazine is.
2. My parents have ___ cat and ___ dog. ___ dog never bites ___ cat but ___ cat often scratches ___ dog.
3. I saw ___ accident this morning. ___ car crashed into ___ wall. ___ driver of ___ car was not hurt but ___ car was quite badly damaged.
4. When you turn into Lipson Road, you will see three houses: ___ red one, ___ blue one and ___ white one. I live in ___ white one.
5. We live in ___ old house in ___ middle of the village. There is ___ beautiful garden behind ___ house. ___ roof of ___ house is in very bad condition.

Exercise 30

Fill in "a", "an" or "the".

Assistant: Here you are. 1) A stamp, 2) ___ envelope, 3) ___ pen and 4) ___ notebook.

Mr Black: Oh, 5) ___ envelope is too big and 6) ___ pen isn't blue, it's red. Can I have 7) ___ small envelope and 8) ___ blue pen, please?

Exercise 31

Complete these sentences using the + noun.

Example: It was getting dark in the room, so I turned on the light.

1. There were no chairs so we all had to sit on _____
2. As soon as I saw the fire, I called _____
3. We didn't have any stamps, so we had to go to _____
4. I had a toothache, so I made an appointment with _____
5. Ann had to catch a train, so I took her to _____
6. When we found that someone had broken into our house, we called _____
7. Bill wasn't feeling well, so he went to _____
8. We didn't have any money, so we had to go to _____
9. The plane was delayed, so we had to wait at _____ for three hours.

Exercise 32

Put in a/an or the.

Examples: I'm looking for a job.

Did Ann get the job she applied for?

1. Would you like ___ apple?
2. Could you close ___ door, please?
3. We live in ___ small flat near ___ centre of the city.
4. Have you finished with ___ book I lent you last week?
5. We went out for ___ meal last night ___ restaurant we went to was excellent.

6. Did ___ police find ___ person who stole your bicycle?
7. This is a nice house. Has it got ___ garden?
8. It was warm and sunny, so we decided to sit in ___ garden.
9. This morning I had ___ boiled egg and toast for breakfast.
10. President of the United States is elected every four years.
11. As I was walking along the street, I saw ___ £10 note on ___ pavement.
12. I went into the shop and asked to speak to ___ manager.
13. 'Have you got ___ car?' 'No, I've never had ___ car in my life.'
14. There's no need to buy any milk ___ milkman brings it every morning.

Exercise 33

Match the following set expressions with the corresponding pictures.

1. As pretty as a calendar picture A



2. To sing like a lark B



3. To go on a journey C



4. To get in a fury D



Bill is "it", "you" or "she" looking _____ he got _____ house. Has it got _____ garden? _____ it is a nice house. Has it got _____ garden? _____ it is a nice house. Has it got _____ garden? _____ it is a nice house.

Complete these sentences with the words in the box. Write the words in the correct form. Example: It was raining dark in the city. _____

1. There were no chairs so we _____ to sit on _____
2. _____ the following set expressions with the corresponding picture.
3. We _____
4. I had _____
5. Ann _____
6. When _____

APPENDIX

7. Bill wasn't feeling well so he went to _____
8. We _____ so we had to go to _____
9. The _____ at last so I had to wait at _____

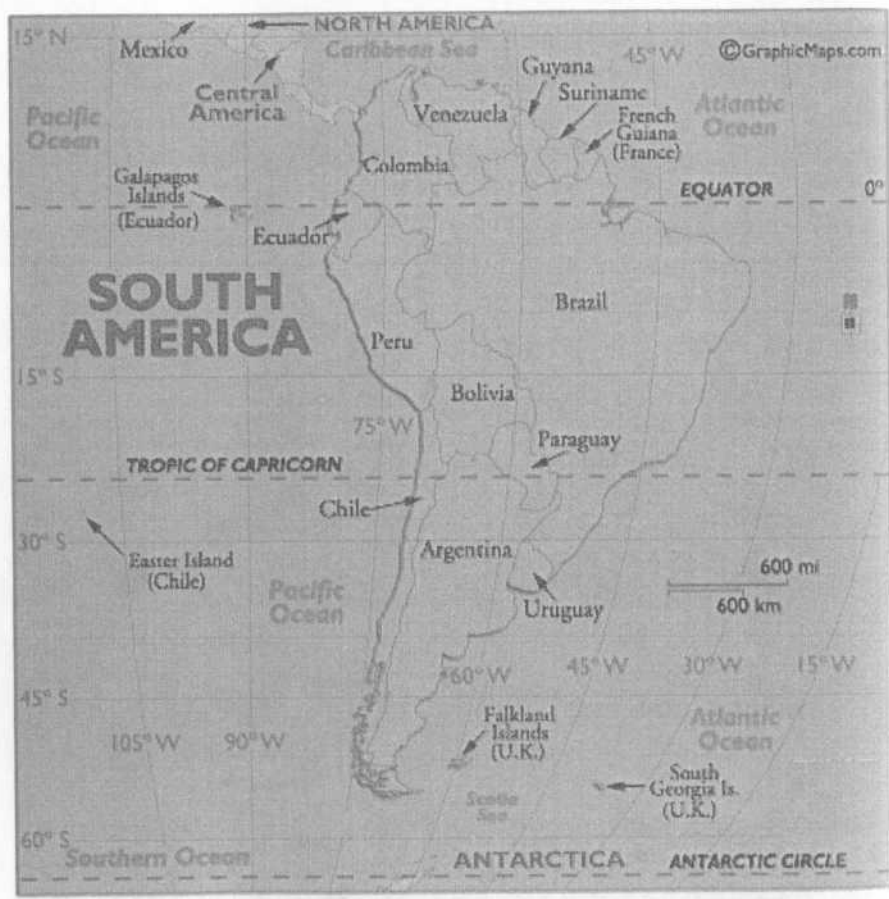
- Put in a verb or an adjective.
- Example: _____
1. We _____
 2. Our _____
 3. We _____ centre of the city.
 4. Have you _____ book I lent you last week?
 5. We went _____ night last week. _____ was excellent.



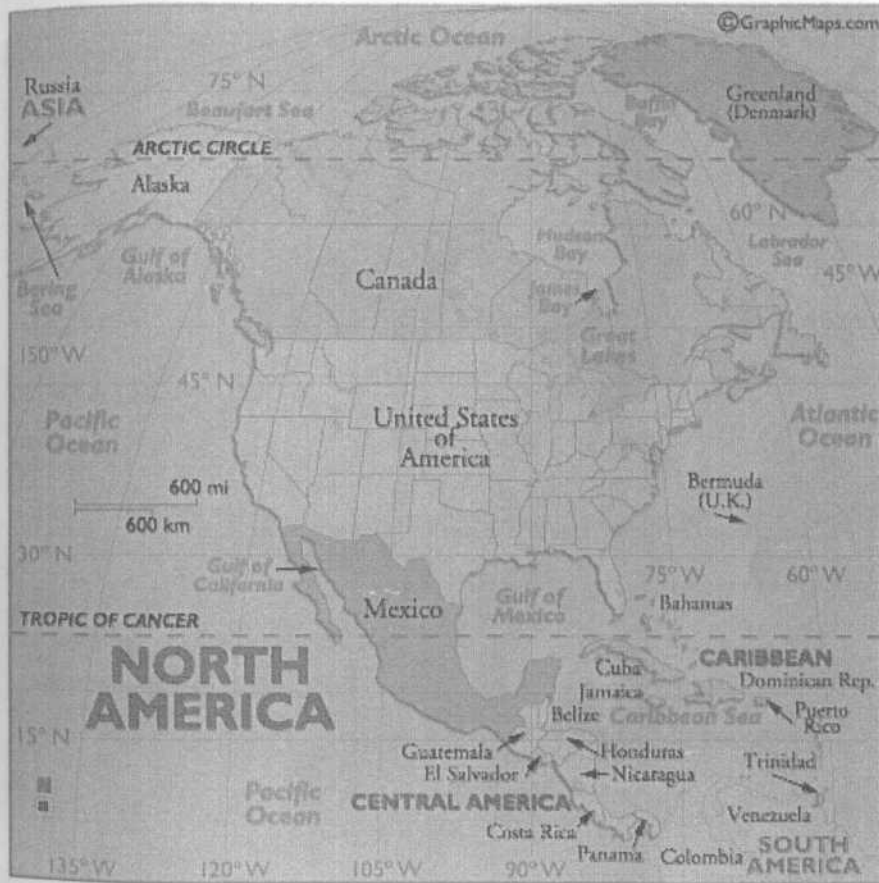
Map 1. Africa



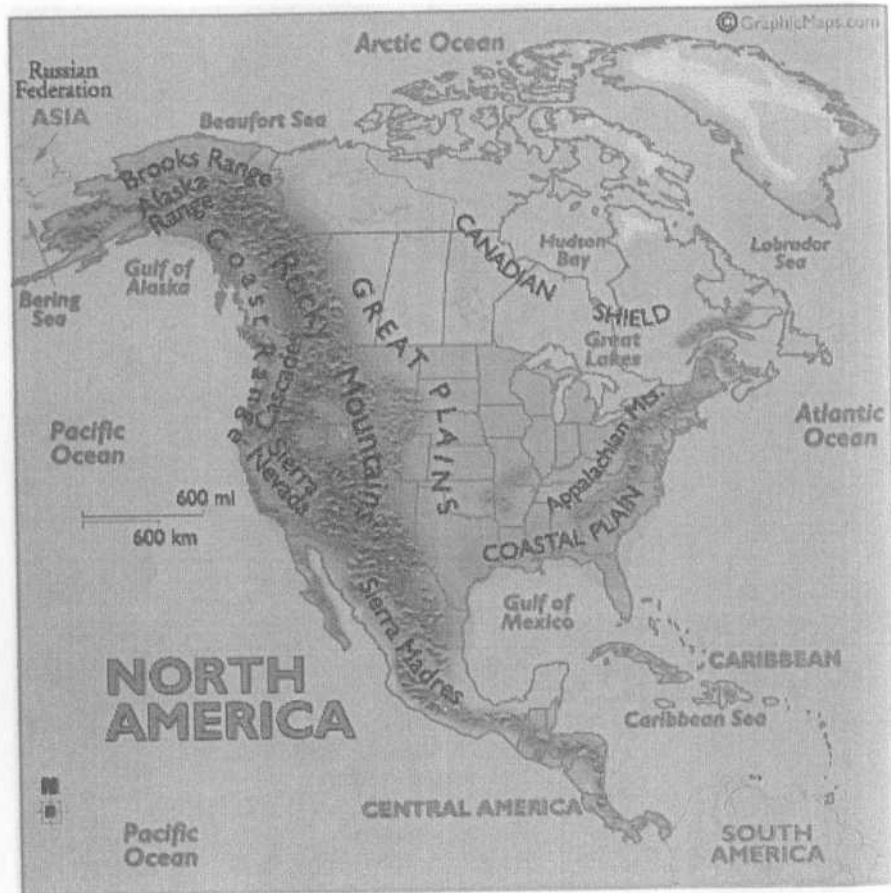
Map 2. South America



Map 3. North America



Map 4. North America. Mountains



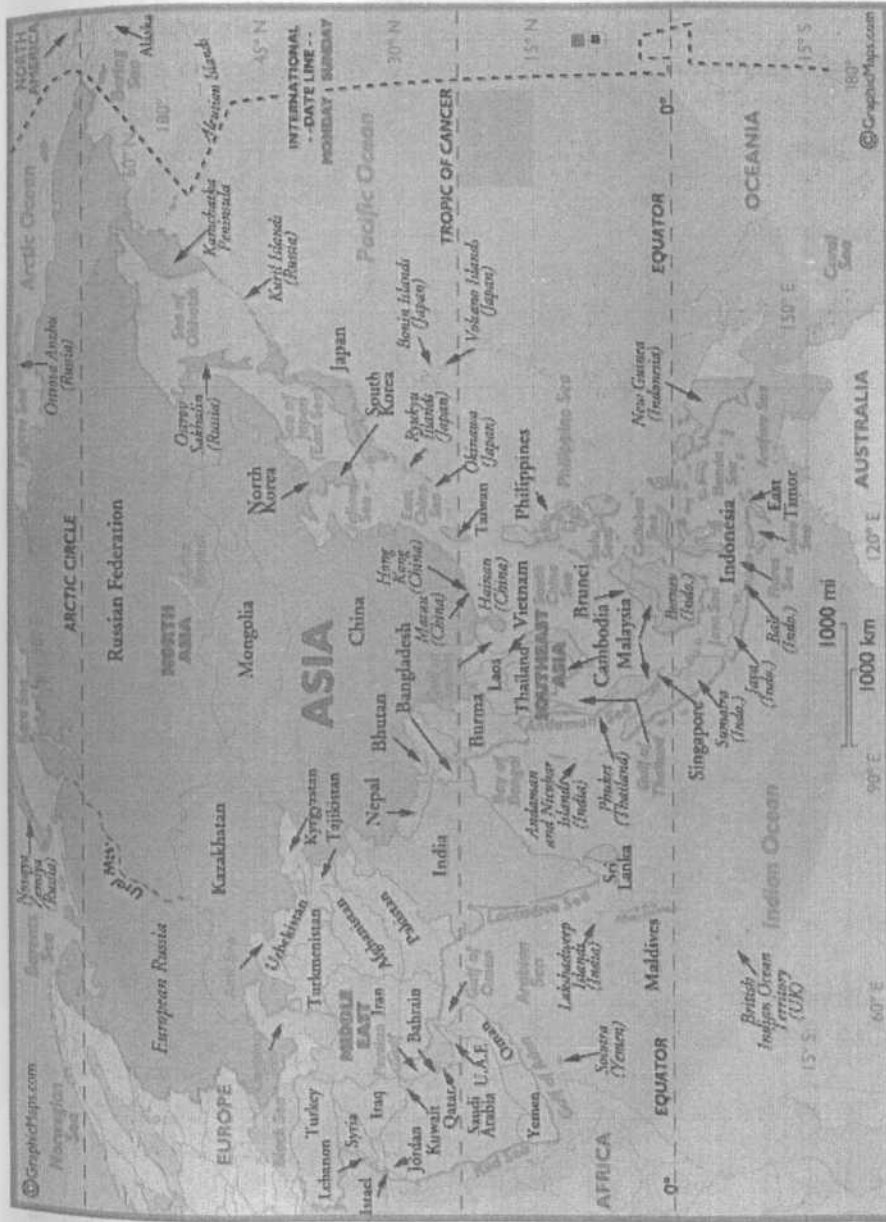
Map 5. Europe



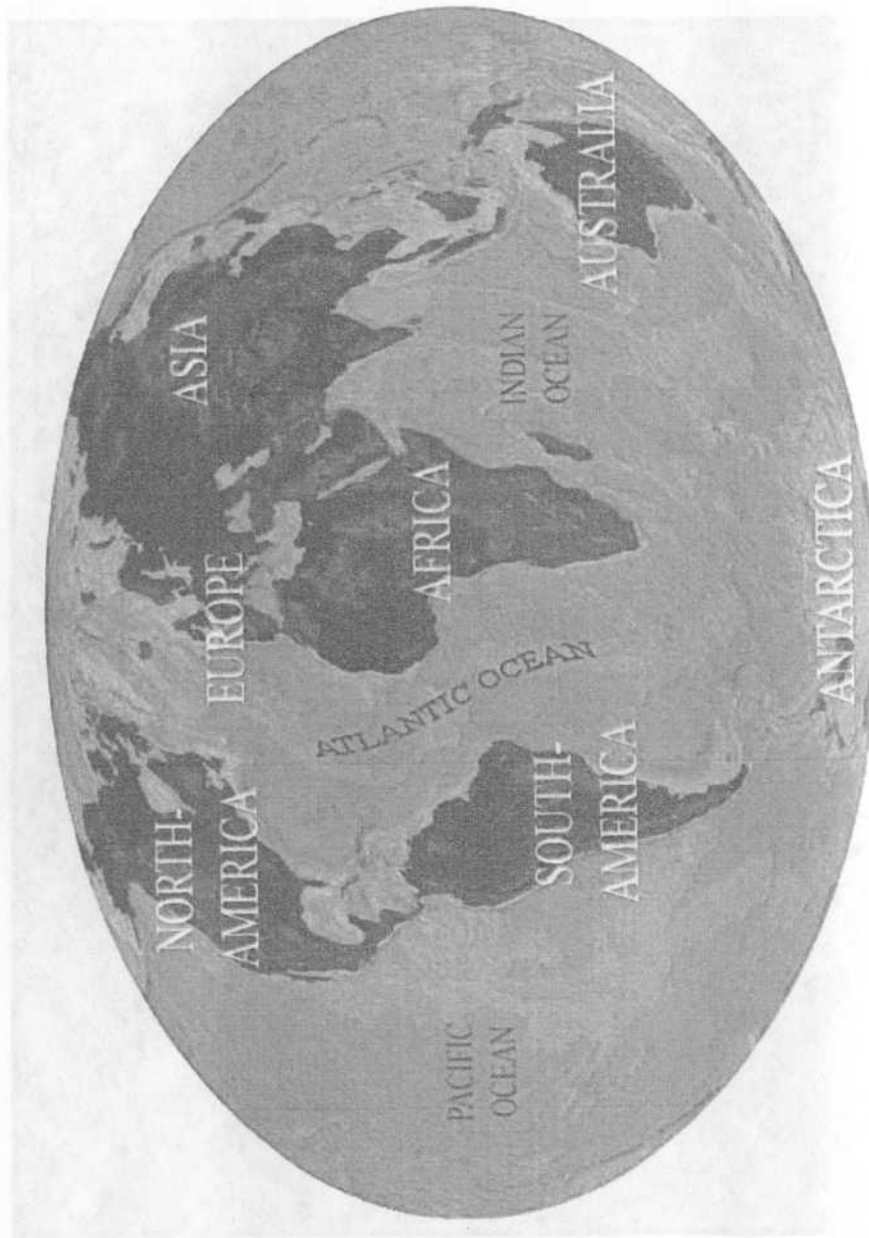
Map 6. Europe and Africa



Map 7. Asia



Map 8. The Continents



KEYS TO EXERCISES

Exercise 1

- 1) In the winter we often go to see a film at the cinema.
- 2) As a matter of fact I love looking at the Moon especially when the sky is full of stars.
- 3) The man once sailed across the Atlantic Ocean in a small boat made only of wood.
- 4) My friend, who became very famous, was the greatest doctor in the world.
- 5) On spring evenings I usually go to my music school to play the piano or the guitar.

Exercise 2

- | | | | | | |
|--------|---------|---------|---------|--------|----------|
| 1. an; | 3. the; | 5. the; | 7. the; | 9. - ; | 11. - ; |
| 2. a; | 4. - ; | 6. a; | 8. - ; | 10. a; | 12. the. |

Exercise 3

1. Last summer we stayed (lived) in a village on the Dnipro bank in a little house surrounded by a large garden.
2. The house in which we stayed (lived) in the summer was surrounded by a large garden.
3. A person who wants to master a foreign language must work very hard and systematically.
4. I've just read a story which I liked very much.
5. The story which I've just read is very interesting.
6. Yesterday I spoke to the director, who told me that he would help me in this business.
7. People who have physical training are usually very healthy.
8. A ship specially built for cutting a way through ice is called an ice-breaker.
9. The house which is being built in our street will be one of the highest houses in Kyiv.
10. Last year when I was in the Crimea, I made the acquaintance of a writer. The writer, who was a highly educated man

and had travelled a lot about **the** USA, often told us about **the** life of **(the)** Americans.

Exercise 4

- | | | | | |
|---------|---------|----------|----------|----------|
| 1. - ; | 5. - ; | 9. - ; | 13. - ; | 17. - ; |
| 2. - ; | 6. - ; | 10. the; | 14. - ; | 18. the; |
| 3. the; | 7. the; | 11. the; | 15. the; | 19. the; |
| 4. - ; | 8. the; | 12. the; | 16. - ; | 20. - ; |

Exercise 5

- | | | | | |
|---------|---------|---------|----------|----------|
| 1. - ; | 5. the; | 9. - ; | 13. the; | 17. - ; |
| 2. the; | 6. - ; | 10. - ; | 14. - ; | 18. the; |
| 3. - ; | 7. the; | 11. a; | 15. - ; | 19. - ; |
| 4. the; | 8. - ; | 12. - ; | 16. - ; | 20. the; |

Exercise 6

- 1) ✖; 2) a; 3) a; 4) a; 5) an; 6) ✖; 7) the;
8) the; 9) ✖; 10) ✖; 11) the.

Exercise 7

1. B. 2. D. 3. A. 4. C.

Exercise 8

- | | | | | |
|---------|-------|---------|--------|----------|
| 1. a; | 3. a; | 5. a; | 7. a; | 9. the; |
| 2. the; | 4. a; | 6. the; | 8. - ; | 10. the; |

Exercise 9

1. I asked him to buy **some** paper and **some** ink.
2. Give me **some** milk, please.
3. Boil **the** milk, please.
4. Children need milk (*or: Milk is necessary for children*).
5. Put **some** butter into **the** soup.
6. Put **the** (*or: **some***) butter on **the** table.
7. I don't drink milk, I drink tea or coffee.
8. Where is **the** butter? – It is on **the** table.
9. Where did you put **the** sugar that I bought yesterday?
10. **The** water in this pond is very clear.

Exercise 10

C	a	a	a	the	a	a	the	the
A	the	the						
E								
B	the							
D	the	the						

Exercise 11

1.	Cairo	6.	Pacific	11.	Tokyo
2.	The Atlantic	7.	The Volga	12.	Baikal
3.	France	8.	The United States	13.	The Alps
4.	The Amazon	9.	The Nile	14.	The Mediterranean Sea
5.	Asia	10.	The Himalayas	15.	The Bahamas

Exercise 12

- | | |
|----------------------|------------------------|
| 1. a valid ticket | 6. with a good camera. |
| 2. for a change | 7. such a lovely day |
| 3. with a double bed | 8. it's a pity |
| 4. for an adult | 9. such an occasion |
| 5. with a fork | |

Exercise 13

1.	O.K.	12.	O.K.
2.	the National Theatre	13.	the Royal Theatre
3.	the Intercontinental Hotel	14.	the Museum
4.	in the north	15.	O.K.
5.	O.K.	16.	the United States
6.	O.K.	17.	the Panama Canal the Atlantic Ocean the Pacific Ocean
7.	the National Gallery	18.	the Regal the Plaza
8.	O.K.	19.	the North Sea
9.	the Rocky Mountains	20.	in the west
10.	the Houses of Parliament the River Thames	21.	O.K.
11.	the British Museum	22.	the USA

Exercise 14

A

- | | | | | | | |
|--------|---------|---------|---------|---------|---------|---------|
| 1. the | 9. a | 17. the | 25. the | 33. the | 41. the | 49. the |
| 2. the | 10. the | 18. the | 26. the | 34. - | 42. the | 50. the |
| 3. the | 11. the | 19. - | 27. the | 35. - | 43. the | 51. the |
| 4. the | 12. - | 20. the | 28. the | 36. the | 44. the | 52. the |
| 5. - | 13. - | 21. - | 29. - | 37. - | 45. the | |
| 6. the | 14. - | 22. the | 30. - | 38. the | 46. - | |
| 7. the | 15. the | 23. the | 31. - | 39. the | 47. the | |
| 8. the | 16. the | 24. the | 32. - | 40. the | 48. a | |

B

1. C. -.	3. E. -; -.	5. -; the; -.
2. F. the; -.	4. B. -; the; -;	6. the; -.

Exercise 15

- | | |
|--------------------------------------|-------------------------|
| 1. Downing Street | 7. The Tate Gallery |
| 2. St James's Park Buckingham Palace | 8. the Prince of Wales |
| 3. Liverpool University | 9. the Tower of London |
| 4. the Daily Telegraph
the Times | 10. the Sheraton |
| 5. Harrison's | 11. St Matthew's Church |
| 6. Orly Airport | 12. the Science Museum |
| | 13. the Classic |

Exercise 16

- | | | | |
|--------|---------|---------|---------|
| 1. the | 8. the | 15. a | 22. the |
| 2. - | 9. the | 16. the | 23. - |
| 3. a | 10. the | 17. the | 24. the |
| 4. a | 11. an | 18. the | 25. - |
| 5. - | 12. the | 19. the | 26. the |
| 6. a | 13. the | 20. the | |
| 7. the | 14. the | 21. a | |

Exercise 17

- | | | | |
|-----------|-------------|------------|---------|
| 1. an | 7. the | 13. the | 19. the |
| 2. the | 8. (the); - | 14. - | |
| 3. -; a | 9. the | 15. the | |
| 4. an | 10. -; - | 16. the; - | |
| 5. the | 11. the | 17. - | |
| 6. a; the | 12. the; | 18. - | |

Exercise 18

- | | |
|-------------------------------|------------------|
| 1. school | 8. work ... home |
| 2. school ... at the hospital | 9. university |
| 3. hospital | 10. the hospital |
| 4. prison | 11. bed |
| 5. the prison | 12. work |
| 6. the church | 13. university |
| 7. the school | |

Exercise 19

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. the | 8. - | 15. a | 22. the | 29. an |
| 2. - | 9. - | 16. - | 23. the | 30. - |
| 3. - | 10. a | 17. - | 24. - | 31. the |
| 4. - | 11. the | 18. - | 25. - | 32. the |
| 5. a | 12. the | 19. - | 26. - | 33. the |
| 6. the | 13. - | 20. the | 27. the | 34. - |
| 7. the | 14. - | 21. a | 28. - | 35. - |

Exercise 20

1. W - *the* United States.
2. R.
3. W - *the* South of England; *the* north.
4. W - *the* Mediterranean.
5. R.
6. W - *the* Middle East.
7. W - *the* Swiss Alps.
8. R.
9. W - *the* Nile; *the* longest river.
10. W - *the* United Kingdom.

Exercise 21

1. South America
2. Africa
3. *the* United States
4. Asia
5. *the* Rocky Mountains
6. *the* Pacific
7. *the* Indian Ocean
8. *the* English Channel
9. *the* Mediterranean Sea
10. *the* North Sea
11. *the* Panama Canal

Exercise 22

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. an | 8. the | 15. a | 22. the | 29. the |
| 2. the | 9. the | 16. the | 23. a | 30. the |
| 3. the | 10. the | 17. the | 24. the | 31. the |
| 4. the | 11. a | 18. a | 25. the | 32. the |
| 5. the | 12. the | 19. a | 26. the | 33. the |
| 6. the | 13. the | 20. the | 27. the | 34. the |
| 7. the | 14. the | 21. the | 28. the | |

Exercise 23

- 1) a; 2) an; 3) a; 4) a; 5) the; 6) the; 7) the; 8) a

Exercise 24

- | | |
|--|-------------------------|
| 1. Apples | 9. The Second World War |
| 2. the apples | 10. the people |
| 3. coffee; tea | 11. art; architecture |
| 4. The cheese | 12. All the books |
| 5. Most people; marriage;
family life | 13. The beds |
| 6. the life | 14. crime; unemployment |
| 7. Life; electricity | 15. violence |
| 8. Skiing; swimming | |

Exercise 25

1. the biggest hotel
2. the richest man
3. the worst accident
4. the cheapest restaurant
5. the hottest (day)

Exercise 26

- | | |
|-------------|--------------------------------|
| 1. the | 8. a. The |
| 2. The; the | 9. the; a |
| 3. -; the | 10. a. The; the |
| 4. -; the | 11. - |
| 5. a | 12. - |
| 6. the | 13. the (= the television set) |
| 7. a; the | |

Exercise 27

- | | |
|---------|---------|
| 1. a | 11. The |
| 2. a | 12. the |
| 3. an | 13. the |
| 4. a | 14. the |
| 5. an | 15. the |
| 6. a | 16. the |
| 7. the | 17. - |
| 8. - | 18. the |
| 9. - | 19. the |
| 10. the | |

Exercise 28

1. to the radio.
2. the country.
3. had lunch.
4. he went to the cinema.
5. he had dinner.
6. 8.00 until 10.00 he watched television.

Exercise 29

1. a; a. The; the.
2. a; a. The; the; the; the.
3. an. A; a. The; the; the.
4. a; a; a. The.
5. an; the. A; the. The; the

Exercise 30

- | | | | |
|-------|------|--------|------|
| 1. a | 3. a | 5. the | 7. a |
| 2. an | 4. a | 6. the | 8. a |

Exercise 31

- | | |
|---------------------|----------------|
| 1. the floor | 6. the police |
| 2. the fire-brigade | 7. the doctor |
| 3. the post-office | 8. the bank |
| 4. the dentist | 9. the airport |
| 5. the station | |

Exercise 32

- | | | | | |
|-----------|-------------|--------|------------|----------|
| 1. an | 4. the | 7. a | 10. The | 13. a; a |
| 2. the | 5. a. The | 8. the | 11. a; the | 14. The |
| 3. a; the | 6. the; the | 9. a | 12. the | |

Exercise 33

1. C. 2. A. 3. D. 4. B.

- | | |
|---------------------------------------|----------------------------------|
| 1. Apples | 9. The Second World War |
| 2. the apples | 10. the people |
| 3. coffee, tea | 11. the architecture |
| 4. The Chinese | 12. All the books in the library |
| 5. Most people; marriage; family life | 13. The beds in the room |
| 6. the list | 14. crime; unemployment |
| 7. Life expectancy | 15. a journey |
| 8. Strong swimming | |

- the large hotel
- the first one
- the worst window
- the cheapest restaurant
- the best one

TESTS

Test 1

1. Choose the right definitions to the notions:

1. **An article is:** _____
 - A. a word that is put next to a noun
 - B. a word that is put next to a verb
 - C. a function word that has lexical meaning
 - D. a linguistic unit representing some conceptual content without naming it.
2. **The theme is:** _____
 - A. the unknown information
 - B. the old information
 - C. the known information
 - D. the new information.
3. **The rheme is:** _____
 - A. the old information
 - B. the new information
 - C. the known information
 - D. the right information.
4. **Deixis is:** _____
 - A. a process which is usually preceded by the definite article
 - B. a part of the new information
 - C. a process whereby words or expressions rely absolutely on context
 - D. the object we have already had in mind.
5. **The referent is:** _____
 - A. an unknown process
 - B. a part of the old information
 - C. the type of the division
 - D. the object denoted by the word.

2. Match the clauses on the left with those on the right:

The indefinite article can be used in four functions:

- | | |
|---------------------------------------|--|
| 1. The classifying function | a) is realized when the referent of the noun is not a real thing, but it exists in the speaker's imagination only. |
| 2. The indefinitizing function | b) is preserved with nouns denoting measure and mean "oneness". |
| 3. The introductory function | c) is realized in the so-called classifying utterances. |
| 4. The quantifying function | d) is an introduction of some information about the object to the hearer. |

The definite article may be used in the following functions:

- | | |
|--|--|
| 1. The identifying function | a) is realized when the use of the article shows that the object denoted is taken in its concrete, individual quality |
| 2. The definitizing function | b) is realized when in speech we want to point out to something that both us and the hearer perceive with our organs of feeling. |
| 3. The individualizing function | c) is realized when the object or thing denoted by the noun is presented as a part of some complex. |

3. Fill in the missing words:

1. The word "the" functions primarily as a _____ article in the grammar of the _____ language.
2. The function of "the" in society is to _____ a set of _____.
3. We often use the definite article "_____" to show that we are talking about the same one we just _____.
4. The indefinite articles are used with _____ nouns when the noun is general.

5. If the noun is modified by _____, the choice between *a* and *an* depends on the _____ sound of the adjective that immediately follows the article.
6. Semantically the article can be viewed as a _____, i.e. a linguistic unit representing some conceptual content without _____ it.
7. We speak of zero units in situations where the grammatical _____ needs to be made _____.
8. The _____ functions of the articles are the following: the _____, the theme-and rheme markers, the _____ and the concretization.

4. Put "+" (if "yes") or "-" (if "no").

Do we use "a/an" with:	+/-
1) uncountable or plural nouns.	
2) the names of cinemas	
3) the names of profession	
4) nationalities ending in -sh, -ch, -ese	
5) the names of countries	
6) the verb have (got)	
7) musical instruments/dances:	
8) the names of religion	
9) an unspecified thing	

5. Match *a/an* or *the* with the sentences:

a an the	1. ___ giraffe is the tallest of all animals.
	2. The whale is ___ mammal but it lives in the sea.
	3. When was ___ telephone invented?
	4. I had ___ very nice meal.
	5. ___ bicycle is an excellent means of transport.
	6. There's ___ hair in my soup.
	7. A dog is ___ animal.
	8. ___ piano is my favourite instrument.

Test 2

1. State, whether the following statements are true (T) or false (F) and correct the false ones:

1. It is better to speak of the zero article rather than of the absence of the article. _____
2. The indefinite article and the definite article usually signal the indefiniteness of the object named. _____
3. The syntactical role of the article consists in marking off a noun or a noun phrase, as part of the sentence. _____
4. The definite article usually presents the notion as something already familiar before. _____
5. *The* must be used when the noun can be counted. _____
6. *A* and *an* signal that the noun modified is indefinite, referring to any member of a group. _____
7. We use the definite article with plural nationality. _____
8. We use *a/an* with periods of time. _____
9. Do not use the indefinite article with individual mountains. _____
10. Use the definite article *the* with the verb *have (got)*. _____

2. Find the odd word out and explain why:

e.g. *one, five, tree, four.*

Tree, because it is not a numeral.

- a) the determination, the theme-and-rheme markers, the referent, the generalization, the concretization;
- b) the, an, a, for;
- c) at night, in the morning, out of the question, to keep the house;
- d) theme, rheme, deixis, the new information, the known information;
- e) the classifying function, the indefinitizing function, the introductory function, the definitizing function, the quantifying function;
- f) adjectives in the superlative degree, proper nouns, ordinal numerals, attributive relative restrictive clauses.

3. Put a tick (✓) if we use *the* in such set expressions:

- | | | | |
|----------------------|--------------------------|-------------------------|--------------------------|
| 1. by ___ mistake | <input type="checkbox"/> | 8. in ___ order | <input type="checkbox"/> |
| 2. at ___ end | <input type="checkbox"/> | 9. to keep ___ bed | <input type="checkbox"/> |
| 3. by ___ way | <input type="checkbox"/> | 10. out of ___ ordinary | <input type="checkbox"/> |
| 4. to go to ___ sea | <input type="checkbox"/> | 11. under ___ age | <input type="checkbox"/> |
| 5. on ___ account of | <input type="checkbox"/> | 12. not in ___ least | <input type="checkbox"/> |
| 6. to play ___ piano | <input type="checkbox"/> | 13. out of ___ fashion | <input type="checkbox"/> |
| 7. to lose ___ heart | <input type="checkbox"/> | 14. on ___ contrary | <input type="checkbox"/> |

4. Choose one or more examples (listed below) to illustrate the following rules:

1. The morphological value of the article lies in signaling the substantialization of the adjectives, numerals and so on.
2. When concrete nouns are used in generic sense, they are usually preceded by the definite article.
3. The indefinite article may be used when two classes of objects are compared.
4. The zero article combines with uncountable nouns and countable nouns in the plural.
5. The indefinite articles are used with singular nouns when the noun is general.
 - A. The highest mountain peak in Wales is Snowdon.
 - B. The sun shines brightly.
 - C. I like a pine more than a birch.
 - D. What is the most famous desert in Africa?
 - E. Have you got a car?
 - F. A frog is quicker than a snail.
 - G. Food and water are vitally important.
 - H. I would like to have two seats in the third row.
 - I. He wants to see a lion.
 - J. I hate snakes.

5. Write *the* or *a* where necessary:

1. On ___ August 20th, 1887, a group of workers were sitting at the edge of ___ cornfield where they were having ___ lunch.
2. Sometimes you can see ___ sea from my bedroom window, but ___ atmosphere has to be very clear.

3. He owns ___ house by ___ Thames, which he bought three years ago for £300,000. Rumour has it that ___ house is haunted.

4. According to some doctors, ___ people living in ___ cold climates are twice as likely to develop ___ arthritis as ___ people living in ___ warmer climates.

5. For ___ very long time ___ people believed that ___ Earth was ___ centre of ___ universe.

Test 3

1. Fill in the blanks with the word that best fits the meaning of each sentence:

contrast	article	structural
new	definiteness	function
noun	contain	time

1. The definite article signals the _____ of the object named.
2. The definite and the indefinite article as mutually exclusive stand in obvious _____.
3. The article is a _____ part of speech and it is used with nouns.
4. The meaning of the _____ reveals itself in actual speech.
5. The indefinite article introduces a _____ item of information.
6. The generalizing _____ of articles is opposed to that of concretization.
7. Definite and indefinite articles are difficult for speakers whose native language does not _____ them.
8. *A* and *an* are used if the _____ can be counted.
9. *A* or *an* is used to introduce a noun when it is mentioned for the first _____ in a piece of writing.

2. For each sentence, place the letter of the best answer:

1. The indefinite, definite and zero articles are _____.
 - a) mutually antithetic
 - b) mutually balanced
 - c) mutually exclusive
 - d) mutually dependent
 - e) mutually independent
 - f) mutually inoperative

2. The articles are mostly used in their ____ in utterances characterized by generic reference.
 - a) individualizing function
 - b) determining function
 - c) introductory function
 - d) quantifying function
 - e) generalizing function
3. *The* is used afterward ____ you mention that same noun.
 - a) only one time
 - b) each time
 - c) not once
 - d) two times
 - e) three times
4. The definite article has ____, and the indefinite article has generalising semantics.
 - a) unusual semantics
 - b) general semantics
 - c) particular semantics
 - d) individualising semantics
 - e) generative semantics
5. In article usage we depend on the _____.
 - a) discourse context
 - b) historical context
 - c) lexical context
 - d) casual context
 - e) new context
6. The concretization function is realized through some specific functions which are different for _____.
 - a) definite and indefinite articles
 - b) indefinite and zero articles
 - c) zero articles only
 - d) definite, indefinite and zero articles
 - e) definite and zero articles

3. Anagram.

Make up the words given in a jumbled form:

- | | |
|---------------|----------------------|
| 1. rpopre | <input type="text"/> |
| 2. ntideniefi | <input type="text"/> |
| 3. rezo | <input type="text"/> |
| 4. lictaer | <input type="text"/> |
| 5. eirnagd | <input type="text"/> |
| 6. idfeiten | <input type="text"/> |

- What nouns do generally use zero articles?
 - What article has generalising semantics?
 - Which article is found in the contexts where neither the definite nor the indefinite article is used?
 - A word that is put next to a noun to indicate the type of reference being made by the noun.
 - What will help a lot to use articles properly?
 - How do we call article *the* in the grammar of the English language?
4. Some lines of the text below contain an unnecessary article. Find them and write them in the spaces. If a line is correct, put a tick (✓) on the line.

A friend of mine, a lawyer, had never used a	0	
computer in his life. But the one day he realized that	00	
he would need to get the one. He was worried about it	1	
as he had no an idea about how to use them. He bought	2	
the most powerful computer. After a few days, he had	3	
a super-machine which he hadn't a clue what to do with	4	
But 2 months later, he has become the greatest	5	
Internet enthusiast I know. He now does everything an	6	
'online': pays his bills, contacts his family in the	7	
America and reads the news on BBC. The Internet has	8	
become a part of his life.	9	

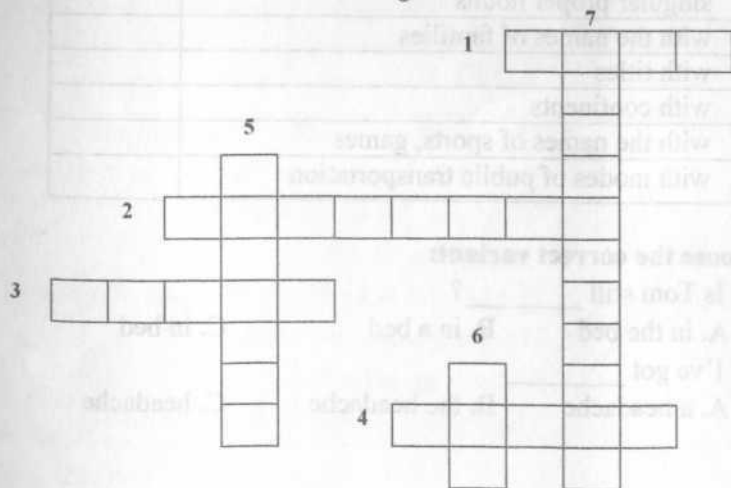
5. Put *the* where necessary:

___ U.S.A. lies between ___ Atlantic Ocean on ___ east and ___ Pacific Ocean on ___ west. It borders on ___ Canada and ___ Mexico. ___ Rocky Mountains extended from ___ New Mexico to ___ Alaska. ___ Mississippi flows into ___ Gulf of Mexico. ___ Grand Canyon was carved out of Colorado Plateau by ___ Colorado River. ___ Lake Superior is one of ___ Great Lakes. ___ Niagara Falls are between ___ Lake Eire and ___ Lake Ontario.

Test 4

1. Solve the crossword.

1. We use the indefinite article *a/an* with the _____ *have (got)*.
2. We use the _____ article with a noun that has been previously mentioned.
3. We use the indefinite article *a/an* with nouns when referring to an unspecified _____.
4. We don't use *a/an* with uncountable or plural _____.
5. We do not use the definite article for generic _____.
6. We use the indefinite article with singular countable nouns when we want to say what somebody/ something is or what someone's _____ is.
7. We use the indefinite article in certain _____ when we want to show how often we do something.



2. Fill in the words: *speech, form, member, part, old, numeral, anaphoric, indefinite, plural, speaker, ways.*

1. The article is a structural _____ of speech and it is used with nouns.
2. The articles represent two different _____ of presenting the object named by a noun: an introductory and an _____ presentation.
3. The article is a way to correlate subject concept with a _____ situation.
4. The portion called "theme" carries the _____ information, that is, the information already shared by the hearer and by the _____.
5. The indefinite article developed from the _____ "one".
6. The combinability of the _____ article is restricted to the group of countable nouns used in the singular _____.
7. A definite article is used before singular and _____ nouns that refer to a particular _____ of a group.

3. Put "+" (if "yes") or "-" (if "no").

Do we use "the" with:		+/-
1)	periods of time	
2)	mountain ranges	
3)	abstract nouns	
4)	plural nationality	
5)	singular proper nouns	
6)	with the names of families	
7)	with titles	
8)	with continents	
9)	with the names of sports, games	
10)	with modes of public transportation	

4. Choose the correct variant:

1. Is Tom still _____?
 A. in the bed B. in a bed C. in bed
2. I've got _____.
 A. a headache B. the headache C. headache

3. I would like to be _____.
- A. English teacher B. an English teacher C. a English teacher
4. They often listen to _____.
- A. the radio B. radio C. a radio
5. Paris is _____ of France.
- A. a capital B. capital C. the capital

5. Read the text and correct the mistakes:

First people to reach South Pole – in modern times, anyway – were Roald Amundsen and Norwegian Antarctic expedition, in the December 1911. An Explorers had been trying to reach the Antarctic for over an hundred years because it represented the ultimate challenge: coldest and windiest continent in world.

Antarctica provides information on a past, present and future of our planet, and controls major issues in rest of the world, like sea level. In this sense, it is warning because it tells us what we have done wrong as regards a ozone layer and global warming, for instance. It is up to us to listen and act, before it is too late.

KEYS TO TESTS

Test 1

1. 1. An article is: A, D
2. The theme is: B, C
3. The rheme is: B
4. Deixis is: C
5. The referent is: D

2. **The indefinite article** can be used in four functions:

1. c; 2. a; 3. d; 4. b.

The definite article may be used in the following functions:

1. b; 2. c; 3. a.

3. 1. definite; English
2. establish; understandings
3. the; mentioned
4. singular
5. an adjective; initial
6. signifier; naming
7. meaning; explicit
8. main; determination; generalization

4. Do we use "a/an" with:	+/-
1) uncountable or plural nouns.	-
2) the names of cinemas	-
3) the names of profession	+
4) nationalities ending in - sh, -ch, -ese	-
5) the names of countries	-
6) the verb have (got)	+
7) musical instruments/dances:	-
8) the names of religion	+
9) an unspecified thing	+

5.

a an the	<ol style="list-style-type: none"> 1. The giraffe is the tallest of all animals. 2. The whale is a mammal but it lives in the sea. 3. When was the telephone invented? 4. I had a very nice meal. 5. The bicycle is an excellent means of transport. 6. There's a hair in my soup. 7. A dog is an animal. 8. The piano is my favourite instrument.
---	--

Test 2

1. 1. T.
2. F – The indefinite article and the *zero* article usually signal the indefiniteness of the object named.
3. T.
4. T.
5. F – *The* must be used when the noun cannot be counted.
6. T.
7. T.
8. F – We don't use a/an with periods of time.
9. F – Do not use the definite article with individual mountains.
10. F – Use the *indefinite* article *a/an* with the verb *have (got)*.

2. a) the referent is not the main function of the articles;
- b) for is not an article;
- c) at night is used without an article;
- d) deixis does not connected with the theme-and rheme markers;
- e) the definitizing function is not the function of the indefinite article;
- f) proper nouns do not refer to the group which express the particularizing attributes.

3.	1.		8.	
	2.	✓	9.	✓
	3.	✓	10.	✓
	4.	—	11.	—
	5.	—	12.	✓
	6.	✓	13.	—
	7.	—	14.	✓

4. 1. A, D, H
2. B
3. F, C
4. E, I
5. G, J

5. 1. -, *a*, *the*, the, -;
2. the, the;
3. a, the, the;

4. -, -, -, -, -;
 5. a, -, the, the, the;

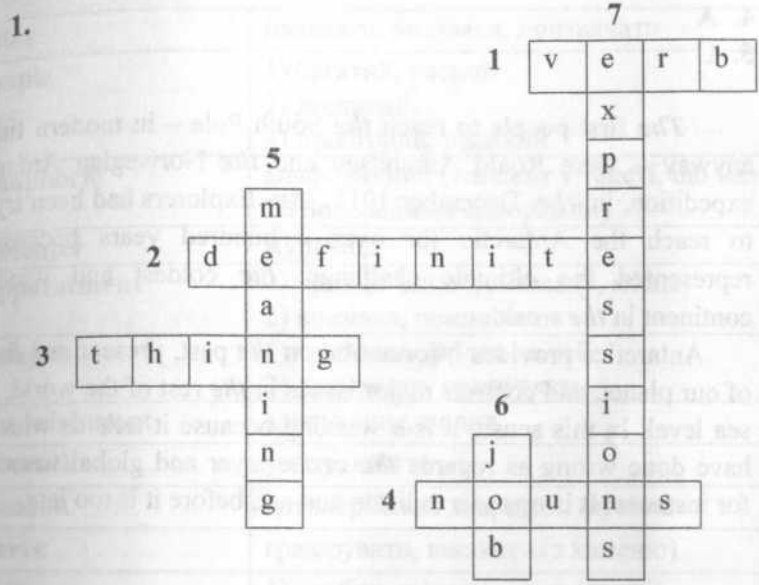
Test 3

1. 1. definiteness 4. article 7. contain
 2. contrast 5. new 8. noun
 3. structural 6. function 9. time
2. 1. c 4. d
 2. e 5. a
 3. b 6. d
3. 1. proper 4. article
 2. indefinite 5. reading
 3. zero 6. definite

4.	A friend of mine, a lawyer, had never used a	0	✓
	computer in his life. But the one day he realized that	00	the
	he would need to get the one. He was worried about it	1	the
	as he had no an idea about how to use them. He bought	2	an
	the most powerful computer. After a few days, he had	3	✓
	a super-machine which he hadn't a clue what to do with	4	✓
	But 2 months later, he has become the greatest	5	✓
	Internet enthusiast I know. He now does everything an	6	an
	'online': pays his bills, contacts his family in the	7	the
	America and reads the news on BBC. The Internet has	8	✓
	become a part of his life.	9	a

5. The U.S.A. lies between the Atlantic Ocean on the east and the Pacific Ocean on the west. It borders on --- Canada and --- Mexico. The Rocky Mountains extended from --- New Mexico to --- Alaska. The Mississippi flows into the Gulf of Mexico. The Grand Canyon was carved out of Colorado Plateau by the Colorado River. --- Lake Superior is one of the Great Lakes. The Niagara Falls are between --- Lake Eire and --- Lake Ontario.

ENGLISH TEST VOCABULARY Test 4



- 2. 1. part
- 2. ways; anaphoric
- 3. speech
- 4. old; speaker
- 5. numeral
- 6. indefinite; form
- 7. plural; member

3.

Do we use "the" with:		+/-
1)	periods of time	+
2)	mountain ranges	+
3)	abstract nouns	-
4)	plural nationality	+
5)	singular proper nouns	-
6)	with the names of families	+
7)	with titles	+
8)	with continents	-
9)	with the names of sports, games	-
10)	with modes of public transportation	+

4. 1. C
2. A
3. B
4. A
5. C

5. *The* first people to reach *the* South Pole – in modern times, anyway – were Roald Amundsen and *the* Norwegian Antarctic expedition, in ~~the~~ December 1911. ~~An~~ Explorers had been trying to reach the Antarctic for over *a* hundred years because it represented the ultimate challenge: *the* coldest and windiest continent in *the* world.

Antarctica provides information on *the* past, present and future of our planet, and controls major issues in *the* rest of the world, like sea level. In this sense, it is *a* warning because it tells us what we have done wrong as regards *the* ozone layer and global warming, for instance. It is up to us to listen and act, before it is too late.

ENGLISH-UKRAINIAN VOCABULARY

allot	надавати, виділяти, призначати
ample	1) багатий, рясний 2) достатній 3) просторий, великий
anaphoric	анафоричний (елемент у тексті, що належить до попередньої інформації)
anteater	мурахоїд
appointment	1) призначення (на посаду, місце) 2) вказівка, приписання
assume	1) приймати, брати на себе 2) допускати, припускати
astonishment	здивування, подив
beneath	унизу, нижче
cannon	артилерійське знаряддя, гармата
carve	гравірувати, висікати (з каменю)
clue	1) клубок, моток (ниток, пряжі) 2) ключ (до розгадки будь-чого; напр., у кросвордах) 3) хід думок
commander-in-chief	головнокомандуючий
conceptual	1) абстрактний, відвернений 2) понятійний, концептуальний
conscience	совість
cornfield	поле, нива
correlate	перебувати у зв'язку, у певнім співвідношенні
cowardice	боягузтво
cure	ліки, засіб лікування
dawn	світанок, ранкова зоря
denotative	той що позначає, вказує, показує
desolate	самотній, занедбаний
determine	визначати, встановлювати
determiner	визначальне слово

device	1) пристрій, пристосування, механізм, прилад 2) метод, методика, спосіб 3) план, проект, схема
devoid	позбавлений, позбавлений (of – чогось)
discourse	1) розмова 2) мова 3) дискурс
doubtless	безперечно, безсумнівно, явно
duckbill	качкодзьоб
edge	межа, грань
essence	істота, сутність
explicitly	1) ясно 2) детально, докладно
exposure	піддавати будь-якому впливу
extend	простира(ся)
extinct	застарілий, що вийшов із уживання
foliage	листя
fortification	укріплення
function word	службове слово
generic	родовий, характерний для певного класу, виду, загальний
habit	звичка, звичай, традиція, заведений порядок
half-shed	наполовину скинутий
haunt	1) примара 2) місце, яке часто відвідується примарою
heavy	важкий, великоваговий
hug	міцні обійми
indicate	показувати, слугувати ознакою, означати
intricate	заплутаний, складний, скрутний
inextricably	заплутаність, складність
inseparable	невіддільний, нероздільний, нерозривний,
implied	той, що мається на увазі, передбачуваний
jagged	зубчастий, зазубрений, нерівно відірваний
kookaburra	кукабара, гігантський зимородок

leak	пропускати воду
log	колода
luxurious	багатий, пишний, розкішний
lyrebird	лірохвіст
mating	з'єднання, зчленування
measles	кір
mention	згадування, посилення (на)
moron	недоумкуватий
mumps	свинка (хвороба)
mutually exclusive	взаємно виключний
neat	акуратний, чистий
notion	поняття
nuisance	докучлива людина, зануда
oar	весло
omission	недогляд, помилка
pallor	блідість
pattern	зразок, модель, система, структура
peer	заглянути, подивитися
penetration	1) проникання, проникнення 2) проникність, проникливість
perceive	сприймати, розуміти, усвідомлювати, осягати
prescriptive	той, що пропонує, дає інструкції
preserve	зберігати
porcupine	дикобраз
prospect	вид, панорама, перспектива
quantify	визначати кількість, вимірювати
ranking	порядковий
reference	посилання (на когось, щось), згадування (про щось, когось)
referent	референт; те, із чим співвідноситься (думка, символ, знак)
regard	ставитися (with-абияк), розглядати

roll	котити, везти
row	гребти
rumour	поговір, чутка
shabby	той, що обносився
shudder	здрігатися, тремтіти
significator	показчик; провісник
slither	сковзати, плавно пересуватися
spake	застаріле, минулий час від speak (говорити)
spill	проливати(ся), розливати(ся)
stab	ранити, заколоти
stroll	прогулюватися, бродити, гуляти
subsequent	наступний
substance	зміст, суть, сутність, істота
substantialization	реалізація
superlative	прикметник або прислівник у найвищому ступені
swampy	болотистий
teller	оповідач
trim	відмінний, прекрасний
ultimate	максимальний; найбільший, найвищий
unique	унікальний, винятковий
unostentatious	ненав'язливий
urgency	гостра потреба
utterance	висловлення
vitally	життєво важливо, суттєво
yellowish	жовтуватий

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