

2. Nouns and Determiners

HANDOUT

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- 2.1. Pre-determiners
- 2.2. Central determiners
- 2.3. Post Determiners
- 2.4. Number (+ partitive constructions)
- 2.5. Gender
- Case and definiteness – left out

Determiners

Pre-determiners

Ex 1. Answer the following questions:

What are the most frequently used pre-determiners?

Why are they called pre-determiners?

Ex 2. Match the pre-determiners below with the types of nouns they can be used with.

Types of nouns: *singular count nouns, plural count nouns, non-count nouns*

All

Both

Half

Ex 3. Fill in “both, neither, nor” in the following sentences. Give reasons for your choice.

That’s enough! _____ you pay your debt to me or I take you to court.

When we heard the good news, we were _____ happy and excited.

They had _____ food to eat nor money to go to a restaurant.

Mr. Harrison wants to have _____ vanilla and chocolate in his ice-cream.

You should stop making up excuses. _____ you study hard or you’ll fail in the Maths exam tomorrow.

_____ of the students had books with them so the teacher got very angry.

We have _____ bread nor cheese so we can’t make a cheese sandwich.

I like _____ the green and the blue t-shirt, but I don’t have enough money to buy two t-shirts.

The sports car ____ nice and cheap so my father decided to buy it.
 My baby sister likes ____ soup nor spinach. She jus likes milk.
 We have some flour and eggs. We can ____ make an omelette or pancake.
 If you want to loose weight, you should ____ do exercises and go on a diet.
 You can ____ grow corn or wheat here in this season.
 ____ of the two friends knew how to go to the museum, so they asked the way to a policeman.

Central determiner

Ex 4. Look at the following examples. Give reasons for using the definite article, the indefinite article, the zero article or a pronoun. This exercise is guided by the student's grammar of English Language by Greenbaum and Quirk.

Oh, dear! *The stain* hasn't come out of the carpet.
 I do most of my travelling by overnight train and, of course, in *the dark*, one has no idea of what *the countryside* looks like.
 You'll probably see it in *the paper* tomorrow.
 I grabbed him by *the arm*.
 How is *the chest* now? Has the breathing been affected?
 She was *the sole* survivor.
 Her house was burgled and she lost *a camera, a radio and a purse* – though fortunately *the purse* contained very little money and *the camera* was insured.
 Jack has broken *a finger*. Jack has bumped *his head*.
 This cost *a hundred* pounds.
 As *(the) chairman*, I must rule you out of order.
Ø Prime Minister Ghandi – the Prime Minister Mr. Rajiv Ghandi.
 Travel by bus.
 What time do you normally have *Ø breakfast*? *The breakfast* was served late that day.
The car became an increasing necessity in the 20th century.
 Ø Research is vital for human progress.
A tiger / tigers run more gracefully than most animals.
 Do you remember when everyone was keen on *the rhumba*?
The Welsh are fond of singing.

There's *a Richmond* in the south of England.

Every large city should have *a Hyde Park*.

Ex 5. Look at the sentences below. Explain the usage of the articles.

Every term parents are invited to the school to meet the teachers.

Why aren't your children at school today? Are they ill? When he was younger, Ted hated school.

My brother has always been very healthy. He's never been in hospital. When Ann was ill, I went to the hospital to visit her. When I was there I met Lisa who is a nurse in the hospital.

Ex 6. Complete the sentences with a word or phrase from (i) followed by a word or phrase from (ii) Use each word or phrase once only.

(i)

no,	none,	none of,	no one,	nothing,	nowhere,	never,	not
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(ii)

a drop,	else,	going to get,	heard,	the hotels,	in the cupboard,	point,	wrong
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1. Where are the biscuits? There are *none in the cupboard*.
2. We left the house as quietly as possible andus.
3.was spilt as she poured the liquid into the flask.
4. She was determined to leave and I knew there was.....in protesting.
5. The door was locked and he hadto go.
6. I found that in the city centre had any rooms left.
7. Liam's so lazy. Is hea job?
8. The doctors reassured Emily that they could findwith her.

Post-determiners

Ex 7. Contrast the sentence pairs. Give reasons for using the underlined determiners and quantifiers.

I called **a friend**. We'll ask **the friend** (that you called).

Ask **this friend**. / Go and ask **that friend**. He was *calling all night*. **This** angered them.

All friends want loyalty. **All your friends** called back. **Both parents** called back

Each friend called back. **Every friend** wants loyalty.

Some friends called back. / **Did any friends** called back?

Either friend will call back. / **Either of my friends** will call back.

Not one friend called back. / **Not all friends** call back.

Few/ A few friends called back.

We have **enough food**. / The food is good **enough**.

Nouns – Number

Ex 8. Decide whether the plural „s“ in the following words is pronounced as /s/, /z/ or /iz/ (voicing)

gas, watch, cough, bed, attack, sting, roof, stop, chance, blast, judge, dog,

Ex 9. Make plural of the following words. Comment on the etymology of the plural endings.

analysis, appendix, axis, cactus, criterion, datum, index, diagnosis, medium, octopus, thesis

Ex 10. Make plural of the following words (Vowel change – irregular plurals)

foot, louse, mouse, woman, goose, man,

Ex 11. Explain the difference in meaning of the following pairs:

Hair – hairs

Hair – hairs

Give 5 more examples of zero plural. Explain why the plural are called „zero“

Ex 12. Give 3 examples of ordinarily plural and 3 examples of ordinarily singular nouns

Gender

Ex 13. In English, inanimate nouns are metaphorically assigned a gender. Mark the following groups either masculine, feminine or neutral (common). If more than one option is possible, mark the preferable one.

Vehicles

Computers, robots and tools

Nations

Earth

Animals and young children

Hurricanes

Case

Ex 14. Transcribe the following genitive nouns

One cow's tail.

All the cows' tails

Socrates' doctrines

Moses laws

Ex 15. Create the genitive of the following words:

The chief of staff (room)

Father (trousers)

House (front)

Annie and Mary (brother)

Students (subject)

Hotel (room)

Car (door)

Ex 16. The meanings of the genitive can be conveniently shown through paraphrase.

Traditionally, these types of meanings can be expressed by genitive:

- a) possessive genitive
- b) genitive of attribute
- c) partitive genitive
- d) subjective genitive
- e) objective genitive

- f) genitive of origin
- g) descriptive genitive

Match the following examples with one of types of genitive meaning above.

Children's shoes – the shoes are designed for children

Mr Johnson's coat – Mr Johnson owns this coat

The parents' consent – the parents consented

Mother's letter – the letter from mother

The victim's outstanding courage – The victim was very courageous

The prisoner's release – (...) released the prisoner

The heart's two ventricles – the heart contains two ventricles

Ex 17. The grammatical status of the genitive: decide whether in the following examples the genitive functions as a determiner, a modifier or an independent genitive:

The old's gentleman's son.

They attend a women's university in Kyoto.

Jennifer's is the only face I recognize here

She lives in quaint old shepherd's cottage.

My cousin's new briefcase.

Focus on nouns in the underlined structures. Determine the classes of nouns and the way these classes are created. The surrounding text should help you identify these classes.

Text 2:

1. We throw that word "love" around a lot, as if it has one meaning. The truth is, though, that
2. there are a lot of different types of love. When we confuse them, it can lead to unhappiness
3. – the love we thought we needed is just not filling the void we needed to fill. This is very
4. distressing and this is why failing relationships can bring on so much pain.

5. In order to avoid confusion, it's important to understand the different types of love. Physical
6. love is based purely on chemistry. While your first instinct may be to see that as a shallow
7. reason for loving someone, the truth is it's very powerful. That's why some relationships

8. seem to start off with such a huge bang. You fall in love so quickly and so intently, you can't
9. imagine that it might be a mistake. At the time, you are convinced that it is the "real thing."

10. Indeed, it is real – very real. As real as your physical body. It's as real as the way eating an
11. apple nourishes your body and gives you an energy boost. And it can be powerful.

12. The problem is that it's not always enough on which to build a future. This is why when
13. you feel intense, passionate feelings for someone, you need to step back and slow down a
14. bit. Those feelings are going to fade – the chemistry that works now is something you
15. eventually become immune to by constant exposure. When those chemical reactions go,
16. what will you have left? Mental love is when you get along with another person very well.
17. Your minds work similarly – or at least, they work in harmony. Sometimes, physical love
18. brings about mental love – you start off having chemistry with someone, and while you're
19. riding a hormonal high, you begin to connect intellectually with the person.