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ВЖИВАННЯ ЗАЙМЕННИКА В СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ

Методичні вказівки
до курсу «Основна іноземна мова (англійська)»
для здобувачів вищої освіти рівня бакалавра
спеціальності 035 Філологія
035.041 Германські мови та літератури
(переклад включно), перша – англійська

Одеса
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B11

Друкується за рішенням Вченої Ради факультету РГФ
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Вживання займенника в сучасній англійській мові :
B11 метод. вказівки до курсу «Основна іноземна мова (англійська)» для здобувачів вищої освіти рівня бакалавра спеціальності 035 Філологія 035.041 Германські мови та літератури (переклад включно), перша – англійська. / уклад. В. А. Жук, Н. Г. Мойсеєнко – Одеса : видавець Букаєв Вадим Вікторович, 2020. – 40 с.

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ПЕРЕДМОВА

Дані методичні вказівки призначені студентам I курсу відділення англійської філології РГФ, а також студентам I-II курсів, які вивчають англійську мову як другу іноземну.

Методичні вказівки присвячені одному з найважливіших розділів морфології – займеннику та містять моделі і конструкції, які викликають певні труднощі у україномовних студентів, і які є джерелом стереотипних помилок в їх англійському мовленні.

Критерієм відбору стала частотність помилок, що виникають при використанні речень, що будуються за цими моделями. Коментарі до цих моделей підкріплені багатьма тренувальними вправами. Тренувальні та творчі комунікативні вправи даних методичних вказівок націлені на формування у студентів навичок адекватного вживання займенників в усному та письмовому мовленні.

Методичні вказівки можуть бути використані як під час аудиторної так і самостійної роботи студентів.

PERSONAL PRONOUNS

A. The meaning of the pronouns.

Jessica: Hello, Phil. Have you seen Sarah?

Phil: I don't think so. No, I haven't seen her today.

Jessica: She said she would meet me here. We're going to play badminton.

Phil: She has probably forgotten all about it.

Jessica: Louise and her sister said they might come too. Perhaps they've gone without me.

I/me means the speaker, and **you** means the person spoken to.

We/us means the speaker and someone else. **We** = Jessica + Sarah.

He/him means a male person, and **she/her** a female person (*).

(*) Both **he** and **she** can refer to things when these are personified, as in: Love is wiser than Philosophy, though **he** is wiser and mightier than Power, though **he** is mighty.

Some other phenomena often referred to in literature as **he** are: "sun", "wind", "fear", "love"; those referred as **she** are: "earth", "moon", "ship", "boat", "England", "France", "Italy", "the USA", "hope", "justice", "modesty" and some others. Consider the following extract from a novel and analyze the use of **she** in the reference to a ship:

"The Columbia continued to speed toward the dark jagged coastline of northern France. Lit up like a huge wedding cake, **her** desks full with music and revelry, **she** swept into the starlit channel. At one fifteen precisely, the Columbia came to a standstill. **Her** engines ceased to throb" (L. Fletcher).

It means a thing, an action or an idea. Here **it** = "the game". **They/them** (the plural of **he**, **she**, **it**) means people or things. We can also use **they/them** for a person when we don't know if the person is male or female:

If anyone calls, ask **them** to leave the message.

B. Subject and object forms:

SINGULAR	1 st person	2 nd person	3 rd person
Subject	I	you (*)	he she it
Object	me	you	him her it
PLURAL			
Subject	we	you	they
Object	us	you	them

(*) Historically the form **you** is the plural form, the singular form being **thou** (the object form **thee**). It is no longer used nowadays except in poetry, in prayers and other literary texts, where it produces a particular stylistic effect: “I cannot blame **thee** for my love **thou** usest” (W. Shakespeare, Sonnet № 40).

We use the subject form (**I**, etc.) when the pronoun is the subject and has a verb: **I** don’t think so. **She**’s supposed to be meeting me here.

We use the object form (**me**, etc.) when the pronoun is the object of a verb or preposition: I haven’t seen **her**. Perhaps they’ve gone without **me**.

One pronoun on its own or after “be” usually has the object form:

– Who split this paint on the floor? – **Me**.

Or: – Sorry, it was **me**. But: – **I** did. (*)

(*) Both subject and object forms are used after the conjunctions “**as**” and “**than**” in comparative constructions:

She is as stout as I now.

Last year he looked much older

She is as shy as me.

than I. He is a better friend to you

than me.

C. **You, one and they.**

There is no single pronoun for “people in general”. We use **you** (2) or **one** to mean “any person” “people in general”, including the speaker:

You shouldn’t believe what you read in the newspapers.

Or: **One** shouldn’t believe what **one** reads in newspapers.

You don’t (Or: **one** doesn’t) like to have an argument in public.

You is rather informal and conversational. **One** is more formal and rather upper-class. We use **they** to mean “other people in general” or people in authority: **They** say too much sugar is bad for you. **They**’re going to build a new swimming-pool here.

They is also informal and conversational. A passive sentence with a similar meaning sounds more formal:

A new swimming-pool is going to be built here.

D. **It and they.**

In English non-countable nouns like “advice, news etc.” are always singular and hence they require the verb in the singular form. These nouns can be substituted by the pronoun **it** only:

His advice is clever. = **It** is clever.

Here are some more nouns used in **Singular only**: applause, knowledge, information, debate, news, research, progress, fruit, hair, money.

Be careful not to put **they** when one subject is meant instead of the following nouns used in English in the singular form as well:

watch, gate, clock, sledge, funeral.

All countable nouns in **Plural** can be substituted by the pronoun **they**, e.g.:
The students are writing a composition. – **They** are writing a composition.

The so-called **Nouns of Pluralia Tantum** are always followed by a verb in plural, and only the pronoun **they** can stand in for them:

The pajamas are very nice. – **They** are very nice.

Study the list of “**Pluralia Tantum**” nouns:

a) tools and articles of dress consisting of two equal parts which are joined:

bellows	binoculars	braces (Br.E.)	flannels
pincers	pliers	suspenders (Am.E.)	knickers
scales	scissors	tights	clothes
tweezers	glasses	pyjamas (Br.E.)	pants
shears	tongs	pajamas (Am.E.)	shorts
opera glasses		trousers (but : a trouser leg)	
spectacles (but : a spectacle case)			

b) other nouns:

archives	manners	headquarters (HQ)	means
gentry	greens	arms (=weapons)	people
police	troops	spirits (=mood)	tropics
wages	whereabouts	spirits (=alcohol)	youth
guts (=bowls)		minutes (of a meeting)	
looks (=appearance)		contents (of a letter, etc.)	
customs (customs duty)		savings (but : a savings bank)	
funds (=money)		goods (but : a goods train)	
holiday (summer, etc.)		surroundings	
stairs (but : “a staircase”)			
ashes (“burn to ashes” but : “cigarette ash”, “an ash-tray”)			
heads, tails (in “heads or tails”).			

the mirror, though, Jim tilted the sombrero at the proper slant and drew the chin cord tight. Then Jim took a deep breath and walked out of the room". (L. Fletcher).

EX. 5. Read the story, write it out again and make it sound better by putting pronouns instead of nouns where you think necessary.

Sir Isaac Newton's Egg

One of the greatest Englishmen who ever lived was Sir Isaac Newton. No man of that time or of almost any other time had a greater or wiser mind than Newton had, but Newton was very absent-minded about small matters when Newton was thinking about his work. One morning Newton got up very early because Newton was working on a very difficult problem. Newton was thinking about the problem so deeply that Newton would not leave the problem to go to breakfast. But his housekeeper thought Newton needed food so the housekeeper sent Mary, a servant, to Newton's study with a pan of water and egg. The housekeeper told the servant to boil the egg and stay with Newton until Newton ate the egg. But Newton wanted to be alone, and Newton said, "Mary can leave the egg with Newton, and Newton will boil the egg". The servant put the egg on the table by the side of Newton's watch and the servant said, "Sir Isaac Newton must boil the egg for four minutes and then the egg will be ready", then the servant left the room. The servant was afraid, however, that Newton might forget to boil the egg, so Mary returned about an hour later and found Newton standing by the fireplace. Newton had put the watch in the saucepan and was boiling the watch. Newton was holding the egg in his hand, quite unaware of the mistake that Newton was making.

You, they, one and he.

EX. 6. Read the following proverbs and find similar proverbs in your native language.

1. Don't boast until **you** see the enemy dead.
2. Everything comes to **him** who knows how to wait.
3. Give **him** a ring, and **he**'ll want **your** whole arm.
4. **He** gives twice who gives quickly.
5. **He** laughs best who laughs last.
6. If **you** want a thing well done, do it **yourself**.
7. **One** cannot put back the clock.
8. **They** that have got good store of butter may lay it thick on **their** bread.
9. **We** soon believe what **we** desire.

10. **He** who pays the piper calls the tune.
11. If **you** run after too hares, **you**'ll catch none.
12. **One** cannot be too careful.
13. **You** never know what **you** can do till **you** try.
14. **He** that serves everybody is paid by nobody.
15. **You** can't make an omelet without breaking eggs.

EX. 7. Translate from Ukrainian into English:

1. Ми перестали хвилюватися про благополучне повернення судна тільки тоді, коли воно увійшло до гавані з усіма своїми прапорами.
2. Велика Британія – високо розвинута промислова країна. Вона експортує машинне обладнання, кораблі, двигуни та інші товари.
3. Якщо хтось мені зателефонує, скажи, що я повернуся хвилин через 20 і перетелефоную.
4. Її старший брат такий нахабний, як і вона.
5. Девід у два рази вищий за мене, але я набагато сильніша за нього.
6. Ви бачити краще за мене, але я ніяк не можу розібрати, що там написано.
7. – Хтось розбив мамину улюблену вазу. – Це не я. – А хто ж? – Не знаю.
8. – Навіщо ви вирвали сторінку із книги? – Я не робила цього. Це не я.
9. Кажуть, що ти просунувся по службі. Вітаю.
10. По радіо повідомили, що завтра очікується похмура погода і невеликий дощ у другій половині доби.

It / They.

EX. 8. Insert the appropriate form of the verb in brackets and add the tag to the following disjunctive questions:

1. The money ___ (to be) in the wallet, ...?
2. The clothes on the chair ___ (not to belong) to your sister, ...?
3. His advice ___ (to be) reasonable, ...?
4. The information he gave us ___ (to be) very important, ...?
5. The binoculars ___ (to be) on the upper shelf, ...?
6. The minutes of the last meeting ___ (to be written) already, ...?
7. This watch ___ (to be) 2 minutes slow, ...?
8. That clock ___ (to keep) good time, ...?
9. The fruit you bought yesterday ___ (to be) in the fridge, ...?
10. The sledge ___ (to be) on the porch, ...?
11. Much research ___ (to be held) in this lab, ...?
12. His progress in Latin ___ (to be) surprising, ...?

EX. 9. Translate from Ukrainian into English:

1. – Де твій одяг? – Він на стільці. Він рваний.
2. Ваш годинник показує точний час, чи не так? – Ні, він відстає на одну хвилину.
3. – Це нові санчата? – Ми купили їх учора. Вони нам дуже подобаються.
4. Ворота відкриті. Піди й зачини їх.
5. Вчора на полиці був бінокль, а сьогодні його там нема. Де він?
6. Заробітна плата працівників завжди набагато вище заробітної плати службовців.
7. Ці новини дуже радісні.
8. Погані новини не лежать на місці (прислів'я).
9. Де знаходиться протокол, у синій чи зеленій папці? – Він у синій папці.
10. Поліція розшукує небезпечного злочинця.
11. Архів – це місце для зберігання різних документів.
12. Його поради не дуже корисні. На твоєму місці я б не дотримувалася їх.
13. Його волосся сивіє на скронях, але воно не таке густе як раніше.
14. – Який зміст цього листа? – Ніхто його не знає.
15. Його знання англійської мови поверхні, чи не так?
16. Фрукти стиглі, можемо дати їх дитині.
17. Дебати були довгими. Вони були прервані появою двох поліцейських.
18. – Його зарплатня висока? – Ні. Її збираються підвищити.
19. Ця піжама не так дорого коштує, як та, але вона набагато краща. Я куплю її для своєї доньки.
20. – Де гроші? – Вони у гаманці. Візьми їх.

EX. 10. Put in *you* or *they*.

A: I'm not going to drive in this weather. It's too icy.

B: You don't want to take any risk. ___ can't be too careful, really.

A: I've just heard the forecast. ___ say there's going to be more snow. ___'re better off indoors in weather like this.

B: I think ___ ought to clear the snow off the roads a bit quicker.

THERE and IT

A. There + “to BE”.

When a noun representing an indefinite person or thing is the subject of the verb “to be”, we usually put **there** before the verb and the noun after it:

It is possible to say: A man is in the hall.
But it is more usual to say: There is a man in the hall.
Similarly we can say: There is an egg in that nest.
 There are eggs in that nest.

Notice that, though **there** appears to be the subject, the real subject is the noun that follows the verb and if this noun is plural, the verb must be plural also:

There is a cigarette in that box. – There are cigarettes in that box.
There was a queue at the station. – There were queues at the station.

Negative and interrogative examples:

There isn't any milk.
There won't be a queue for that film.
Are there any apples?
Is there a doctor in the house?

This construction isn't used in general statements such as:

Gold is a metal. Hurricanes are terrible things. A snake is a reptile.
Parachutes are useful. Mosquitoes are a nuisance.

IT IS and THERE IS

B. “It is” is used:

1. In expressions of time and date:

– What time is it? / What's the time? – It's ten o'clock.
– What date is it? / What's the date? – It's December 8.
It is 6 years since he left.
It will be a long time before we see him again.

2. In expressions of time and distance:

– How far is it to New York? – It is 60 miles.
It is not far to the nearest village (“far” is not used in the affirmative).
It is a long way to Australia.

3. In expressions of weather and temperature etc.:

It is cold / hot / wet / windy. It will be foggy tomorrow.
It was high tide / The tide was high.
It was full moon / The moon was full.

4. In questions and answers about identity:

Tom: Ann, you're wanted on the phone.

Ann: Who is it? (or "Do you know who it is?")

Tom: I think it's your brother.

5. In sentences where an infinitive is the real subject:

It is easy to see why he left home.

It would be a good idea to book in advance.

It's important to switch off the electricity.

6. In sentences where a clause is the real subject:

It is possible that he never intended to shoot her.

It is a pity (that) you can't come with us.

7. To give special emphasis to a word or phrase:

It was pollution that killed these fish (pollution – not any other cause).

It is the grandmother who makes the decisions (the grandmother – not any other member of the family).

C. Some examples may help to prevent confusion between the two forms:

1. It is + adjective; there is + noun:

It is foggy. Or: There is a fog.

It was very wet. Or: There was a lot of rain.

It won't be very funny. Or: There won't be much sun.

Will it be dangerous? Or: Will there be any danger?

2. It is, there is of time and distance:

It is a long way to York.

There is a long way still to go (a large part of our journey still lies ahead of us).

It is time to go home (we planned to start home at six and it is six now).

There is time for us to go home and come back here again before the film starts (that amount of time exists).

3. There is + noun / pronoun; it is used for identity:

There is someone at the door. I think it's the man to read the meters.

Oh, it's Peter's coat. He must have forgotten to put it on.

EXERCISES.

There + “to BE” (A).

EX. 1. Put in *there* and a form of “to be” (e.g. is, are, was, have been or will be).

Example: – **Are there** any restaurants here that open on Sunday?

– **There is** a café in the High Street, but I don’t know if it opens on a Sunday.

1. – ___ a train at 12.20, isn’t there? We can catch that one. – We can catch that one. – Yes, ___ time to finish our discussion on the train.
2. – What’s happened? Why ___ so many police here? – ___ a hold up at the bank.
3. – Do you think ___ a bus strike next week? – I hope not, or ___ much chance of getting to college.
4. – I keep hearing fire-engines. ___ a fire somewhere? – It looks like it. ___ two fire-engines going past at the moment.
5. – ___ a party last night. – Yes, I couldn’t get to sleep. ___ a lot of noise. – ___ lots of people there.

Uses of IT (B).

EX. 2. Rewrite the sentences in brackets using *it*.

Example: We sometimes go surfing in Cornwall (Surfing is really a good fun).

– It is really good fun.

1. I bought a shirt in the market (The shirt was really cheap). –
_____.
2. Someone wanted to see you (The caller was a friend of yours from college).
– _____.
3. Our telephone is out of order (The situation is a real nuisance). –
_____.
4. I’ve taken my pullover off (The weather is getting quite hot). –
_____.
5. What about your lunch? (The time is one o’clock). –
_____.
6. Don’t lose your credit card (To keep it somewhere safe is important). –
_____.

There or it.

EX. 3. Put in *there* or *it*.

1. – Is ___ the fifteenth today? – No, the sixteenth.
2. Someone is injured. ___'s been an accident.
3. Take a taxi. ___'s a long way to the station.
4. ___ isn't any truth at all in that newspaper article.
___ just not true what they said.
5. ___ was wet and ___ was a cold east wind. ___ was after midnight and ___ were few people on the streets.
6. ___ was a motor bike outside the Johnsons'. ___ was a very new and expensive-looking machine.
7. – Will ___ be any problem with my ticket? – Well, ___ would be a good idea to ring the airline and check.

EX. 4. Insert *it is* / *there is* in the spaces. In some sentences contracted plural, negative and interrogative forms, or the past / future tense are required.

1. ___ very stormy last night. Yes, ___ storms all over the country.
2. ___ freezing very hard. ___ ice on the lake tomorrow.
3. As ___ sunny she decided to take the children to the sea.
4. Why don't you go for a walk? ___ a pity to stay in when ___ so nice outside.
5. ___ not any shadows because ___ not any sun.
6. ___ a lot of rain last week. ___ floods everywhere.
7. ___ foolish to drive fast when ___ foggy.
8. ___ difficult to find your way round this town. ___ so many streets looking exactly alive.
9. Come on, children! ___ time to get up! ___ nearly breakfast time.
10. – ___ lunch time when we get to York, so let's have lunch there. – No, ___ not be time for lunch because our train to Edinburgh leaves York at 13.15
11. ___ a funny smell here. ___ turpentine?
12. ___ all sorts of stories about Robin Hood, but ___ not known exactly who he was and what he did.
13. ___ said that if you break a mirror you'll be unlucky for seven years.
14. As he had very bad sight ___ difficult for him to recognize people.
15. ___ not necessary to carry your passport everywhere with you but ___ advisable to carry some document of identity.

16. ___ ___ a guard outside the door and ___ ___ bars on the windows. ___ ___ impossible to escape.
17. ___ ___ a garage behind the hotel? – Yes, but ___ ___ rather full. I don't think ___ ___ room for your car.
18. One night ___ ___ a heavy fall of snow which blocked all the roads. Luckily ___ ___ plenty of food in the house.
19. ___ ___ a hotel in the village, so we decided to stay there. ___ ___ a charming village and I was very happy there, but my children were bored because ___ ___ nothing to do in the evenings.
20. ___ ___ five flats in the building – one each floor. Mine's on the top floor. ___ ___ no lift but ___ ___ supposed to be good for the figure to run up and down stairs, ___ ___?
21. – ___ ___ a pity you haven't another bedroom. – Yes, but ___ ___ quite a big loft, which I'm thinking of turning into a bedroom. ___ ___ a skylight so ___ ___ not ___ a ventilation problem.
22. ___ ___ all sorts of legends about these caves. ___ ___ said that smugglers hid their goods here and that ___ ___ an underground passage leading to the village inn.
23. Tell me something about King Lear. ___ ___ the story of a king who delivered his kingdom between his daughters. ___ ___ foolish to give away your property like that. ___ ___ never certain that your family will behave generously to you in return.
24. – Has Tom any more children? – Yes. ___ ___ a daughter, Ann. – Oh, yes, ___ ___ Ann who opened the door to us yesterday, ___ ___?
25. ___ ___ a long time before I got an answer. Then one day a letter arrived – well, ___ ___ not really a letter, for ___ ___ only one sentence on the paper.
26. – ___ ___ a pond beside your house? – Yes, ___ ___.
– How deep ___ ___?
27. We've done all we can. ___ ___ nothing to do but wait.
28. Just cross out that word and go on. ___ ___ not necessary to begin again (Or: ___ ___ no need to begin again).
29. ___ ___ not any glass in the window; that is why ___ ___ so cold in the room.
30. – What's the time? – ___ ___ 3.30. – And what's the date?
___ ___ the 24th.

EX. 5. Study the proverbs below and be ready to give their Ukrainian equivalents:

a) It is:

1. It is never too late to learn.
2. It is no use crying over split milk.
3. It is the first step that costs.
4. It is a great life if you don't weaken.
5. It is the last straw that breaks the camel's back.
6. It is a poor heart that never rejoices.
7. It is not the gay coat that makes the gentleman.
8. It is better to be a has-been than a have-been.
9. It is always darkest before the dawn.
10. It is easier to raise the devil than to lay him.

b) There is:

1. There is a skeleton in every house.
2. There is no place like home.
3. There is no rose without a thorn.
4. There is no smoke without a fire.
5. There is no time like the present.
6. There is no rule without an exception.
7. There are more ways than one to kill the cat.
8. There are two sides to every question.
9. There is honour among thieves.
10. There is safety in numbers.

EX. 6. Translate each sentence into Ukrainian inserting prepositions "of" or "for".

1. I think it was honest ... Bill to reject that offer.
2. I am afraid it will be necessary ... the senator to deny accusations against him in public.
3. It was good ... you to clear up that regrettable misunderstanding.
4. It's been kind ... you to accept my invitation.
5. It was hard ... the police to identify the criminal.
6. It is advisable ... people in New York City not to carry much cash about them due to the ever growing amount of robbery with violence.
7. It is characteristic ... this author to write about true to life characters.
8. It is natural ... John to meet everyone halfway.
9. It is essential ... him to get a scholarship this year.
10. It is selfish ... Mr. Brown to make this proposition.

REFLEXIVE and EMPHATIC PRONOUNS

A. Form.

We form reflexive and emphatic pronouns with “-self” or “-selves”:

	1 st person	2 nd person	3 rd person
SINGULAR	myself	yourself	himself, herself, itself
PLURAL	ourselves	yourselves	themselves

Compare **yourself** and **yourselves**:

Have you hurt yourself, Ann? Have you two hurt yourselves?

B. Reflexive pronouns.

We use a reflexive pronoun when it refers to the subject:

I can make **myself** a sandwich.

Be careful with that knife or you'll cut **yourself**.

In the end the gunman shot **himself**.

Sarah had to force **herself** to eat.

We can let **ourselves** into the flat with this key.

The children watched **themselves** on video.

We can not use **me**, **you**, **him** etc. to refer to the subject:

When the policeman came in, the gunman shot him (= ... shot the policeman).

We can also use **myself** etc. after a preposition (e.g. “after”, “for”):

The children are old enough to look after **themselves**.

Alison is making a name for **herself** as a promising young athlete.

But we use **me**, **you**, **him** etc. after a preposition of place (e.g. “with”, “behind”) when it is clear that we are referring to the subject:

Neil didn't have any money with **him**.

In the mirror I could see a lorry just behind **me**.

Jemmima thought she recognized the woman standing next to **her**.

C. Idioms with reflexive pronouns.

There are some idiomatic expressions with a reflexive pronoun:

We really enjoyed ourselves (= had a good time).

I hope the children behave themselves (= behave well).

Just help yourselves to sandwiches, won't you (= take food, drink etc.).

We are delighted you're staying at our house. Please, make yourself at home (= relax, be at ease).

I don't want to stay here by myself (= on my own).

Some verbs that do NOT take a reflexive pronoun are:

afford, approach, complain, feel (+adjective), hurry (up), meet, rest, relax,
stand up, get up, sit down, lie down, wake up, wonder, remember, worry,
concentrate.

Here are some examples:

We'd better **hurry** or we'll be late. Shall we **meet** outside the cinema?
I **feel** uncomfortable in this jacket. Just try to **relax**.

We do not normally use a reflexive pronoun with “wash”, “shave”, “un(dress)”, “change” (your clothes):

Alex **washed** and **changed** before going out again.

We often use “get” with these verbs:

Alex **got washed** in the bathroom. He **got changed**.

D. Emphatic pronouns.

An emphatic pronoun has the same form as a reflexive, but the meaning is different. Look at these examples:

The manager **himself** welcomed us to the hotel (= the manager welcomed us, not someone else less important).

The house **itself** is small, but the garden is enormous (= the house is small, not the garden).

When we say these sentences, we stress SELF.

Emphatic pronouns are used to emphasize a noun / a pronoun. When used in this way the pronoun is never essential and can be omitted without changing the sense. It usually emphasizes the subject of the sentence and is then placed after the subject:

Ann **herself** opened the door. Tom **himself** went.

Alternatively it can be placed after the object if there is one:

Ann opened the door **herself**.

Or after an intransitive verb: Tom went **himself**.

If the intransitive verb is followed by a “preposition + noun”, the emphatic pronoun can be placed after this noun:

Tom went to London **himself**. Or: Tom **himself** went to London.

When it emphasizes another noun it is placed immediately after it:

I saw Tom **himself**. I spoke to the President **himself**.

She liked the diamond itself but not the setting.

The pronoun can also mean “without help”, “alone”. In this meaning it usually comes at the end of the sentence:

I’m building the wall **myself** (no one is helping me).

Sharon designs all the clothes **herself** (no one helps her).

She lives by **herself** (= alone).

EXERCISES.

EX. 1. Supply the correct reflexive pronoun in the following:

1. I enjoyed ___ very much at the party.
2. I see you’ve cut ___ again. Won’t you ever learn how to shave?
3. – How did Tom dry ___? – He used your towel.
4. She has no reason to blame ___ for what has happened.
5. I think the poor dog hurt ___.
6. “One prides ___ on one’s patience”, said the boss, in his usual pompous manner.
7. We amused ___ playing football on the beach.
8. Our new neighbours knocked at our door and introduced ___.
9. Sheila prides ___ on her ability to judge people’s characters.
10. Bill had to absent ___ from work when his baby was born.

EX. 2. Write these sentences again using reflexive pronouns with the verbs. Here is one example:

We didn’t know where to hide. – We didn’t know where to **hide ourselves**.

1. That kitten now washes every day.
2. Get ready quickly!
3. I woke up with a start.
4. I got wet watering the garden.
5. We sat down and waited.
6. Barry has just got engaged.
7. She’s just learning how to dress.

EX. 3. Use reflexive pronouns or object pronouns in the following.

Here is an example: Hargreaves knows how to take care of himself.

1. Have you got any money on ___?
2. Come and sit beside ___.
3. Strictly between ___, she’s wrong.
4. She’s very certain of ___.
5. There is a big truck in front of ___.
6. Granddad doesn’t like living by ___.
7. Jimmy tied his shoelaces all by ___.

EX. 4. Rewrite these sentences using reflexive pronouns for emphasis:

I didn't know about it till yesterday. –

I didn't know about it myself till yesterday.

1. The building is all right, I think.
2. You can't do that!
3. I can't fetch it. You fetch it.
4. Don't expect me to do it. Do it!

EX. 5. Put in reflexive pronouns (ourselves, etc.) or object pronouns (us, etc.).

Keep Smiling.

Psychiatrists have proved that happiness is the secret of good health. Mood really can affect the body ____ . This means we all have to look after ____ . We have to enjoy ____ and take pride in ____ and we'll rarely have to visit the doctor. Praise helps ____ to learn and is good for us too. We all know how pleased young children feel when they learn to dress ____ and do things by ____ . We should praise ____ for their achievements.

Bosses rarely have a good word for ____ . Yet if we want to be happy and healthy, we need people around ____ who keep telling ____ how marvelous we are. Then we ____ will believe that we are marvelous too!

EX. 6. Put in reflexive pronouns (e.g. myself or itself).

Example: I'm going to Germany soon, so I'm trying to teach myself German.

1. The man fell off the ladder and injured ____.
2. You all played very well. You can be proud of ____.
3. The team were unlucky to lose. They're feeling sorry for ____.
4. The light in the stairway switches ____ off after a couple of minutes.
5. Wendy takes lots of photos, but she hasn't got many of ____.
6. The accident wasn't your fault. You shouldn't blame ____.
7. You don't need to pay my entrance fee. I can pay for ____.
8. There wasn't much to do in the evenings, so we had to amuse ____.

EX. 7. Put a reflexive pronoun after these verbs: “bought”, “hurt”, “let”, “locked”, “make”. Example:

You shouldn't study all night. You'll make yourself ill.

1. – Are you OK? – No! I hit my head. I really ____.
2. My brother is trying to ____ fit for the big race next month.
3. – Where's the key? – It's in the house. We've ____ it out.
4. – I didn't know you ate chocolates. – Well, I felt a treat, so I ____ some.
5. Nicola has got her own key. She'll ____ in.

Pronouns after a preposition.

EX. 8. Put in the correct pronoun; e.g. “me” or “myself”.

Here are some examples: We looked up and saw a man standing in front of **us**.
Charlotte is very self-confident. She has a high opinion of **herself**.

1. We're very busy. We can't even allow ___ a holiday.
2. It's a pity you didn't bring your camera with ___.
3. Peter talked to the woman sitting next to ___.
4. I think Dave's rather selfish. He only cares about ___.
5. My mother likes to have all her family near ___.
6. To be successful you must believe in ___.

Idioms with reflexive pronouns.

EX. 9. Put in the verbs on the right with or without a reflexive pronoun:

Carl: Did you come here together?

Emma: Yes, we all ___ at my house first. (met)

Carl: Well, ___ to some food, all of you. (help)

Come on, Julian, ___ at home. (make)

Julian: I ___ a bit hot in this coat. (feel)

Carl: Oh, dear! Sorry. I'll take your coat.

Louise: Calm down, Carl. Don't ___. (worry)

Just ___ and then we can all ___. (relax, enjoy)

Emphatic pronouns.

EX. 10. Put in an emphatic pronoun, e.g. “myself”, “yourself”:

1. The Queen ___ pays no income tax.
2. The song ___ was no good, but the title of the song became a popular phrase.
3. Of course I know about the rumors. You told me ___.
4. The group was welcomed by the headmaster ___.
5. The pilots ___ are nervous of flying because of terrorist threats.

EX. 11. Add a sentence with an emphatic pronoun, e.g. “myself”.

Use these verbs: “bake”, “clean”, “decorate”, “grow”, “paint”, “service”, “type”. Example:

I don't take a car to the garage. I **service it myself**.

1. Bob doesn't pay to have these windows cleaned. _____
2. My bread doesn't come from a shop. _____
3. The Websters eat lots of fresh vegetables. _____
4. We finished the living-room yesterday. _____
5. Brian doesn't dictate his letters to a secretary. _____

EX. 12. State the nature of the pronouns (reflexive, emphatic) in the proverbs and find equivalents in your language.

1. Give a man enough rope and he will hang **himself**.
2. If you pay not a servant his wages, he will pay **himself**.
3. Take care of the pence and the pounds will take care of **themselves**.
4. If you want a thing done, do it **yourself**.
5. History repeats **itself**.

EX. 13. Translate into English:

1. Ти сьогодні вмивався? Причісувався? Голився? Не вірю.
2. Нік пішов до лікаря. Він відчувається недобре вже тиждень.
3. Чому у тебе такі опухлі очі? Ти знову працював вночі? Відпочинь. Приляж і розслабся.
4. Сам принц танцював з Попелюшкою на балу.
5. Пригощайтеся тістечками. Я сама їх приготувала.
6. Подивися на себе в дзеркало! Обличчя забруднене сажею, сорочка розірвана. Де ти був?
7. Я сама ходила туди і бачила все на власні очі.
8. Я грав з кошеням. Він намагався вкусити мене та помилково вкусив себе.
9. – Хто навчив вас в'язати? – Я навчилася сама.
10. В лісі легко заблукати.
11. Він сам винен у цьому.
12. Цей апарат працює без оператора (сам по собі).
13. На сходах темно. Будьте обережні, інакше ви можете впасти та вдаритися.
14. Збираючись на вечірку, Мері довго вбиралася та постійно крутилася біля дзеркала.

EACH OTHER.

Look at this example with each other:

Terry and Jeff help **each other** at work.

This means that Terry helps Jeff, and Jeff helps Terry. Here are some more examples:

Judy and Stella are certainly not friends. In fact they hate **each other**.

I'm still in touch with Nicky. We write to **each other**.

One another has the same meaning: Terry and Jeff help **one another** at work.

We can also use the possessive form – **each other's**:

Max and Ceila wrote down **each other's** phone numbers.

This means that Max wrote down Ceila's number and Ceila wrote down Max's number.

Compare **themselves** and **each other**:

They are laughing **at themselves**. – They are laughing **at each other**.

EXERCISES.

Each other.

EX. 1. Max and Penny are in love. Write sentences about them using "each other". Example:

Penny often writes to Max and Max often writes to Penny. –

They often write to each other.

1. Max really understands Penny, and Penny really understands Max.
2. Penny is always thinking about Max, and Max is always thinking about Penny.
3. Max has got photos of Penny, and Penny has got photos of Max.
4. Penny enjoys Max's company, and Max enjoys Penny's company.
5. Max is crazy about Penny, and Penny is crazy about Max.

Reflexive pronoun or each other?

EX. 2. Put in "ourselves", "themselves" or "each other".

Example: We could all do more to keep healthy.

We don't look after ourselves.

The hostess introduced the two guests to each other.

1. The two boxers did their best to knock ___ down.
2. We talk to ___ in French because it's the only language we both know.
3. People who talk to ___ may get strange looks from other people.
4. We'd better set off early to give ___ plenty of time to get there.
5. The guards who shot the gunman claimed they were defending ___.
6. Luckily we managed to get two seats next to ___.

EX. 3. Translate into English:

1. Я вдарився, коли грав у футбол.
2. Сподіваюся, ви будете писати один одному.
3. Ти сама часто робиш цю помилку.
4. Я передам йому це, ми бачимося кожного дня в офісі.
5. Їй має бути соромно за себе.
6. Поводьтєся пристойно.
7. Ви самі бачите різницю, чи не так?
8. Вони познайомилися і потиснули один одному руку.
9. Джейн сьогодні сама не своя.
10. Студенти самі прикрасили залу до новорічного свята.
11. Хлопчики кидали каміння один в одного.
12. Пригощайтєся пончиками, я сама їх приготувала.
13. Джон купив собі нове пальто.
14. Вони ненавиділи один одного.
15. Коли я прийшов до них, вони були самі.

The pronoun ONE / ONES.

A. Look at this conversation:

Trevor: I've brought that bottle of mineral water you wanted.

Rita: Oh, no, you've got a big **one**, I said a small **one**.

Trevor: They didn't have any small **ones** at Priceways.

Rita: That supermarket never has what I want. Why didn't you go to the **one** in the High Street?

Here "a big **one**" means "a big bottle", "small **ones**" means "small bottles", and "the **one** in the High Street" means "the supermarket in the High Street".

We use **one** for a singular noun and **ones** for a plural noun.

We use **one** and **ones** to avoid repeating a noun when it's clear from the context what we mean.

We cannot use **one** or **ones** with a mass noun (e.g. "water"):

There was no hot water. I had to wash in cold.

B. Patterns with *one/ones*.

We can put in or leave out **one / ones** after "this", "that", "these", "those"; after "each" or "another"; after "which"; or after a superlative:

What about this (one) here? Or: that (one) over there?

I tried three phones. Each (one) was out of order.

We have all these colours. Which (one) would you like?

The first test is the easiest (one).

We cannot normally leave out **one/ ones** after an adjective, “the” or “every”:

The train took ages. It was the slow one.

The play wasn't as good as the one we saw last week.

Our house is the one on the left.

I tried all the phones. Every one was out of order.

I need a box of tissues. A small one, please.

I threw away the old curtains and bought some new ones.

C. A small one and one.

We can say “a small one”, “a red one”, etc. When there is no adjective we say like this:

I've been looking for a coat, but I haven't found one. (= a coat)

We took a taxi. There was one waiting. (= a taxi)

One and **some / any** are indefinite (like “a”). **It** and **they/them** refer to something definite (like “the”).

I haven't got a visa, but I'll need one. (= a visa)

I have got no stamps, but I'll need some. (= stamps)

I've got my visa. They sent it last week. (= the visa)

I've got the stamps. I bought them yesterday. (= the stamps)

EXERCISES.

One and ones.

EX. 1. Add a phrase with the word in brackets and *ones/ones*.

Example: (red) I need a pen, a red one.

1. (big) Pass me the dictionary, please, _____.
2. (white) Why have we got blue envelopes? Haven't we got any _____?
3. (second-hand) Dave's bought a fridge, _____.
4. (cheap) I lost my watch, but it was only _____.
5. (large) Get some eggs, _____, please.

EX. 2. Rewrite the sentences in brackets to fit the context.

Use *one/ones*. Example: (Each chair is handmade.)

The chairs are nice. Each one is handmade.

1. (I haven't got a ticket.) I need a ticket, but I haven't _____.
2. (I've hired a dinner jacket.) I need a dinner jacket, so I've _____.
3. (Have you seen this photo?) These photos are good. Have _____?
4. (The cheapest camera is 100\$.) These cameras are OK, but the _____.
5. (I made every model.) The models are all my own work. I _____.

One, some, it and them.

EX. 3. Put in *one, some, it and them*.

Example: I don't know if I'll need any money. I should take some, I suppose.

1. If you need a map, I can lend you _____.
2. I'm afraid, the glass is broken. I dropped _____.
3. I'm having a biscuit. Would you like _____?
4. I had the matches a minute ago, and now I can't find _____.
5. I haven't got any tapes, but Alice has got _____.

IT or ONE?

The pronoun **it** replaces a definite object, the pronoun **one** replaces any object of the class, e.g.:

I need a camera. – Why don't you buy one?

I like the camera. – So buy it.

EX. 1. Fill in the gaps with the pronouns *it* and *one*. Translate the sentences.

1. James roamed round the City offices looking for a job. At last he got _____.
2. Put on your helmet. It's illegal to ride a bike without _____.
3. I like the dress. I think I'll buy _____.
4. Everybody seems to have a pocket calculator now. I think I'll buy _____.
5. – This cassette-recorder is of the latest model. – Well, I'll take _____.
6. – I'd like a coke. – I'll get you _____.
7. – How was the play? – I liked _____.
8. If she wants to have a colour TV set so badly, let her have _____.
9. He sat on the box and squashed _____.
10. Have you got a pen? I've never had _____.

SOME and ANY.

A. Some or any?

Some and **any** go before a plural or mass noun, not a singular noun:

On the table there was a bowl, some cornflakes and some milk.

Some has a positive meaning, but **any** means that there may be none. We normally use **some** in positive sentences and **any** in negative sentences or **ones** with a negative meaning:

Positive: We've got **some** milk in the fridge.

I need **some** stamps. – There are **some** in the drawer.

There are **some** nice shops in the main street.

We had **some** fun when we went to Disneyland.

Negative: We haven't got **any** milk. (= We've got NO milk)

There aren't **any** trees in the garden.

I **never** meet **any** interesting people.

There's **hardly any** money left. (= There's almost NO money left)

But we can use **any** in a positive sentence with "if":

If you have **any** questions, I'll be pleased to answer them.

Discuss **any** problems with your group leader. (= if there are any problems.)

I'll tell **any** callers that you are out. (= if there are any callers.)

Any is more usual in questions, and it leaves the answer open. The answer can be "yes" or "no":

Have you got **any** milk? – Yes. / No. / I think so.

Did you buy **any** clothes? – Yes, I did. / No, I didn't.

Will there be **any** music at the party? – I don't know.

But we can use **some** to make the question more positive, especially in offers and requests. **Some** means that we expect the answer "yes":

Did you buy **some** clothes? (I expect you bought **some** clothes)

Would you like **some** coffee? (Have **some** coffee)

Could you peel **some** potatoes? (Please, peel **some** potatoes)

We choose between **someone** and **anyone** and between **something** and **anything** in the same way as between **some** and **any**:

Someone has split all this water, look.

Has **anyone** seen Natalie lately?

Would you like **something** to eat?

I couldn't think of **anything** to say.

B. Another meaning of any.

We can use **any** in a positive sentences to mean "it doesn't matter which":

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

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

Any student will be able to tell you where the college library is.

– What would you like for lunch? – Oh, **anything**. I don't mind.

We say “**any** filling station” because ALL filling stations have the maps and it doesn’t matter WHICH ONE to go to. They are ALL equally good.

EXERCISES.

Some or any.

EX. 1. Complete what the radio disc jockey is saying. Put in *some* or *any*. Example: “That beautiful song was “I can’t find **any** love” by Arlene Black”.

“That beautiful song was “I can’t find any love” by Arlene Black. Now I’ve had ___ letters asking for a record by Express. One listener says she hasn’t heard ___ records by Express on this program for months. Well, I’m going to put that right straight away. And this will be our last record because there isn’t ___ more time left. We’ve had ___ great records tonight, and I’ll be here next week to play ___more. Now here’s ___ music from Express, with “I never have ___ luck”. And this is Justin Cooper saying goodbye and goodnight”.

Some, any; someone, anyone, etc.

EX. 2. Complete the dialogues. Put in *some, any, someone, anyone; something, anything*. Sometimes more than one answer is correct.

1. – We haven’t got ___ bread. – I’d better go to the supermarket and get ___, then. We need ___ tomatoes too.
2. – Would you like ___ cheese and biscuits? – Oh, no, thank you. I don’t want ___ else to eat. That was delicious.
3. – There’s ___ at the door. – Oh, were you expecting ___ visitors?
– No, I don’t think so.
4. – I’m looking for ___ matches, but I can’t find ____.
– There may be ___ on the shelf by the cooker.
5. – There’s ___ interesting on television tonight. ___ told me about it today. Now what was it? – I’ve no idea. There isn’t ___ sport on.
6. – Is ___ going to help you move all these tables? – I don’t know. Would you mind giving me ___ help, please? – Of course. Let’s get started.
7. – I can’t find ___ to write with. – There should be a pen by the phone. – I can’t see one. ___ must have taken it.

Any.

EX. 3. Complete the answers. Use *any + noun; anyone or anything*.

Example: – Are these seats reserved? – No, you can have any seat you like.

1. – What time shall I phone you? – Ring ____.
2. – What shall we do at the weekend? – Oh, I don't mind. ____ you like.
3. – Who shall I invite to the party? – Invite ____ you want.
4. – Which buses go into the city centre? – They all do.
– Take ____ that comes along this road.
5. – What colours are these telephones available in? – Oh, we do them in lots of different colours. You can have practically ____.
6. – What do people wear to the theatre here? – Well, it isn't very formal. People can wear ____ they like, more or less.
7. – My father has the television on all weekend. It doesn't matter what's on.
He'll watch ____.

EX. 4. Translate the following into English:

1. Хлопці відмовилися говорити нам що-небудь про погоду.
2. Хіба ти не чуєш, що хтось стукає у двері. Піди й відчини.
3. Чому ти заглядаєш під ліжко? Ти щось загубив?
4. Він пішов з дому, не сказавши нікому ні слова.
5. Фільм варто подивитися. Кожен, хто бачив його, скаже тобі те ж саме.
6. Ви хочете ще трохи кави?
7. Якщо тобі щось знадобиться, скажи мені.
8. Хто-небудь бачив Тома? – Ми шукаємо його цілий ранок.
9. Хай він приходить до нас у будь-який день.
10. Якщо ти з'ясуєш які-небудь деталі, телефонуй мені у будь-який час.
11. Я не прочитав жодної з цих книжок, але Том прочитав декілька.
12. Яку пісню ти хочеш, щоб я заспівала? – Будь-яку.
13. Хтось пролив свою каву на ковдру.
14. Він підбіг до машини, подивитися, чи є там потерпілі.
15. У вас є якісь питання до професора Джонсона?
16. Спочатку ми не бачили нічого підозрілого.
17. Автобусне обслуговування настільки жахливе, що практично неможливо дістатися будь-куди вчасно.
18. Ця країна щось експортує?
19. Чому б не купити їй книжку або щось інше?
20. О шостій годині я дуже втомлений, щоб займатися будь-чим.

EVERYONE, SOMETHING, etc.

A. With *every*, *some* and *no* we can form words ending in *-one*, *-body*, *-thing*, and *-where*.

Look at this table:

everyone/everybody (= all the people)	everything (= all the things)	everywhere (= (in) all the places)
someone/somebody (= a person)	something (= a thing)	somewhere (= (in) a place)
no one/nobody (= no persons)	nothing (= no things)	nowhere (= (in) no places)

Everyone enjoyed the show. It was a great success.

The police searched the house but found nothing.

Let's find somewhere to eat.

Nobody came into the shop all afternoon.

Words ending in **-thing** can also refer to actions or ideas:

Something awful has happened.

You must tell me everything.

B. Some and any.

We can also form words with **any**. The difference between **someone** and **anyone** etc. is like the difference between **some** and **any**:

Positive: There's someone in the phone-box.

Negative: I looked round the shops, but I didn't buy anything.

Question: Has anyone seen today's newspaper?

Offer/Request: Could you do something for me, please?

We can also use **anyone**, **anywhere** etc. in a positive sentence. **Anyone** means "it doesn't matter who", **anywhere** means "it doesn't matter where".

– Where shall we go? – Anywhere. I don't mind.

C. Singular and Plural.

We use a singular verb after **everyone**, **something** etc.:

Everywhere was very crowded.

Nobody wants to go out in this weather.

But after the word ending in **-one** and **-body** we normally use **they/ them/ their** even though the verb is singular:

Everyone is having their lunch.

Someone couldn't come because they were ill.

We can use **he / she; his / her** etc. after **someone / somebody** when we know the person's sex: Someone left **her** (or **their**) handbag behind.

D. Other patterns.

We can use adjective (e.g. "interesting") or "else" after everyone etc.:

Is there anything interesting in that magazine?

We always play cards. Let's play something else. (= a different game)

Brian wore a suit, but everyone else had jeans on. (= all the other people)

Words ending in **-one** and **-body** have a possessive form (with 's):

Someone's cat is on the roof.

There's somebody's coat here.

EXERCISES.

Everyone, something.

EX. 1. Complete the dialogues. Put in the correct words.

Example:

– Someone rang while you were out. – Oh, who?

– He didn't give his name. He wants to discuss something with you.

1. – I'd like to go away ___ on holiday. – On your own? – No, I hope I can find ___ to come with me.

2. – Has Judy got a job yet? – No, she's looked ___, but she can't get one. And she hates sitting around doing ___.

3. – I found ___ in the street. – What? – A five-pound note.

4. – The luggage is all in the minibus. I've managed to get ___ inside. – Well, we can't go because ___ is missing. Carl isn't here yet.

5. – We all know that the man is a thief. – Yes, ___ knows, but ___ dares to say so publicly.

Some and any.

EX. 2. Put in *someone, anyone, something, anything, somewhere, anywhere*:

A: Have you seen my calculator? I can't find it ____.

B: No, I haven't. Perhaps ____'s borrowed it.

A: I haven't given ____ permission to borrow it. It must be ____ in this room.

B: Things are in such a mess. It could be ____.

A: I know. I can never find ____ when I want it.

B: We'll have to do ____ about this mess. We'd better tidy it up.

Singular or Plural.

EX. 3. Put in the correct form:

1. We had to wait. Someone had lost ____ ticket. (its / their)

2. One of the policemen had injured ____ arm. (his / their)

3. No one ____ going to the dentist, do ____? (likes / like; he / they)

4. One guest had brought something wrapped in brown paper. She put ____ on the table. (it / them)

5. Everyone ____ to leave ____ bags outside. (have / has; his / their)

6. Nobody phoned, did ____? (he / they)

7. No one in the class did ____ homework. (his / their)

Other Patterns.

EX. 4. Rewrite the phrases in brackets using *everyone, someone, something, nothing, and somewhere*.

Example: (a nice thing) I'd like to buy myself something to wear.

(another place) It's not very nice here. Let's go somewhere else.

1. (a famous person) I once met ____.

2. (a car belonging to someone) ____ is blocking the entrance.

3. (no exciting things) ____ ever happens in this place.

4. (a different thing) This program is boring. Let's watch ____.

5. (all the other people) Kate isn't coming, but ____ is coming.

6. (the opinions of everyone) ____ will be considered.

EX. 5. Translate into English the following sentences. Pay attention to the use of *that* (but not *what* !!!) after the pronouns *all*, *everything*, *something*, *nothing* to introduce attributive clauses.

1. Я вірю всьому, що він говорить.
2. Все, що вона говорить, – розумно.
3. Я візьму все, що нам знадобиться.
4. Немає нічого такого, чого ця жінка не знала.
5. Я пам'ятаю все, що ви мені сказали.
6. В ньому було щось, що змушувало йому вірити.
7. Все, про що вона згадала, дуже важливо.
8. Ми бажаємо знати про все, що відбулося з вами, поки нас не було.

EX. 6. Complete the following sentences, adding *no one/ none of / nobody*, etc. and *any / anyone*, etc.:

- a)
1. – Where are you going? – I am not ____.
 2. – How many children has he got? – He hasn't ____.
 3. – What did you tell them? – I told _____. Not a word.
 4. – Who you were talking to? – I wasn't _____.
 5. – Who did he dance with? – He didn't _____.
 6. – What did they give her? – They gave _____.
 7. – How much of this money is yours? – _____.
 8. The bus was completely empty. There wasn't _____ on it.
 9. The accident looked serious, but fortunate _____ was injured.
 10. I couldn't make an omelet because I had _____ eggs.
- b)
1. The town was still the same when I returned years later. _____ had changed.
 2. I can't find my watch _____. I've looked all over the house.
 3. We cancelled the party because _____ of the people we invited could come.
 4. _____ intelligent person could do such a stupid thing.
 5. There was complete silence in the room. _____ said _____.
 6. The four of us wanted to go to a restaurant but we couldn't because _____ of us had _____ money.
 7. I'm going as fast as I can. I can't go _____ faster.
 8. What makes you think Harry is old? He is _____ (old) _____ than you. (Open the brackets!)
 9. I'm sorry I've come a bit late but I couldn't come _____ earlier.
 10. We took a few photos but _____ of them were very good.

No, none of.

EX. 7. Study the proverbs below and find the correspondent proverbs in your native language. Learn them by heart.

1. Ask no questions and you'll be told no lies.
2. There is no place like home.
3. No news is good news.
4. No flying from late.
5. No man can serve two masters.
6. No pains, no gains.
7. No man is a prophet in his own country.
8. None is so blind as they (!) who will not see.
9. None is so deaf as those (!) who won't hear.
10. No sweet without some bitter.
11. Nothing new under the sun.
12. Talking mends no holes.
13. All work and no plays makes Jack a dull boy.
14. A rolling stone gathers no moss.
15. Courtesy costs nothing.
16. By doing nothing we learn to do ill.
17. There is no rose without a thorn.
18. There is no smoke without a fire.
19. To know everything is to know nothing.
20. Two is company but three is none.
21. Slow help is no help.
22. A clean hand wants no washing.
23. He smells best that smells of nothing.

MY, YOUR etc.; MINE, YOURS etc.

A. Possessive determiners and pronouns.

Look at this question and answer:

Laura: Shall we go in my car?

Neil: Well, I'd rather not take **mine**. There is something wrong with it.

My is a possessive determiner. It comes before a noun.

The possessive determiners are: **my** car, **your** coat, **his** name, **her** idea, **its** price, **our** house, **their** clothes.

Mine is a possessive pronoun. When Neil says **mine**, he means "my car". The possessive pronouns are: **mine**, **yours**, **his**, **hers**, **ours**, **theirs**. These words express possession, the fact that something belongs to someone (my car), and similar meanings (his, name, her idea).

B. Its and it's.

Its is a possessive determiner:

The street is along here somewhere, but I've forgotten its name.

It's is a short form of it is or it has:

I think it's time to go (= it is)

Yes, it's got a lot colder, hasn't it? (= it has)

C. Possessives with parts of the body.

We normally use a possessive with parts of the body and someone's clothes:

Sarah shook **her** head sadly.

Someone came up behind me and grabbed **my** arm.

You should take off **your** shoes before you enter a mosque.

But we normally use **the** in this pattern:

VERB + PERSON + PREPOSITIONAL PHRASE.

	VERB	PERSON	PHRASE
Someone	grabbed	me	by the ram
The stone	hit	Peter	in the back
She	pulled	me	by the sleeve

D. Own.

We use **own** to say something belongs to us and to no one else:

I've got my own dictionary. I don't need to borrow one.

Jemima has her own flat. She doesn't share any more.

E. A friend of mine.

We use the pattern **a friend of mine** to mean one of a number of friends:

Tim is a friend of mine. (= one of my friends)

Sadie came with a cousin of hers. (= one of her cousins)

I borrowed some magazines of yours. (= some of your magazines)

EXERCISES.

Possessive Determiners and Pronouns.

EX. 1. Put in the missing words:

Roger: Did you and your friends have a nice holiday?

Sam: Yes, thanks. We had the best holiday of lives. The only problem was at Gatwick Airport when Tony discovered he had left passport behind.

Roger: Oh, dear. What happened?

Sam: Well, luckily he doesn't live far away. He rang parents, and they brought the passport over in Mini, just in time.

Roger: You remembered , I hope.

Sam: Yes, I had , but Sarah thought for a minute she'd lost . Luckily, it was in suitcase.

Its and it's.

EX. 2. Put in the correct form. Examples:

The town has lost **its** only cinema.

The meeting won't last long. I'll see you when **it's** over.

1. You should give the book back to ___ owner immediately.
2. The sofa was a nice colour, but I didn't like ___ shape much.
3. I want to go out, but ___ raining.
4. I'm not buying this table cloth because ___ got a hole in it.
5. The company wants to improve ___ image.

Possessives with Parts of the Body.

EX. 3. Put in *my, your* etc. or *the*. Examples:

I fell down and hurt **my** leg.

The ball hit Amanda on **the** knee.

1. A wasp stung me on ___ neck.
2. Mary put both ___ arms around the child.
3. Aunt Caroline kissed Martin on ___ cheek.
4. The fans are all shouting at the top of ___ voices.
5. Don't just stand there with ___ hands in ___ pockets!

EX. 4. Compose sentences of your own using the expressions below.

Translate them into Ukrainian:

a)			d)		
take seize hold grip pull	smb	the hand the arm by the ear the hair the collar the sleeve the tail	stab	smb	in the back in the chest
b)			e)		
strike hit	smb	in the face in the eye on the chin on the nose on the jaw	wound	smb	in the back in the arm in the leg
c)			f)		
pat	smb	on the back on the shoulder	look	smb	in the face in the eyes

The or his.

EX. 5. Say it in English:

1. Коли будете переходити вулицю, візьміть дитину за руку.
2. Притримайте пса за нашійник.
3. Його поранили в ногу.
4. Стів відчув, як хтось потягнув його за рукав.
5. Він отримав ляпас.
6. М'яч потрапив йому в голову.
7. Фокстер'єра довелося витягати з норі за хвіст.
8. Батько поплескав сина по плечу.
9. Його вбили ударом ножа.
10. Не тягни цуценя за вухо, йому боляче.

My own flat and a friend of mine.

EX. 6. Write a phrase with *their own, of hers* etc. Example:

The boy have got a garden just for them. = their own garden.

1. Coin-collecting is one of my hobbies. = _____
2. We've got a private swimming-pool at home. = _____
3. Phil lent me some of his tapes. = _____
4. Melanie says walking on the noon is one of her ambitions. = _____
5. I'd like a room which is mine and no one else's. = _____

On my own / by myself.

EX. 7. Complete the sentences using *on my own / by myself* (they both mean "alone"):

1. I'm glad I live with other people. I don't like to live on ____.
2. Did you go on holiday by ____ ?
3. Jack was sitting on ____ in a corner of the cafe.
4. Learner drivers are not allowed to drive by ____.
5. The box was too heavy for me to lift by ____.
6. Hasn't she got any friends? Whenever I see her, she is always on ____.
7. Very young children should not be allowed to go swimming by ____.
8. I don't like strawberries with cream. I like them on ____.
9. Do you like working with other people or do you prefer working by ____.
10. We had no help decorating the flat. We did it completely on ____.

Pronouns and Possessives.

EX. 8. Complete the dialogues. Use *mine / my* etc. Example:

A: Is that bag Kate's?

B: I think it's hers. Yes, it's got her name on it.

1. A: Is that briefcase yours?

B: I think _____. Yes, _____.

2. A: Is that violin Steve's?

B: I think _____. Yes, _____.

3. A: Are those tapes Joanne's?

B: I think _____. Yes, _____.

4. A: Is that book mine?

B: I think _____. Yes, _____.

EX. 9. Write sentences from the notes, as in the example:

Alan ____ birthday ____ enjoy ____ parents ____ given ____ a sports car. =>
It's Alan's birthday today. He's enjoying himself. And his parents have given him a sports car.

1. Sue ____ birthday ____ enjoy ____ boyfriend ____ given ____ a leather jacket. => ____.

2. I ____ birthday ____ enjoy ____ brother ____ given ____ a personal stereo. => ____.

3. The twins ____ birthday ____ enjoy ____ parents ____ given ____ some cassettes. => ____.

4. We ____ birthday ____ enjoy ____ friends ____ bought ____ a cake. Karen and I were born on the same day. => ____.

EX. 10. Supply *my* or *the*.

Example: He hit me in **the** eye.

1. Something has got into ____ eyes.

2. You don't have to pull me by ____ collar.

3. It's nice to see you. How's ____ family?

4. – What's wrong? – I've hurt ____ arm.

5. ____ collar is too tight. I can't bear it.

6. ____ hair is getting too long. I must get it cut.

7. She looked me in ____ face and said "No".

8. What's worse than a pain in ____ back?

9. The house is quiet with ____ children away.

EX. 11. Supply the missing possessive determiners and pronouns.

Example: What a beautiful baby girl! What's **her** name?

1. This is your towel: it's yellow. And that's your husband's. ____ is blue.

2. This car isn't _____. My car has a different registration number.

3. "Shall we have ____ supper on a tray and watch TV?" my wife asked.

4. That umbrella doesn't belong to you. ____ is the one with the leather handle.

5. Their flat and our flat seem to be the same, but ____ is different from ours.

6. One should put ____ own interests last.

7. John's son wants to be an actor and ____ daughter wants to be an actress.

8. Patricia's eldest daughter has just left school and ____ youngest has just begun.

9. Has the cat been given ____ milk yet?

EX. 12. Rewrite these sentences using phrases with *of*, making all necessary changes. Example:

Your brother is always in trouble. – That **brother of yours** is always in trouble.

1. We watched a play by Shakespeare. – We watched _____.
2. Now tell me about your problem. – Now tell me about _____.
3. We've known him for years. He's our friend. – He's _____.
4. Her loud music drives me crazy. – That _____.
5. My sister's friend phoned from New York. – A _____.
6. The neighbours have been complaining again. – Those _____.
7. Your radio keeps us all awake! – That _____.
8. We met one of your relatives. – We met a _____.
9. We had dinner with one of our neighbours. – We _____.
10. Henry borrowed one of my books. – Henry _____.
11. Ann is in love with one of her colleagues. – Ann _____.

EX. 13. Study the following proverbs and state the nature of the words written in bold type. Learn the proverbs by heart and find the correspondent ones in your native language.

- a) 1. The chain is no stronger than **its** weakest link.
 2. A creaking door hangs long on **its** hinges.
 3. **It's** a poor heart that never rejoices.
 4. **It's** easy to be wise after the event.
 5. Every bullet has **its** billet.
 6. Every medal has **its** reverse.
 7. Everything is good in **its** season.
 8. The rotten apple injures **its** neighbours.
 9. Virtue is **its** own reward.
 10. It's a great life if you don't weaken.
- b) 1. Cut **your** coat according to **your** cloth.
 2. Love me, love **my** dog.
 3. Roll **my** log, and I will roll **yours**.
 4. The devil looks after **his** own.
 5. If **my** aunt had been a man, she'd have been **my** uncle.
 6. Don't put all **your** eggs in one basket.
 7. Scratch **my** back and I will scratch **yours**.
 8. The wolf may lose **his** teeth, but never **his** nature.
 9. An Englishman's home is **his** castle.
 10. Can the leopard change **his** spots?

Навчальне видання

ВЖИВАННЯ ЗАЙМЕННИКА В СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ

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