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PAPER*

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## **Introduction**

Previously, the president of the Republic of Uzbekistan, Karimov I.A stated firmly the goal of the education reform in his speech at the ninth session of the Oliy Majlis of the Republic of Uzbekistan in February 1995 as he highlighted harmonious development as the basis for the progress of Uzbekistan. He emphasized that "the reform in the field of education is becoming the most urgent problem, the solution of which will determine our future". The essence of education reform in Uzbekistan is to preserve the present intellectual potential of the education system and to modify the country's goals in order to develop individuals who are capable to build and live in a democratic civil society and in a free market economy.

The goal of education reform is to educate a healthy generation, both physically and mentally, which can be achieved through humanistic, democratic methods of teaching and socialization, giving higher priority to human values, national and cultural traditions and separation of educational institutions from the influence of political movements. That is education reform aims to make a complete reversal of its ideological routines in order to promote a national education system for training highly qualified personnel up to the level of advanced democratic states and meeting the requirements of a high moral spirit. The State gives a top priority to strengthening intellectual potential and increasing the educational and cultural level of the population.

As president Karimov I.A pointed out, the education reform consisted of three main tasks; the first was to work out new national programs, the second was to create a legal system and the last was to develop personnel and technical material conditions to support the reform.

The system and types of education are classified according to levels and forms of study such as: preschool education, general secondary education, specialized technical education, vocational training, higher education, professional improvement and retraining of personnel and extra-curricular education. Preschool education is meant to prepare children under 7 year of age for a systematic education.

Let's pay an attention to the speech of the president of Uzbekistan, Islam Karimov at the grand meeting dedicated to the 18<sup>th</sup> anniversary of adoption of the constitution of the republic of Uzbekistan on December 8, 2010:

“These days the nation solemnly marks the 18th anniversary of adoption of the Main Law – the Constitution of the Republic of Uzbekistan.

Celebrating this truly historical date in the life of our state and our people, we give due to the everlasting role and significance, which the Constitution of the country has played in formation of the modern Uzbekistan, in achievement of the goal, which we have set before us from the early years of independence, i.e. to build a democratic law-governed state with socially

oriented economy and establish the civil society, where the human being, his interests, his rights and freedom are the most supreme value.

Today, objectively assessing and summarizing the outcomes of independent development of Uzbekistan, it is of no doubt that all the achieved goals and results recognized by the world community, which our country secured for over the past years; both stably functioning economy, its sustainable growth rates, the year-to-year growth well-being of the population and strengthening authority in the world community. All of these are the result of implementation of the deeply thought-out objectives, principles and norms enshrined in the Constitution.

Shortly speaking, the life itself compellingly confirms the correctness of the country's development model, which was chosen by us and enshrined in our Constitution that has gained the name of the "Uzbek model".

A special attention in implementation of the State program "Year of harmoniously developed generation" was paid to the development of the sphere of education and above all, reinforcement of its logistical and technical basis, new construction and provision of educational institutions with modern equipment.

As a result of implementing the National program for Personnel Training and the State nationwide Program of developing the school education we have built or thoroughly reconstructed in line with modern designs 1536 academic lyceums and professional colleges, about 9 thousand or practically all general education schools and more than 1800 sports halls.

With an aim of constantly renovating the logistical and technical basis of these educational facilities, undertaking on systematic basis their re-equipment with the state-of-the-art computer technology, educational laboratory equipment, furniture and study inventory, maintaining their up-to-date operation as well as effectively utilizing the existing enormous potential we have established a completely new structure – the special fund at the Ministry of Finance.

In 2010, 315 billion soums were deposited to the bank account of this fund and in 2011 it is envisaged to allocate 370 billion soums. And this fact witnesses about enormous attention paid in our country to this issue.

In the framework of the Program in 2010, 560 leading cluster schools were provided with 13500 computers worth about 6 million US dollars, over 750 rural schools were supplied with modern educational laboratory equipment and multimedia tools, the teachers of 1.5 thousand rural schools were supplied with 3400 personal computers worth in total about 13 million dollars.

For over this period we have optimized the system of personnel training, unified 50 directions of bachelor's education and 74 master's specialty as well as introduced the new classifiers of directions and majors of secondary special, professional and higher education.

At the moment, all educational, scientific and cultural-enlightenment facilities of the country are connected to Educational portal, which contains over 25 thousand study materials and resources. This permits to actively introduce the methods of distance education into the education system as well as a broad complex of information and communication services for the country's students.

Along with this, I want to underscore once again that it acquires an enormous significance; the introduction of modern information and computer technologies, digital and broadband telecommunications and Internet not only in schools, lyceums, colleges and higher educational institutions, but also in the life of each family. It is the dimensions of development of contemporary communication systems and information technologies that serve as an indicator of the development level of the country and society.

I would like to especially note that the Institutes and Universities of Uzbek maintain collaboration with the leading Universities of Germany, Great Britain, France, Italy, Japan, Republic of Korea, and People's Republic of China, Malaysia, India and Russian in the context of direct agreements between Institutions and Universities. These agreements provide cooperation in such issues as exchange of teaching staff and students, participation in joint conferences and symposiums, joint scientific researches and publication their results.

Uzbekistan takes part in educational programs of European Union Tempus and Erasmus Munds and in scientific technical - projects of European Union under the so - called the seventh Frame Program.

The implementation of joint projects under the Asia Development Bank, the British Council, German Agency of Academic Exchange (DAAD), Goethe Institute, German society of International cooperation (GIZ), Korean and Japanese International Cooperation Agencies (KOICA, JICA), French Institute, Malaysian and Indian Programs of technological cooperation (MTCP, ITEC), Development Program of UN (UNDP), promotes the Perfection of higher education of Uzbekistan using the progressive foreign experience.

In the context of cooperation with foreign partners there are six branches of foreign institutes in Uzbekistan. They are international Westminster University, Singapore Institute of management Development, Turin Polytechnic University, branches of Moscow State University named after Lomonosov, Russian State Economic University of Oil Gas named Gubkin.

As a result, the people of Uzbekistan have become true masters of the tremendous wealth of their native land; the Republic's mines refineries, gold reserves, natural recourses and

land itself. Economic, scientific, technical and intellectual potentials were created by the labor of many generations; this is national property as well and serves to guarantee the wellbeing of the people providing a basis for social progress, prosperity and midst of the state. The state's responsibility to safeguard the indivisibility of the territory of the Republic its economic potential and the inviolability of its frontiers has become an established principle. [3,36]

Today, considering some principals and the experiences of developed countries of the world, the Republic of Uzbekistan has recognized its main direction of educational development. They are as follows:

- Modification and further perfection of the education and socialization content
- Development of new school, curricula and textbooks
- Stress on individual ability and talent
- Vocational and Professional development in accordance with changing economic needs
- Integrating Uzbekistan with world educational standards

At the same time we understand that by striving to create a new education system according to the world standards we will achieve success not only in our country but we might add our contribution to the world educational system by sharing our knowledge and experience with developing countries.

In order to be one of the best specialists in the market of education I've made up my mind to carry out my own tiny research work on a very interesting and not yet deeply investigated theme in comparative linguistics. I believe that the results to be achieved in this research will be very helpful in working out effective and useful strategies and methodologies for teaching English in the future.

### **1. The article as a structural part of speech**

The structural parts of speech either express relations between words or sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence. Here belong:

- (1) the preposition;
- (2) the conjunction;
- (3) the particle;
- (4) the article.

The article is a structural part of speech used with nouns. As to Kaushanskaya there are two articles in Modern English: the indefinite article and the definite article. Grammarians are not always agreed as to the grammatical status of the article in Modern English.

In structural grammars the article is often dispensed with as a separate part of speech and absorbed into the adjective class.

The name "determiners" is then given to closed system items, which, functioning as adjuncts, show their head-words to be nouns. The most central type of "determiner" is that to which we traditionally give the name article.

Some grammarians consider the article to be a kind of morpheme. The absence of the article is accordingly referred to as "zero-morpheme" applied in inflected languages to certain forms having no grammatical endings and thus differing from such forms of the same word as have their own endings. This statement is open to question and not in every sense valid. It seems more in accordance with the nature of the language to identify the English article as a typical morphological category, a special function-word used as an overt marker of the noun and contributing to its meaning. Some grammarians speak of the 'zero article' 1 or the 'zero form of the indefinite article' 2. But Khaimovich and Rogovskaya are definitely against these terms.

A grammatical zero morpheme is created in an opposeme owing to the relative nature of grammatical meanings. As shown above, the articles are not grammatical morphemes and their meanings are not relative. They are words, and the absence of a word cannot be regarded as a zero word. We do not speak of zero prepositions or zero particles. There is not more reason to speak of zero articles.

The practice prevalent in English grammars is to describe the multifarious use of the article with different classes of nouns. Reference is generally made to its particularising, generalising, defining, descriptive and other functions as well as traditional idiomatic use. Important treatments of the subject, with absence of article also included as a term in the article system, will be found in the grammar books and work-papers given in our reference list. Students of English will always find it helpful to consult such sources for the study of the articles in English as Oxford English Dictionary and Christophersen's monograph *The Articles: a Study of Their Theory and Use*.

The definite and the indefinite article as mutually exclusive stand in obvious contrast. Their use is built around contrasting definiteness and indefiniteness, generalisation and concretisation.

With absence of article functioning as a term in the article system (sometimes referred to as the zero-form) distinction must also be made between such contrastive uses based on the category of number as: Singular (the indefinite article) Plural (absence of article) Countable (the indefinite article) :: Uncountable (absence of article)

With regard to the criteria employed in our analysis we have certain observations which are pertinent to a summary statement. In the first place, it is important to be clear about the grammatical meaning of each article, finding out whether it has one or several meanings, each of them signalled by the context. We cannot describe, for instance, the meanings of one article only in terms of how it contrasts with the other, but must take account of contextual indications; we have to look at contrasting patterns rather than contrasting forms. And here the question naturally arises about the invariable meaning of the article, by which we mean, taking the view put forward by A. Isachenko <sup>1</sup>, a stable element in its grammatical meaning that is always preserved irrespective of the context in which it occurs.

It seems perfectly reasonable to say, for instance, that the invariable grammatical meaning of the indefinite article is that of generalisation. As a matter of fact, this element of meaning, i. e. referring an object to a whole class of similar ones without its individual peculiarities, is preserved in all the variety of its uses. Examples are:

a) A stitch in time saves nine. b) A little bird perched on the tree. c) A bird may be known by its song. d) Birds of a feather flock together. e) They were talking to a boy I know well. f) I consider this picture a masterpiece of art.

As can be seen from the above examples, the invariable element of indefiniteness is preserved in all the patterns. The difference in meaning will be sought in the particular type of predication in which the article appears.

(Observe the difference in meaning if we replace *a* by *the* in the above sentences; consider that it is not always the same difference).

The indefinite article in its full range stands in contrast to the definite article. The invariable meaning of the latter is that of restriction and concretisation.

The definite article *the* is an unstressed variant of the demonstrative that. From the point of view of meaning it functions as a less forceful equivalent of this as well as that.

Cf. How do you like the weather? How do you like this weather?

The distinctive feature of the definite article in such parallel uses is that the element of pointing is normally weaker with the than with the demonstrative pronoun. There is similar direction of the attention; but there is more dependence on obviousness and less on selection by means of pointing of one kind or another. Viewed from this angle, the definite article is a great deal like *he* and *it*. Characteristically the indicates that identification seems complete on the basis of conspicuousness in the particular situation or context.

"How did you do it, this rotten thing?" he asked. "Let me see the plates. Yes. Yes. That's it. You look healthy as a goat. Who's the pretty girl?" (Hemingway)

Difficulties often arise when the presence or absence of the article signals contrasted structural relationships. Such kind of contrast is seen, for instance in:

a bowl or vessel :: a bowl or a vessel. The first will mean that bowl and vessel are synonyms and no contrast between the two is intended. In the second, the intention is to contrast the two and imply that if the object is bowl, it is not a vessel. This contrast is not inherent in the *a* as such, but in the different structural relationship which the presence or absence of the indefinite article signals.

Such relations may be marked by radically different means in various other languages.

Variations in the use of the articles and their significant absence must be examined in the grammatical environment in which nouns occur. 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.

A few typical examples to illustrate the statement are given below. Others will readily occur to the student.

And in Soames, looking on his father so worn and white and wasted, listening to his strangled breathing, there rose a passionate vehemence of anger against Nature, cruel, inexorable Nature, kneeling on the chest of that wisp of a body, slowly pressing out the breath, pressing out the life of the being who was dearest to him in the world. His father, of all men, had lived a careful life, moderate, abstemious, and this was his reward— to have life slowly, painfully squeezed out of him. (Galsworthy)

...It had been the old England, when they lived down yet here — the England of packhorses and very little smoke, of peat and wood fires, and wives who never left you, because they couldn't, probably. A static England, that dug and wove; where your parish was your world, and you were a churchwarden if you didn't take care. (Galsworthy)

It is to be noted that the use of the article with abstract noun has its own idiosyncratic traits in English and presents special difficulties for a foreign student to master.

Contrasting use of the article, depending on the context, the meaning of noun adjuncts in particular, is often an effective means to produce emphasis in pictorial language, e. g.:

The river was whitening; the dusk seemed held in the trees, waiting to spread and fly into a sky just drained of sunset. Very peaceful, and a little lull — the hour between! Those starlings made a racket — disagreeable beggars; there could be no real self-respect with such short tails! The swallows went by, taking 'night-caps' on guats and early moths; and the poplars stood so still — just as if listening — that Soames put his hand to feel for breeze. Not a breath? And then, all at once — no swallows flying, no starlings; a chalky hue over river, over sky! The lights sprang up in the house. A night-flying beetle passed him, booming. The dew was failing — he felt it, must go in. And as he turned, quickly, dusk softened the trees, the sky, the river. (Galsworthy)

Here is a good example to show how effective is the repetitive use of nouns with the definite article for stylistic purposes in narration:

It was hot that night. Both she and her mother had put on thin, pale low frocks. The dinner flowers were pale. Fleur was struck with the pale look of everything; her father's face, her mother's shoulders; the pale panelled walls, the pale grey velvety carpet, the lamp-shade, even the soup was pale. There was not one spot of colour in the room, not even wine in the pale glasses, for no one drank it. What was not pale was black —her father's clothes, the butler's clothes, her retriever stretched out exhausted in the window, the curtains black with a cream pattern. A moth came in, and that was pale. And silent was that half-mourning dinner in the heat...

Her father called her back as she was following her mother out. She sat down beside him at the table, ana, unpinning the pale honeysuckle, put it to her nose. (Galsworthy)

The repetitive use of the definite article with abstract nouns is an effective means to intensify their emotive flavour in a given context. Examples are numerous:

Think of the needy man who has spent his all, beggared himself and pinched his friends, to enter the profession, which will never yield him a morsel of bread. The waiting —the hope —the disappointment —the fear — the misery — the poverty — the blight on his hopes, and end to his career — the suicide perhaps, or the shabby, slip-shod drunkard. (Dickens)

Observe also the use of the definite article with proper nouns for stylistic purposes in the following sentences:

Why should not the able and wonderful Cowperwood be allowed to make the two of them rich? (Dreiser)

Aunt Hester, the silent, the patient, that backwater of the family energy, sat in the drawing-room, where the blinds were drawn; and she too, had wept at first, but quietly, without visible effect... She sat, slim, motionless, studying the grate, her hands idle in the lap of her black silk dress. (Galsworthy)

If Liz was my girl and I was to sneak out to a dance coupled up with an Annie, I'd want a suit of chain armour on under my gladsome rags. (Henry)

The use of the article with common and proper nouns is often an effective means of expressive connotation, e. g.:

"...Know my partner? Old Robinson". "Yes, the Robinson. Don't you know? The notorious Robinson". (Conrad)

"...How goes it?"

"All well" said Mr. Gills pushing the bottle towards him.

He took it up and having surveyed and smelt it said with extraordinary expression: "The?"

"The", returned the instrument maker. Upon that he whistled as he filled his glass and seemed to think they were making holiday, indeed. (Dickens)

Instances are not few when the omission of the article is also a matter of stylistic considerations in narration, in free and easy colloquial style or, say, represented speech in literary prose.

See how the use of the nouns without the article is in harmony with the structure of the following sentences:

It had a simple scheme — white pony in stable, pigeon picking up some grains, small boy on upturned basket eating apple. (Galsworthy) There was a drowsy hum of very distant traffic; the creepered trellis round the garden shut out everything but sky, and house, and pear-tree, with its top branches still gilded by the sun. (Galsworthy)

Engine, wheels and carriages came within a few yards, ripping the view into tatters of blue sky and field, each in a decimated second dancing between the carriage-gaps.

A word must be said about a distinct trend in modern English syntax is the omission of the definite and indefinite articles in various ways familiar to students of English and other European languages.

The loss of the definite article has affected certain specific phrases, e. g.:

go to university for go to the university

all morning for all the morning

all winter for all the winter

all week for all the week, etc.

a majority of ... seems to replace the majority of ...

It is difficult to see anything to be gained by the change so far as distinction of meaning is concerned, since the old and new uses appear to be synonymous <sup>1</sup>.

## 2. The use of articles in Modern English

The indefinite article has the forms *a* and *an*. The form *a* is used 'before words beginning with a consonant sound (a book, a pen, a student). The form *an* is used before words beginning with a vowel sound (an opera, an apple, an hour). The article is pronounced [ə], [ən]; when stressed it is pronounced [ei], [æən].

The definite article has one graphic form *the*, which is pronounced in two ways: [ði] before a vowel sound [Qi'aepɪ] and [ðə] before a consonant sound [6ə 'pen].

The indefinite article has developed from the Old English numeral *an* (one), and as a result of its origin it is used only with nouns in the singular.

The definite article has developed from the Old English demonstrative pronoun *se* and in some cases it has preserved this demonstrative meaning in Modern English.

The use of the indefinite article implies that the object is presented as belonging to a class. The use of the definite article shows that a particular object is meant.

The absence of articles with class nouns in the plural, with abstract nouns and nouns of material has grammatical significance: it shows that the nouns are used in a general sense.

With nouns in the plural *some* is often used. *Some*, as well as the absence of articles with class nouns in the plural, is the equivalent of the indefinite article in the singular. *Some* is used when the speaker wants to emphasize the idea of number. *Some* is also used with nouns of material if the idea of quantity is implied. *SO/TIC* has the meaning of 'several' with class nouns and 'a little' with nouns of material. *Some* is hardly ever translated into Russian.

The use of the indefinite article with class nouns.

Class nouns are used with the indefinite article:

1. When the speaker presents the object expressed by the noun as belonging to a certain class. In this case the indefinite article has the meaning of 'какой-нибудь, какой-то, один' (in the meaning of 'некий').

She has a watch of her own.

On the green surface of the lake a little boat, with white wings faintly fluttering, rocked in the dewy breeze. (Voynich)

Close beside them grew a rose-bush covered with scarlet hips.

(Voynich) In the plural no article is used in this case. If the idea of number is implied the noun is preceded by the pronoun *some*.

I liked the room because there were flowers in it.

"I have brought you some flowers..." "I hate to wear flowers." (Voynich)

2. With a predicative noun, when the speaker states that the object denoted by the noun belongs to a certain class.

Miss Sharp's father was an artist. (Thackeray) "Is your brother an agreeable man, Peggotty?" "Oh, what an agreeable man he is!" (Dickens) She works as a chemist. (Cronin) In the plural neither the article nor the pronoun *some* is used.

They are good children, no doubt. (E. Bronte) "... they were business men when I was in the nursery." (Voynich) After the conjunction *as* a predicative noun is often used without an article. She was engaged as governess.

3. When the noun is used in a general sense. What is said of one representative of a class can be applied to all the representatives of the class. The article has the meaning of 'every'.

A drowning man catches at a straw. In the plural neither the article nor the pronoun *some* is used. Real friends should have everything in common. (Wilde)

4. There are cases when the indefinite article preserves its old original meaning of 'one'.

A stitch in time saves nine.

He had hardly spoken **a** word since they left Riccardo's door... (Voynich) This meaning is generally found with: (a) nouns denoting time, measure and weight.

A week or two passed. (Ch. Bronte)

"I'll overtake you in **a** minute," said Godfrey. (Eliot) (b) the numerals hundred, thousand, million and the nouns dozen, score.

He seems to have half **a** dozen languages at his finger-tips. (Voynich) . With nouns in the plural some is used.

Oliver's sobs checked his utterance for some minutes. (Dickens)

The use of the definite article with class nouns. Class nouns are used with the definite article:

1. When the noun denotes an object or objects which the speaker singles out from all the objects of a given class.

An object is singled out in the following cases:

(a) when the speaker and the hearer know what particular object is meant. No special indication is necessary.

How did you like the play? I have got the magazine. У меня есть этот журнал (журнал у меня). Note.—It should be borne in mind that "there is a difference between knowing what object is spoken about and knowing the object itself.

I. A. I do not care to speak to the girl. I have never seen her.

Won't you speak to her? B. But I do not know the girl either.

II.A. Who told you about it?

B. A girl.

A. What girl?

B. My sister.

In the first dialogue the speaker and the hearer do not know the person at all, but they know whom they mean, so the definite article is used. In the second the speaker knows the person, but he presents her to the hearer merely as one of a class, so the indefinite article is used.

(b) when the speaker uses an attribute pointing out a particular object.

This is the house that Jack built.

(c) when the situation itself makes the object definite.

The wedding looked dismal. The bride was too old and the bridegroom was too young. (Dickens)  
When an object is singled out from all the objects of a given class the definite article retains its demonstrative meaning, and the English use the definite article much oftener than the demonstrative pronouns this or that. Thus the Russian sentence Дайте мне эту книгу should be rendered in English by Let me have the book.

As a rule the definite article is not translated into Russian. However, there are cases when it must be rendered by этот.

You told me before you wished to be a governess; but, my dear, if you remember, I did not encourage the idea. (Ch. Bronte) ... я не одобрила эту мысль.

2. When the noun denotes a thing unique (the sun, the moon, the universe) or a class.

The sun was getting warmer. (Abrahams)

The bourgeoisie is cowardly. (London) The indefinite article can be used when we mean a certain aspect in which the sun, moon and sky appear to us, a certain state of the sun, the moon, the sky. In this case an attribute is used.

A pearl-white moon smiles through the green trees. (Ch. Bronte)

3. With nouns used in a generic sense.

A noun used in a generic sense denotes a genus taken as a whole, a thing taken as a type, a genre.

The tiger has always had the reputation of being a man-eater. The telephone was invented in the 19th century. The tragedy and the comedy first appeared in Greece. When the noun man is used in a generic sense no article is used.

Silas felt that his 'trust in man had been cruelly' destroyed. (Eliot) When the noun woman is used in a generic sense it is used with the definite article or occasionally without an article.

He had always been interested in that mysterious 'being—the woman. (Bennett) Woman is man's helpmate.

A noun used in a generic sense should not be confused with a noun used in a general sense.

A noun used in a general sense denotes an object regarded as an individual representative of a class.

A detective story helps to while away the time. (Every or any detective story is meant here.)  
A noun in a generic sense denotes the whole class. Conan Doyle is a master of the detective story.  
(The detective story is regarded here as a certain genre.)

### ADDITIONAL NOTES ON THE USE OF THE DEFINITE ARTICLE

The definite article is used: (1) with nouns modified by adjectives in the superlative degree.  
Miss Tox had the softest voice that ever was heard. (Dickens) ■ (2) with nouns in word-groups  
the first component of which is some, many, none, most and the second a noun with the  
preposition of.

Most of the gentlemen looked both angry and uncomfortable. (Voynich)

(3) with nouns modified by the pronoun same and the adjectives wrong (не тот), right (тот),  
very (именно тот, тот самый).

To all invitations he replied with the same courteous and positive refusal. (Voynich)

I do wish we had not opened the door of the wrong room. (Jerome)

"Ah! Mr. Burton!" exclaimed the Director, "the very person I wanted." (Voynich)

«... именно тот (как раз тот) человек, который мне нужен».

Signora Grassini hated Gemma for the very expression of her face.

Синьора Грассини ненавидела Джемму за самое выражение ее лица. (4) with substantivized  
adjectives and participles

Only the simple and the humble were abroad at that early hour. (Bennett) Grey conveyed some of  
his love of the beautiful to Cowperwood. (Dreiser)

The listeners noted something beyond the usual in his voice. (Galsworthy) Note.—With countable abstract nouns the use of the articles is the same as with class nouns. It is a capital idea if only one could carry it out. (Voynich)

The use of articles with class nouns modified by attributes.

The definite article is used when a noun is modified by an attribute which shows that a particular object is meant, i. e. by an attribute which might be called a particularizing attribute. A particularizing attribute is used to single out an object from all the objects of the class, to point out one particular object or group of objects. The use of a particularizing attribute implies the idea of 'ТОТ, КОТОРЫЙ'; 'ИМЕННО ТОТ, ЭТОТ'.

A particularizing attribute can be expressed by an o/-phrase or an attributive clause. It is always used in post-position.

He knocked at the door of a very neat house. (Marryat)

The letters that I have here have come to me quite by accident. (Dreiser) A particularizing attribute should not be confused with a descriptive attribute.

A descriptive attribute is used to describe an object or to give some additional information about it.

In a fortnight I got a long letter, which I considered odd. (E. Bronte)

The post on her left was occupied by Mr. Erskine of Treadley, an old gentleman of considerable charm and culture. (Wilde) The use of a descriptive attribute does not affect the use of the article. The same articles would be used if there were no attribute whatever.

One day in January he called at the seminary to return **a** book which he had borrowed. (Voynich)

I have just spoken to the woman, who seems to have changed her mind. (Bennett)

They went side by side, hand in hand, silently toward the hedge, where the May flower, both pink and white, was in full bloom. (Galsworthy) In the first example the indefinite article is used with the noun book—because the object denoted by it is presented as belonging to a class. The noun woman is used with the definite article because the speaker and the hearer know what particular person is meant. The noun *hedge* is used with the definite article because the situation makes the object-definite.

## NOUNS OF MATERIAL

With, nouns of material used in a general sense, when a certain material as such is meant, no article is used. Honey is wholesome.

On hearing what had happened, she (Katie) ran for warm water... (Voynich)

When a definite part of the substance is meant (when the noun is modified by a particularizing attribute or is made definite by the situation), the definite article is used.

Pettinger gulped down a glass of the sherry which Cornelius had finally brought. (Heym) The meat was good and White Fang was hungry, (London)

### ABSTRACT NOUNS

When abstract nouns are used in a general sense, no article is used. While there is life there is hope.

When abstract nouns are modified by a particularizing attribute or when the situation makes the idea definite, they are used with the definite article.

He (Cowperwood) was the courage and force of his father, the spirit and opportunity of his brothers, the hope of his children, the dignity and significance of the Cowperwood name. (Dreiser)

Last night I heard Carmen and enjoyed the music. Note: it should be borne in mind that abstract nouns modified by an attribute in pre-position are used without articles unless they are modified by particularizing attributes: English literature, Russian art. Soviet music, etc. Note 2.—The abstract noun weather is never used with the indefinite article. What fine weather! It is burning weather. (Ch. Bronte) When the noun weather is used in a general sense, the definite article is used.

There are people who say that the weather can influence people's mood. (Bennett)

Abstract nouns can be used with the indefinite article. In this case the abstract noun denotes a certain kind (оттенок) of a quality, feeling, state, etc. The noun nearly always has a descriptive attribute.

How clever you are, Mr. Hopper. You have a cleverness quite of your own. (Wilde) In her eyes there was an eagerness, which could hardly be seen without delight. (Austen)

The indefinite article is used with the nouns period, population, distance, height, salary, etc. followed by of + numeral + noun.

Simpson was out of the city for a period of ten days. (Dreiser)

### USE OF ARTICLES WITH PROPER NOUNS

Names of persons.

1. Names of persons are used without articles.

Sarie looked at Lanny and Celia. (Abrahams)

2. Names denoting the whole family are used with the definite article.

The Dashwoods were now settled at Berton. (Auston)

3. When names of persons are used to denote a representative of a family, the indefinite article is used.

"Florence will never, never, never be a Dombey," said Mrs. Chick. (Dickens)

4. Names of persons modified by a particularizing attribute are used with the definite article.

You're not the Andrew Manson I married. (Cronin)

The tall blond man of forty is not much changed in feature from the Godfrey Cass of six-and-twenty. (Eliot)

5. Names of persons used as common nouns take the article according to the general rule on the use of articles.

Swithin smiled and nodding at Bosinney said, "Why, you are quite a Monte Cristo." (Galsworthy)  
Mozart has been called the Raphael of music.

6. Nouns denoting military ranks and titles such as academician, professor, doctor (both a profession and a title), count, lord, etc. followed by names of persons do not take the article. In such cases only the proper noun is stressed: Colonel'Brown, Doctor'Strong.

Common nouns denoting professions followed by names of persons are generally used with the definite article. In this case both nouns are stressed. The painter Gainsborough has left many fine pictures. Note. However if the name of a person is nearly always used with the common noun denoting his profession, the word group becomes an indivisible unit and the article may be omitted: judge Brown.

7. Nouns expressing relationship followed by names of persons | do not take the article: Aunt Polly, Uncle James.

She turned to Cousin Clixam. (Bennett) Nouns expressing relationship not followed by a proper noun and the nouns nurse, cook, baby do not take the article when used by members of the family.

"I'd like to see Mother," said Emily. (Galsworthy) If other people's relations are meant, the article is used. The son is as clever as the father.

8. The use of articles with names of persons modified by adjectives is varied.

In most cases no article is used with names of persons modified by the adjectives old, young, poor, dear, little, honest, lazy. ... she is the widow of poor Giovanni Bolla ... (Voynich) He saw that old Chapin wanted to moralize a little. (Dreiser) When modified by other adjectives and participles names of persons take the definite article.

He thought Amelia worthy even of the brilliant George Osborne. (Thackeray)

The astonished Tom could not say a word. 9. Names of persons modified by the adjective certain are used with the indefinite article.

I heard it from a certain Mr. Brown.

#### USE OF ARTICLES IN SOME SYNTACTIC RELATIONS

The use of articles with predicative nouns.

As stated above a predicative noun is used with the indefinite article if the speaker states that the object denoted by the noun belongs to a certain class.

If a predicative noun is modified" by a particularizing attribute, the definite article is used.

He is the student you wanted to speak to. If a predicative noun denotes a post which can be occupied by one person at a time, either no article or the definite article is used.

Mr. Henderson is manager, not under-manager any longer. (Lindsay) Montanelli was director of the theological seminary at Pisa. Comrade N. is the dean of our faculty. No article is used with predicative nouns after the verbs to turn, to commence, to appoint, to elect.

Compeyson turned traitor. Компейсон стал предателем. Shakespeare commenced actor. Шекспир начинал как актер.

They appointed him head-teacher. —

Его назначили старшим преподавателем. A predicative noun sometimes has an adjectival character, especially when it is followed by the adverb enough. In this case no article is used.

Surely Bolla isn't fool enough to believe that sort of stuff? (Voynich) Неужели Болла настолько глуп, чтобы поверить подобному вздору? When a predicative noun in an adverbial clause of concession is placed at the head of the clause, no article is used.

Child as he was, David understood that Creakle was an ignorant man Хотя Давид был ребенком, он понимал, что Крикль— невежественный человек.

The nouns *son* and *daughter* used predicatively take the definite article when modified by an *o/-*phrase, though there may be several sons and daughters in the family.

Lomonosov was the son of a fisherman.

Becky Sharp was the daughter of an artist.

The use of articles with nouns in apposition.

Nouns in apposition and nouns forming part of an apposition are used with the indefinite article if the speaker states that the object expressed by the noun in apposition belongs to a certain class.

I want to introduce you to Comrade B., a great friend of mine. In the plural no article is used.

I want to introduce you to Comrades B. and D., great friends of mine.

Nouns in apposition or nouns forming part of an apposition are used with the definite article if they are modified by a particularizing attribute. Comrade B., the student you have mentioned, has come. If the noun denotes a well-known person or work of art, the definite article is generally used.

Pushkin, the great Russian poet, died in 1837. Hamlet, the immortal tragedy by Shakespeare, was written in the first years of the 17th century. But if the person or the work of art is not widely known the indefinite article is used.

Pericles, a comedy by Shakespeare, is hardly ever staged. No article is generally used with a noun in apposition when the apposition expresses a post which can be occupied by one person at a time. Occasionally the definite article is used.

Professor Petrov, director (the director) of the Medical Institute, is going to deliver a lecture.

Comrade Smirnov, dean (the dean) of the English department, has left for Moscow.

Class nouns used in address take no article.

Come downstairs, child. (Voynich)

Place of the article.

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The usual place of the article is before the noun if it is not modified by an attribute; if the noun is modified by an attribute, the article is placed before the latter. However, there are cases when the article follows the attribute.

1. The definite article follows the attribute expressed by the pronouns both, all.

Both the stories were interesting.

All the stories were interesting.

2. The indefinite article follows the attribute expressed by an adjective after so, too, as.

Mr. Pickwick could not resist so tempting an opportunity of studying human nature. (Dickens)

You compel me to tell you that this is too serious a matter to be treated in such a fashion. (Dreiser)

It was as black a house inside as outside. (Dickens)

3. The indefinite article follows quite, such, what (what in exclamatory sentences).

She is quite a child. I've never heard of such a thing. What a wonderful piece of luck! The indefinite article either precedes or follows rather.

This enquiry involved the respected lady in rather a delicate position. (Dickens)

They stop and interchange a rather heated look. (Dickens)

Ways of expressing the meaning of the English articles in Russian.

The meaning of the English article may sometimes be expressed in Russian by means of:

(a) cases. Pour the water into the glass. Налейте воду в стакан. Pour some water into the glass. Налейте воды в стакан.

(b) word order. A woman came up to me and asked what time it was. Ко мне подошла женщина и спросила, который час. The woman has come. Женщина пришла.

(c) the words один, какой-то, какой-нибудь (the indefinite article), этот, тот самый (the definite article).

A man is waiting for you downstairs. Вас внизу ждет какой-то человек.

Do you know Nina? Yes, I do. I like the girl immensely.

Вы знаете Нину? Знаю. Мне очень нравится эта девушка.

### SPECIAL DIFFICULTIES IN THE USE OF ARTICLES

The use of articles with the nouns day, night, morning, evening.

The nouns day, night, morning, evening are used without articles: (a) if day and morning mean 'light' and night and evening mean darkness', or if they denote a certain part of the day.

The sun had gone and night had come. (Abrahams) Day is meant for work, night for sleep. It was evening. The river was before them. (Dreiser) (b) in the expressions by day, at night, from morning till night.

It is easier to work by day than at night. The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite. He will never forget the day when he met her. The night was warm and beautifully still. (Voynich) The definite article is also used in the expressions: in the morning, in the afternoon, in the evening.

The indefinite article is used when the noun is modified by a descriptive attribute.

I spent a sleepless night. When the nouns morning and evening are modified by the adjectives early and late, no articles are used because these adjectives do not describe the morning or night, but only show the time.

It was early morning when the train pulled into the little siding (Abrahams)

The use of articles with names of seasons.

Names of seasons are used without articles if they show a certain time of the year.

It was spring. I like spring. The definite article is used when these nouns are modified by particularizing attribute or when the situation makes them definite. It happened in the spring of 1930. The spring was cold and rainy. The indefinite article is used when these nouns are modified by descriptive attribute.

It was a cold spring. When names of seasons are modified by the adjectives early or late, no articles are used.

It was early spring.

The use of articles with the nouns school, college, bed, prison jail.

The nouns school, college, bed, prison, jail are used without an article when they lose their concrete meaning and express the purpose for which the objects denoted by these nouns serve.

When these nouns denote concrete objects the articles are used according to the general principle.

(a) School, college.

to go to school

to be at college — to be a student of a college

to leave school — to finish or drop one's studies

School begins at five.

She went to College in the North. (Owens and D'Usseau)

His history since he left school had been indicated in the last page. (Thackeray)

It was at seventeen that he decided to leave school.

to go to the school — not as a pupil (the building is meant)

to leave the school — to leave the building

Mother went to the school yesterday to attend a parents' meeting.

She left the school at 7 o'clock.

She worked at a school in Siberia.

(b) Bed.

to go to bed—ЛОЖИТЬСЯ СПАТЬ :

to be in bed — ЛЕЖАТЬ В ПОСТЕЛИ

And now you had better go to bed. Good-night. (Voynich)

to be in the bed    an article of furniture is meant

to be on the bed    Her portrait was on the wall beside the bed. (*Voynich*)

(c) Prison, jail.

to be in prison (in jail) — to be a prisoner

to be sent to prison

as a prisoner

to be put in prison

Mr. Dorrit was in prison many years.

Mr. Dorrit was sent to prison for debt.

The last they had heard of him was that he was in jail for having killed a person in a fight.  
(Abrahams)

to be in the prison

not as a prisoner (the building is meant)

to go to the prison

Mr. Dorrit's family lived in the prison.

The prison proper dated from 1822. (Dreiser)

The use of articles with the noun town.

The noun *town* when used with prepositions does not take an article: (a) when we mean the nearest town (if we live in the country) or the town <sup>w</sup>e live in.

You cannot go to town to-morrow. (Austen) What can you have to do  
in town...? (Austen)

(b) when the noun town is opposed to the noun country.

He was not used to country life, having spent twenty years in town. Otherwise the noun town is used with the definite or indefinite article.

I want to go to the town where I was born.

### The use of articles with the names of meals.

Names of meals are used without articles. When did you have dinner? Is dinner ready? Mother is cooking dinner.

While they were at breakfast, the letters were brought in. (Austen) I have finished breakfast, ring the bell. (Ch. Bronte) The definite article is used when the nouns are modified by particularizing attribute or when the situation makes them definite. The dinner we had to-day was very substantial. The dinner was a success. The indefinite article is used if the name of a meal is modified by descriptive attribute.

After a hearty breakfast the four gentlemen sallied forth to walk to Gravesend. (Dickens)

### The use of articles with names of languages.

Names of languages when they are not followed by the noun language are used without articles:

She knows English.

Note the peculiar use of the definite article in: (1) It is a translation from the English (the French, etc.), (2) What is the English (the French, etc.) и 'сочна'?

The definite article is used if the noun is modified by a particularizing attribute:

The English of America differs from the English of England.

When the noun language is mentioned the definite article is used: the English language, the German language.

### USE OF ARTICLES WITH NOUNS MODIFIED BY

### CERTAIN ADJECTIVES, PRONOUNS AND

### NUMERALS

Most.

(a) Most + adjective.

The definite article is used when most serves to form the superlative degree of an adjective.

This is the most interesting chapter in the book.

The use of the indefinite article shows that a high degree of a quality is meant. Most has the same meaning as very, exceedingly.

Caroline found that the old maid had been a most devoted daughter and sister. (Ch. Bronte)  
Note.—Occasionally the form of the superlative degree does not express comparison, but a high degree of a quality.

He listened with the most profound attention.

He listened with the deepest attention.

The same phenomenon is found in Russian: Он слушал с глубочайшим вниманием,

(b) Most+of+noun.

When definite people or things are meant the noun is used with the definite article and most is followed by the preposition of.

Most of the flowers in the garden were planted by the schoolchildren.

Most of the gentlemen looked both angry and uncomfortable. (Voynich) We say most, not most of the, when we do not mean definite people or things. The noun is used in a general sense. Most flowers smell sweet.

Few, a few, the few; little, a little, the little.

Few means 'мало', it has a negative meaning. A few means 'несколько', it has a positive meaning.

The few means 'те немногие (которые)'.  
'

He was a very good man. There are few like him in the world to-day. (Abrahams)

He left after a few moments. (Dreiser) You need not fear to hear the few remaining words we have to say. (Dickens) Little means 'мало', it has a negative meaning. A little means 'некоторое количество', it has a positive meaning. The little means 'небольшое количество (которое)'.  
'

We can't go skiing to-day. There is too little snow.

We have a little time. Let us take a walk in the garden.

Don't waste the little time you have.

Two, the two; three, the three, etc.

Two means 'два'. The two means 'оба, те два'.

Two students entered the room.

The two friends travelled together.

The two books you lent me proved very interesting.

The second, a second.

The second is an ordinal numeral meaning 'второй'.

The second attempt proved more successful than the first. A second means 'another, one more'.

Having eaten the gruel, Oliver asked for a second portion. In the third, a third, the fourth, a fourth, etc. we see the same difference in meaning.

He made an experiment which proved his theory. He made a second, a third, a fourth experiment with the same results. A second time means 'once more'.

I rang the bell, but nobody answered it, so I had to ring a second time.

Another, the other.

The pronoun another has two meanings:

(a) 'какой-либо другой'.

Give me another pen, I don't like this one.

(b) 'еще один'.

I am thirsty; I should like another cup of tea.

The other means 'определенный другой'.

There are two books here, take one and I'll take the other.

Last, the last.

Nouns modified by the adjective last are always used with the definite article except in the expressions last month, last year, last week, last summer (winter, autumn, spring).

The last word remained with George.

Last summer, in Switzerland, he was quite well. (Voynich)

Next, the next.

Next means 'будущий' when referring to time: next month, next week. The next means 'следующий': the next room, at the next lesson. Next time means 'в следующий раз'.

We shall discuss this matter next time. In reference to time viewed from the past both next and the next mean 'следующий'.

We spent a fortnight in Kiev. The next week was spent in Odessa (or: Next week was spent in Odessa).

A number, the number.

A number of means 'many'. It is rendered in Russian by много, ряд. The number means 'число, количество'.

His father and a number of his cronies were in the dining-room. (Dreiser)

The number of mistakes he makes is startling.

#### OMISSION OF THE ARTICLE. ZERO ARTICLE.

Sometimes the article is not used where we naturally expect to find it in accordance with the rules. No change of meaning is observed in these cases.

The article is often omitted in newspaper headings, telegrams, in stage directions.

Gas Blast Kills Woman. (Daily Worker)

Girl Gymnast Keeps Title. (Moscow News) The article is often omitted with homogeneous members closely connected with each other and joined by the conjunction and. In most cases they go in pairs.

The breakfast was taken away, and that meal over, it was the general custom of uncle and niece to separate. (Ch. Bronte)

### **3. Use of articles with geographical names.**

1. Geographical names like all the other proper nouns are used without articles: England, France, Moscow, London.

The same holds good when a geographical name is modified by an attribute in pre-position: Soviet Russia, North America, Latin America, Central Asia.

Note.—The word groups the Soviet Union, the United States are always used with the definite article.

2. Geographical names modified by a particularizing attribute are used with the definite article.

The Philadelphia into which Frank Algernon Cowperwood was born was a city of two hundred and fifty thousand and more. (Dreiser)

3. With names of oceans, seas, rivers the definite article is used: the Pacific Ocean (the Pacific), the Black Sea, the Thames, the Ohio River.

4. Names of lakes do not take the article if the word lake is used, which is nearly always the case; if it is not mentioned we find the definite article: Lake Windermere, Lake Ontario, the Ontario.

5. With names of mountain chains the definite article is used: the Urals, the Alps.

With names of mountain peaks no article is used: Elbrus, Everest.

6. With names of groups of islands the definite article is used: the Hebrides, the Bermudas.

With names of single islands there is no article: Madagascar.

7. The names of the following towns, countries and provinces are used with the definite article: the Hague, the Netherlands, the West Indies, the Ruhr, the Riviera, the Crimea, the Ukraine, the Caucasus, the Congo. The Lebanon is generally used with the definite article, occasionally without the article.

8. Names of streets and squares are used without articles: Oxford Street. Wall Street, Trafalgar Square, Russell Square.

There are a few exceptions: the High Street, the Strand.

The definite article is used with certain geographical names:

Countries

Names of countries which are collective, plural or modified by an adjective or an of-construction take the definite article the:

the Czech Republic  
the Netherlands  
the People's Republic of China  
the Philippines  
the United Kingdom (UK)  
the United States of America (USA)

Bodies of water

the Amazon  
the Ganges  
the (English) Channel  
the Panama Canal  
the Atlantic (Ocean)  
the Pacific (Ocean)

Deserts

the Gobi (Desert)  
the Kalahari Desert  
the Mojave Desert  
the Patagonian Desert  
the Sahara (Desert)

Mountain ranges

the Alps  
the Andes  
the Appalachians  
the Great Dividing Range  
the Himalayas

Points of the compass

the North  
the South  
the East  
the West

the South Pole  
the North Pole  
the south of Italy  
the Far East

But:

North America  
We were travelling west.

Some constellations and other heavenly bodies

the Big Dipper (AmE) / the Plough (BrE)  
the Pleiades  
the Cigar Galaxy  
the Crab Nebula

But:

Orion  
Cassiopeia

Names of hotels, ships, newspapers and magazines.

Names of hotels, ships, newspapers and magazines are used with the definite article. And he added that the Independent had accepted and was about to publish two poems which he had been able to write because of her. (Dreiser) The three men came to the turning at the corner of the Grosvenor Hotel. (Hichens)

Names of cardinal points.

With the names of cardinal points the definite article is used: the North, the South, the West, the East.

In the expressions from East to West, from North to South no article is used.

Names of months and days.

As a rule names of months and days are used without articles.

May is a spring month. My day off is Friday.

When these nouns are modified by a particularizing attribute the definite article is used.

The May of 1949 will always rest in my memory.

Miss Trotwood came on the Friday when David was born. Names of days are used with the indefinite article when we mean one of many Mondays, Fridays, etc.

Robinson Crusoe found his servant on a Friday.

I do not remember exactly when he came from Moscow, but I am \_ sure it was on a Monday.

Names of months are used with the indefinite article when modified by a descriptive attribute.

A cold May is the usual thing in Leningrad.

The use of articles with nouns modified by proper nouns.

If a noun is modified by a proper noun in the genitive case no article is used.

I met Robert's father. A noun modified by a proper noun in the common case is used with the definite article.

Last summer I visited the Tretyakov Gallery.

### **Conclusion**

Having investigated about the use of articles with geographical names I have made sure that articles are one of the most discussed theme among the linguists. There are three articles in Modern English: the indefinite article, the definite article and zero article. The article is a structural part of speech. But some grammarians consider that the article as a noun determiner.

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 both in English and in other languages, it will be only fair to say that even the most essential points concerning the theory of the articles still remain doubtful.

Some grammarians consider the article to be a kind of morpheme. The absence of the article is accordingly referred to as "zero-morpheme" applied in inflected languages to certain forms having no grammatical endings and thus differing from such forms of the same word as have their own endings. This statement is open to question and not in every sense valid. It seems more in accordance with the nature of the language to identify the English article as a typical morphological category, a special function-word used as an overt marker of the noun and contributing to its meaning. Some grammarians speak of the 'zero article' 1 or the 'zero form of the indefinite article' 2. But Khaimovich and Rogovskaya are definitely against these terms.

A grammatical zero morpheme is created in an opposeme owing to the relative nature of grammatical meanings. As shown above, the articles are not grammatical morphemes and their meanings are not relative. They are words, and the absence of a word cannot be regarded as a zero word. We do not speak of zero prepositions or zero particles. There is not more reason to speak of zero articles.

In embarking now on a study of the Modern English article, we should first of all eliminate those problems which are of no real scientific interest, though they have been occasionally discussed. Thus, we will not dwell on the problem whether the article is a separate part of speech, since neither an affirmative nor a negative answer would in any way affect the really relevant questions concerning the article. We have not included the article in our list of parts of speech; but this should not be taken to mean that it cannot be included in that list. The problem is irrelevant.

Another problem, which, though not irrelevant, appears to have been frequently misstated, is this: is the article a word or a morpheme? It has been solved in different ways by different authors. There would always be some argument in favour of the article being a separate word, and some argument to show that it was a morpheme.<sup>1</sup> This kind of approach, however, does not seem to be the right one. It would mean that we start examining the article, a very peculiar phenomenon, with ready-made notions of what a word and what a morpheme is. Instead we should first study the article as it actually exists and functions in the language, and only then see whether it will fit into any ready-made category. It may well happen that it will not; then we shall have to face the situation and take it for what it is worth.

With respect to the article we must state, in the first place, that there are languages which have no article. Besides Russian and most other Slavonic languages, the Latin language belongs here. Ancient Greek had only one article — the definite one. Many languages (Italian, Spanish, German, Swedish, etc.) have two articles — the definite and the indefinite. As far as its form is concerned, the article is usually a separate unit which may be divided from its noun by other words, chiefly adjectives. However, in certain languages the article may also be a morpheme attached to the noun as a kind of suffix.

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