

МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
КИЇВСЬКИЙ ІНСТИТУТ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

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МЕТОДИЧНІ ВКАЗІВКИ ДО САМОСТІЙНОЇ РОБОТИ З
ДИСЦИПЛІНИ «ІНТЕНСИВНИЙ КУРС ВИВЧЕННЯ
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(СМР 2 (2+) «Функціональний» за мовним стандартом НАТО STANAG 6001
(частина перша)

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Методичні вказівки до самостійної роботи з дисципліни «Інтенсивний курс вивчення англійської мови» для військовослужбовців Національної гвардії України (СМР 2 (2+) «Функціональний» за мовним стандартом НАТО STANAG 6001 (частина перша) / М.С. Сергієнко, А.В. Труш, І.В. Мартинов. – Київ: Київський інститут Національної гвардії України, 2026. – 57 с.

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ПЕРЕДМОВА

Запропоновані методичні вказівки до самостійної роботи розроблені для поглиблення знань та удосконалення сформованих навичок під час проходження «Інтенсивного курсу вивчення англійської мови» для військовослужбовців Національної гвардії України за мовним стандартом НАТО STANAG 6001 на рівні СМР 2 (2+) «Функціональний».

Основна мета методичних вказівок – допомогти військовослужбовцям НГУ закріпити на практиці знання, які були отримані під час проходження інтенсивного курсу вивчення англійської мови, формувати вміння спілкуватися однією з мов ЄС (англійською).

Матеріали методичних рекомендацій підібрані відповідно до змісту програми інтенсивних курсів вивчення англійської мови з військовослужбовцями НГУ. Самостійна робота полягає у ознайомленні та подальшому детальному вивченні основних граматичних правил англійської мови згідно до мовного стандарту НАТО STANAG 6001 на рівні СМР 2 (2+) «Функціональний».

Опрацьовуючи наданий матеріал, військовослужбовці повинні детально відпрацьовувати кожну запропоновану тему. Для розвитку граматичної компетентності слухачам курсу пропонується письмово виконати відповідні вправи чи написати невелике есе.

Вивчення вокабуляру проходить у формі гри, пропонуються цікаві лексичні вправи для письмового виконання, усні завдання, де пропонується відпрацювання необхідної лексики шляхом створення презентації, написання невеликої розповіді, запису аудіо доріжку чи онлайн гри.

Слухачі інтенсивного курсу повинні слідкувати за своїм власним прогресом. Обов'язковим є вміння застосовувати набуті знання на практиці у процесі усного та писемного мовлення. Для зручності відслідковування прогресу вивчення англійської мови додається перелік питань для самоаналізу.

Методичні вказівки складаються з: передмови, матеріалів для вивчення: вправ або завдань для відпрацювання та закріплення отриманої інформації, списку використаних джерел та переліку питань для самоаналізу.

A NOUN

A *noun* is a word that names something, such as a person, place, thing, or idea.

In a sentence, nouns can play the role of *subject*, *direct object*, *indirect object*, *subject complement*, *object complement*, *appositive*, or *modifier*.

Proper nouns refer to specific names and are capitalized (*Yellowstone*), while *common nouns* are general and lowercase (*park*).

Singular nouns name one thing (*cat*); *plural nouns* name more than one thing (*cats*); and *possessive nouns* indicate ownership (*cat's toy*).

Concrete nouns refer to physical objects perceived by senses (*doorbell*); *abstract nouns* refer to intangible concepts (*freedom*); and *collective nouns* refer to groups considered as one entity (*team*).

Countable nouns can be pluralized (*two apples*), while *uncountable nouns* represent masses or concepts (*water*).

Nouns are everywhere in our writing. But what are the different types of nouns, and how do you use them? Here, we'll explain what nouns are using rules and examples to demonstrate.

Types of nouns

Nouns form a large proportion of English vocabulary, and they come in a wide variety of types.

Here are the 10 types of nouns with examples:

1. **Proper:** *Eiffel Tower*
2. **Common:** *dog*
3. **Singular:** *chair*
4. **Plural:** *chairs*
5. **Concrete:** *backpack*
6. **Abstract:** *happiness*
7. **Collective:** *team*
8. **Compound:** *toothpaste*

9. **Countable:** *apple*
10. **Uncountable:** *water*

Nouns can name a person:

Albert Einstein

the president

my mother

a girl

Nouns can name a place:

Mount Vesuvius

Disneyland

my bedroom

Nouns can name things:

Things might include intangible things, such as concepts, activities, or processes. Some are hypothetical or imaginary things.

Shoe

faucet

freedom

The Elder Wand

basketball

Singular/Plural nouns

All nouns are either singular or plural in number. A *singular noun* refers to one person, place, thing, or idea and requires a singular verb, while a *plural noun* refers to more than one person, place, thing, or idea and requires a plural verb.

Forming plural nouns

Many English plural nouns can be formed by adding **–s** or **–es** to the singular form, although many exceptions exist.

Cat→*cats*

These two cats are both black.

Note the plural verb *are*.

Tax→*taxes*

house→*houses*

The Plural of Nouns

Regular Plural Forms

We form the plural of a noun with the **singular + s**

parrot – parrots / apple – apples / girl – girls

Nouns ending with **y** if a consonant is written before. --→ **ies**

lolly – lollies / story – stories / strawberry – strawberries

but: boy – boys / toy – toys / bay – bays

Nouns ending with **ch, x, s, sh, o** --→ **es**

class – classes / brush – brushes / box – boxes

Some nouns ending with **f, fe, lf** --→ **ves**

knife – knives / wolf – wolves / life – lives

but: chiefs, safes, cliffs, handkerchiefs

Irregular Plural Forms

man – **men**

goose – **geese**

foot – **feet**

person – **people**

louse – **lice**

woman – **women**

ox – **oxen**

mouse – **mice**

tooth – **teeth**

child – **children**

Special Plural Nouns

You can use *singular or plural* with nouns like family, class, police, team, army, band, choir, class, club, crew, company, firm, gang, government, orchestra, party, staff, etc.

Some nouns are identical to the singular form:

bison – **bison**

fish – **fish**

series – **series**

sheep – **sheep**

deer – **deer**

moose – **moose**

species – **species**

offspring – **offspring**

If the group acts in unison (as a group), use a singular verb:

*My family **lives** in Miami. – All the members living under one roof.*

*The team **was** successful. – You see the team as a group.*

If the group acts individually, use a plural verb:

*My family **live** in towns all over Florida. – Each individual is living a separate life in a different town.*

*The team **were** successful. – You see the single members of the team.*

Task 1. Identify Singular and Plural Nouns. Identify whether the noun is singular or plural. Write “S” for singular and “P” for plural.

1. Apples
2. Child
3. Boxes
4. Dog
5. Geese
6. Toy
7. Mice
8. House
9. Women

10. Flower

Task 2. Convert Singular to Plural. Write the plural form of the following nouns.

1. Cat
2. Bus
3. Potato
4. Man
5. Leaf
6. Berry
7. Glass
8. Tooth
9. Sheep
10. Wolf

Task 3. Convert Plural to Singular. Write the singular form of the following nouns.

1. Chairs
2. Tomatoes
3. Children
4. Oxen
5. Cacti
6. Feet
7. Knives
8. People
9. Deer
10. Churches

Task 4. Write the words in the correct form

1. There are three _____ (apple) on the plate.
2. I'd like to taste these _____ (cookie).
3. Would you like these _____ (orange)?

4. This ____ (cheese) is too salty.
5. How much ____ (water) is there in the bottle?
6. I usually drink ____ (milk) in the morning.
7. Do you like ____ (cucumber)?
8. How much ____ (money) have you got?
9. This ____ (meat) isn't fresh.
10. There are many ____ (tomato) in this salad.
11. I don't eat ____ (butter) at all.
12. This ____ (coffee) is awful.
13. How many ____ (banana) would you like?
14. All her ____ (dress) are beautiful.
15. Put some ____ (salt) into your soup.
16. This ____ (sugar) isn't sweet.
17. There is some ____ (bread) on the table.

Task 5. Fill in the Blanks. Fill in the blanks with the correct singular or plural form of the noun in parentheses.

1. I saw three _____ (fox) near the forest.
2. There is a _____ (mouse) in the kitchen.
3. We bought five _____ (loaf) of bread.
4. The _____ (child) are playing in the park.
5. A _____ (woman) walked into the room.

Task 6. Correct the Errors. Rewrite the sentences, correcting any errors in the use of singular or plural nouns.

1. The sheeps are grazing in the field.
2. I have many book in my bag.
3. Those mans are working on the construction site.
4. The childs were excited to see the magician.
5. The leafs on the trees are changing colors.

Countable/uncountable nouns

Concrete and abstract common nouns can be further classified as either *countable* or *uncountable*. Countable nouns can be counted, even if the resulting number would be extraordinarily high (like the number of humans in the world). Countable nouns can be singular or plural and used with numbers and modifiers like *a/an, the, some, any, a few*, and *many*.

Here is a cat.

Here are a few cats.

Here are eight cats.

Uncountable nouns, or mass nouns, are nouns that are impossible to count, whether because they name intangible concepts (e.g., *information, animal husbandry, wealth*), collections of things that are considered as wholes (e.g., *jewelry, equipment, the working class*), or homogeneous physical substances (e.g., *milk, sand, air*).

Although most of these nouns are singular in form because they refer to things that can't be isolated and counted on their own, they are never used with the singular indefinite article *a* or *an*. Singular concrete uncountable nouns can often be expressed in countable units by adding a countable noun, like *piece* (with *of*). On their own, uncountable nouns can be modified by the definite article, *the*, or indefinite adjectives like *some*.

They'd love to rent some property around here.

They'd love to rent a piece of property around here.

Students don't seem to have much homework these days.

Could you help me move the furniture into the other room?

COUNTABLE AND UNCOUNTABLE NOUNS

COUNTABLE NOUNS

Have a singular and plural form
Can use a *singular* verb or
a *plural* verb



We can count

a tree two trees
The **book is** old.
The **books are** old.

UNCOUNTABLE NOUNS

Have only one form (no plural)
Always use a singular verb
Cannot use *a*, *an* or *a number*
before them



We cannot count

butter butter~~s~~
Sugar is sweet.
~~a~~ rice ~~two~~ rice
~~a~~ bread ~~two~~ bread

UNCOUNTABLE NOUNS ARE OFTEN...

ABSTRACT IDEAS (cannot touch)

love, freedom, education, luck,
help, beauty, music, thunder

MADE OF SMALLER PARTS

sugar, rice, salt, sand, flour, dirt,
dust, traffic, grass, spaghetti

SOME FOOD (cut into small parts)

bread, fish, cheese, chocolate,
meat, bacon, food, ham

LIQUIDS & GASES

water, milk, wine, oil, coffee, rain,
soup, air, smoke, blood, juice, fog

MATERIALS

wood, glass, paper, gold, silver,
ice, iron, cotton, wool, steel

BE CAREFUL! (uncountable in English)

furniture, advice, work, news,
information, luggage, money

Task 1. Identify Countable and Uncountable Nouns. Label each noun as C (countable) or U (uncountable).

1. Water
2. Apple
3. Rice
4. Table
5. Bread
6. Chair
7. Milk

8. Money
9. Car
10. Cheese

Task 2. Categorize the Nouns. Separate the following nouns into two columns: Countable and Uncountable.

Nouns: Orange, sugar, dog, salt, butter, book, egg, juice, sand, pen

Countable	Uncountable

Task 3. Make Sentences. Use the given nouns in sentences, ensuring the correct usage of countable and uncountable forms.

Nouns:

1. Coffee
2. Flower
3. Advice
4. Friend
5. News

AN ARTICLE

In English grammar, articles are words that appear before nouns to indicate whether the noun is specific or general.

Definite articles (*the*) are used to identify a specific noun or group of nouns, while indefinite articles (*a, an*) are used to identify a general noun or a noun whose identity is unknown. For example, “I want the apple” has a different meaning than “I want an apple.”

Use *a* when the noun or adjective that comes next begins with a consonant sound. Use *an* when the noun or adjective that comes next begins with a vowel sound.

Don't use indefinite articles with uncountable nouns or before pronouns. In these cases, simply omit articles.

Articles in English grammar are tiny words that do a lot of work in sentences. Articles are how we understand whether somebody is talking about a specific noun or just any old noun. Sound confusing? Using articles in English grammar is easy. It's the difference between **a** glass of water and **the** glass of water.

Using articles in English grammar

Articles are words that identify nouns as specific or unspecific. Take a look at this example:

*After **the** long day, **the** cup of tea tasted particularly good.*

The is a definite article, which means that it designates the long day as a specific long day and the cup of tea as a specific cup of tea. In contrast, *a* is an indefinite article, which does not specify the nouns it's placed before. Here's the same sentence, but with *a* swapped in:

*After **a** long day, **a** cup of tea tastes particularly good.*

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

Examples of articles in English grammar

The and *a* aren't the only articles in English grammar. There's a third article: *an*.

An is the other indefinite article. It's used when the noun begins with a vowel.

That's it. There are only three articles in English grammar; one is definite, and the other two are indefinite. Here are a few examples of articles in English:

*They're doing **a** renovation at the school.*

*This is **the** renovation people have been talking about for years.*

*I drank **a** glass of orange juice.*

*Would you like **an** orange?*

Definite and indefinite articles

As we mentioned earlier, there are two types of English articles: definite and indefinite. Let's examine both a bit more closely.

What is a definite article?

The is the definite article in English. When *the* is used before a noun, it communicates that the noun is a specific noun. Keep in mind that doesn't mean it's a singular noun—*the* is used for both singular and plural nouns. It's also used with uncountable nouns like *money* and *food*.

Take a look at these examples of sentences that contain *the*:

***The** weather is beautiful today.*

***The** students did great on their tests!*

*I hope we can see **the** movie tonight.*

What is an indefinite article?

English has two indefinite articles: *a* and *an*. When *a* or *an* is used before a noun, the writer or speaker isn't specifying a certain noun, but making a general statement. Here are a few examples of sentences that contain indefinite articles:

*Please bring me **a** bottle of water.*

***An** envelope was placed on my desk.*

In most cases, *a* is used for nouns that begin with consonants and *an* is used for nouns that begin with vowels. However, when a noun begins with a vowel that sounds like a consonant, it gets *a* as its indefinite article. Here is an example:

*She is **a** United States senator.*

Discussion Question

- Why do you think articles are important in English? Share an example where using the wrong article could change the meaning of a sentence.

When to use a or an

Use *a* before words that start with a consonant sound and *an* before words that begin with a vowel sound. We mentioned that this rule applies to words that start with vowels that sound like consonants. It also applies to words that start with consonants that sound like vowels (or that are not pronounced at all), like *honor*:

*My brother is **an** honest man.*

*I wear **a** uniform at work.*

This holds true for acronyms and initialisms too: **an** LCD display, **a** UK-based company, **an** HR department, **a** URL.

The difference between A and AN

A and **AN** have the same meaning. **A** and **AN** are indefinite articles. The difference depends on the sound at the beginning of the next word.

When the next word starts with a
CONSONANT SOUND

A**a** book**a** frog**a** car**a** lemon**a** dog**a** truck

When the next word starts with a
VOWEL SOUND

AN**an** apple**an** orange**an** egg**an** umbrella**an** insect**an** actor

BE CAREFUL! The **SOUND** of the letter is important

a house

BUT

an hour

The **H** at the beginning of **hour** is **silent**.

an uncle

BUT

a university

The **U** at the beginning of **university** sounds like **YOU**.

This rule applies to all words after **A** or **AN** (including adjectives, adverbs...)

a cold day**an** easy lesson**a** very crazy person**an** interesting class

Task 1. Fill-in-the-Blanks. Complete the sentences with the correct article: *a* or *an*.

1. My brother is ___ honest person.
2. She is wearing ___ uniform for her new job.
3. This is ___ amazing experience!
4. I saw ___ owl in the tree this morning.
5. They are planning to build ___ airport near our house.

Task 2. Correct the Sentences. Some of the following sentences are incorrect. Identify and correct the mistakes.

1. I have a idea about the project.
2. She is an unique person in the class.
3. I need an book for my presentation.
4. It was a honor to meet you.
5. They are an UK-based company.

Using an article before an adjective

The rules for using articles don't change when the noun is modified by an adjective. However, if you're using an indefinite article, choose the indefinite article that matches the adjective's beginning sound. Here are two examples:

*Eliza will bring **a** small gift to Sophie's party.*

*I heard **an** interesting story yesterday.*

And for good measure, here's an example with a definite article:

*We watched **the** colorful birds flying overhead.*

Don't use indefinite articles with uncountable nouns

Uncountable nouns, also known as mass nouns, are nouns like *information*, *wealth*, and *water*. These are nouns that cannot be easily quantified. They include intangible concepts like *animal husbandry* and *space*, nouns that are generally considered as wholes like *jewelry* and *equipment*, and homogeneous substances like *sand* and *air*. While you might say something like *the air* or *the jewelry*, you wouldn't say something like *an air* or *a jewelry*.

However, you would say something like *an airplane* or *a jewelry store*.

That's because in these cases, despite containing uncountable nouns, you're describing countable compound nouns.

What if you needed to specify a portion of an uncountable noun? You could do that with an indefinite adjective like *some* or *most*:

***Some** jewelry in this collection is vintage.*

*I like **most** juice varieties.*

To get more specific, you can restructure the sentence to focus on a different noun. Here are a few examples:

*Would you like **a cup** of juice?*

***A piece** of jewelry in this collection is vintage.*

Don't use articles with possessive pronouns

Possessive pronouns like *his, my, our, its, her, and their* can help identify whether you're talking about specific or nonspecific items. In fact, they completely replace articles. Here are a few examples:

*We went to **their** cabin.*

*Are you going to read **his** book?*

Omission of articles before nouns

In certain cases, a noun doesn't get **any** article. Usually, these are nouns that refer to concepts, ideas, and other intangible things. When this occurs, the implied article is known as a "zero article." Here are a few examples of a zero article in action:

We're going out for dinner tomorrow.

I studied Chinese in school.

Creativity can take you to unexpected places.

Try working articles into these examples. See how incorrect they sound? If a phrase or sentence doesn't sound quite right, try removing the article. It may be a case where a zero article is the correct choice.

When should you not use an article?

Don't use an article when the noun describes an intangible concept, like a language. You also don't need to use an article when a personal pronoun is modifying a noun.

Task 1. Multiple Choice Questions

1. What is the purpose of articles in English grammar?
 - a) To identify verbs
 - b) To identify nouns as specific or unspecific
 - c) To replace adjectives
 - d) To add emphasis to a sentence

2. Which of the following is the definite article in English?
 - a) A
 - b) An
 - c) The
 - d) None of the above
3. Which article should you use before a noun starting with a vowel sound?
 - a) A
 - b) An
 - c) The
 - d) None of the above
4. Which sentence is an example of using an indefinite article correctly?
 - a) I drank a glass of orange juice.
 - b) I drank the glass of orange juice.
 - c) I drank orange juice.
 - d) I drank a juice.

Task 2. Fill-in-the-Blanks. Complete the sentences by filling in the correct article: *a, an, or the*.

1. She is ___ honest person.
2. I saw ___ dog in the park.
3. They are renovating ___ school down the street.
4. He gave me ___ apple after lunch.
5. We went to ___ library to study for exams.

Task 3. True or False

1. Articles are never used with uncountable nouns.
2. 'The' can be used for both singular and plural nouns.
3. Indefinite articles can be used with possessive pronouns.
4. 'A' is used before words that begin with a consonant sound.

5. You should always use an article before a noun that refers to an intangible concept.

Task 4. Fill in: - / A / AN / THE

1. My father took the car so I had to go by _____ bike.
2. The house was on _____ fire and there were two people stuck inside.
3. The article we talked about is on _____ third page.
4. Something woke me up in _____ night and I decided to check it out.
5. He dropped another glass. I'm sure he did it on _____ purpose.
6. Have _____ merry Christmas!
7. I have to be back before _____ dark. My parents would be mad!
8. "Why is Monica mad at you?" – "We had _____ argument."
9. "Turn down the music or I'll call _____ police!"
10. I'm not very good at _____ physics.
11. What time do you have _____ breakfast?
12. Where are you going on _____ holiday this year?
13. I learned to play _____ piano when I was 10.
14. It's so hot. Let's go for _____ swim.
15. Because he had _____ flu, he had to stay home.
16. I saw a wonderful film on _____ TV last night.
17. "Would you like some cake?" – "No, actually, I'm on _____ diet."
18. We have to hand in the essays by _____ midday.
19. Mike and Angela were walking together, holding _____ hands.
20. I love just sitting in _____ sun and reading.
21. What's the rush? I get paid by _____ hour.
22. "Have _____ nice weekend and I'll see you on Monday."
23. Oh, you stink! You should take _____ shower.
24. Oscar has been seeing this girl for 4 months now but they haven't had _____ sex yet.
25. He has been in _____ prison now for 4 years.

26. The answers are on _____ page 22.
27. It must be true. I heard it on _____ radio this morning.
28. The song has been number 1 on the charts for three weeks in _____ row.
29. We had _____ delicious dinner at the new Thai restaurant.
30. Cats are excellent hunters. They can see in _____ dark and are able to hear sounds inaudible to humans.
31. Most people prefer to pay by _____ credit card.
32. I earn up to \$50 _____ hour.
33. Steven, your son is on _____ phone. He says he has some exciting news.
34. I'm rather busy at _____ moment. Can you call back later?
35. What are you going to have for _____ lunch today?
36. We woke up at _____ sunrise and had a light breakfast.
37. The problem is that I have just moved into _____ town and don't have any friends here.
38. What _____ hell are you doing here? I told you to stay at home!
39. The man was killed by _____ accident by Russian soldiers.
40. Do you think that dogs go to _____ heaven when they die?
41. I have _____ dreadful cold and feel utterly sick.
42. If you travel by _____ road you can get to Venice in about two hours.
43. What's _____ matter with you? You look terrible!
44. Listen to me! You are in _____ danger, you can't stay here!
45. The On/Off button gets hit by _____ mistake sometimes, it is right next to the identical Delete button.
46. I was on _____ way to my office when I saw her. She was so beautiful!
47. Just look me in _____ eye and tell me that you didn't do it.
48. The two of them met in _____ secret for months, and eventually it became impossible for them to hide their relationship any more.
49. "Let's go to _____ cinema tonight, shall we?" – "Sure, what's on?"
50. I am one of those people who are always in _____ hurry.
51. Can you hold? We'll put you through in _____ moment.

52. I don't download TV shows from the internet. I like to wait for them to come out on _____ Blu-ray.
53. Your boyfriend called again, by _____ way. Why don't you give him your cell number?
54. This looks like a quiet place. Let's have _____ snack here and then go on.
55. In 2009, according to statistics, someone died in _____ fire every 172 minutes.
56. What the programme suggests is that maybe we are not alone in _____ universe.
57. Jackie and Rick go to church, too, but they go to _____ different church.
58. I shouldn't have believed him. It was _____ mistake.
59. If you're afraid of vampires, I wouldn't recommend leaving the house after _____ dusk.
60. Let's hit _____ road if we want to be there in time for the concert.

AN ADJECTIVE

An *adjective* is a word that describes or modifies a *noun* or *pronoun*, often providing information about the qualities or characteristics of someone or something.

Adjectives can describe qualities independently or in comparison to something else, and they often appear directly before the noun or pronoun they modify. Examples include words like *enormous*, *doglike*, *silly*, *yellow*, *fun*, and *fast*.

Adjectives have three forms: *positive* (describing one thing, like *messy*), *comparative* (comparing two things, like *messier*), and *superlative* (indicating the highest degree, like *messiest*). Comparatives often use *-er* or *more*, while superlatives use *-est* or *most*.

Coordinate adjectives equally modify the same noun and are separated by commas or conjunctions (*long, cold winter*). *Non-coordinate adjectives* form a unit of meaning and are not separated (*tattered woolen sweater*).

Adjectives can also describe the *quantity of nouns*: *many*, *few*, *millions*, *eleven*.

Task 1. Identify the Adjective. Underline the adjectives in the following sentences.

1. The small puppy barked loudly.
2. She wore a beautiful dress to the party.
3. The old tree in the park has deep roots.
4. This cake is delicious and creamy.
5. My brother bought a shiny, new car.

Task 2. Match the Noun to the Adjective. Match each noun to the most suitable adjective.

Noun	Adjective
Ocean	a) Bright
Pillow	b) Calm

Noun	Adjective
Diamond	c) Fluffy
Sky	d) Shiny
Cake	e) Delicious

Task 3. Creative Writing. Write a short paragraph (5–7 sentences) about your favorite holiday, using at least five adjectives. Highlight the adjectives in your paragraph.

DEGREES OF ADJECTIVES

They have three degrees of comparison to show differences in intensity or quantity: *positive*, *comparative*, and *superlative*.

1. Positive Degree

- Describes a single noun without making comparisons.
- Example: "She is *tall*."

2. Comparative Degree

- Compares two nouns.
- Formed by adding **-er** to short adjectives or using **more/less** for longer adjectives.
- Example: "She is *taller* than her brother."

Rules for forming comparatives:

- *One-syllable adjectives*: Add **-er** (e.g., tall → taller, fast → faster).
- *Two-syllable adjectives ending in -y*: Change **-y** to **-ier** (e.g., happy → happier, busy → busier).
- *Long adjectives (two or more syllables)*: Use **more/less** (e.g., beautiful → more beautiful, intelligent → less intelligent).
- *Irregular adjectives*: Some adjectives have irregular forms (e.g., good → better, bad → worse, far → farther/further).

3. Superlative Degree

- Compares three or more nouns to show the highest or lowest degree.

- Formed by adding **-est** to short adjectives or using **most/least** for longer adjectives.
- Example: "She is the *tallest* in the class."

Rules for forming superlatives:

- *One-syllable adjectives*: Add **-est** (e.g., tall → tallest, fast → fastest).
- *Two-syllable adjectives ending in -y*: Change **-y** to **-iest** (e.g., happy → happiest, busy → busiest).
- *Long adjectives (two or more syllables)*: Use **most/least** (e.g., beautiful → most beautiful, intelligent → least intelligent).
- *Irregular adjectives*: Irregular forms exist for some adjectives (e.g., good → best, bad → worst, far → farthest/furthest).

Examples Table

Positive	Comparative	Superlative
small	smaller	smallest
happy	happier	happiest
beautiful	more beautiful	most beautiful
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest

Important Notes

1. Always use "than" with the comparative degree.
Example: "She is *smarter than* her friend."
2. Use "the" with the superlative degree.
Example: "This is *the most interesting* book I've read."

ENGLISH GRAMMAR		COMPARATIVES - SUPERLATIVES		Woodward ENGLISH
The dog is faster than the elephant. The horse is the fastest . The horse is bigger than the dog. The elephant is the heaviest . The dog is more energetic than the elephant.				
	ADJECTIVE	COMPARATIVE	SUPERLATIVE	
ONE syllable	fast young	-ER faster younger	-EST the fastest the youngest	
ONE syllable Ending in -E	nice strange	-R nicer stranger	-ST the nicest the strangest	
ONE syllable Consonant + Short Vowel + Consonant	big hot	Double the last consonant and add -ER bigger hotter	Double the last consonant and add -EST the biggest the hottest	
TWO syllables Ending in -Y	happy crazy	Remove the -Y and add -IER happier crazier	Remove the -Y and add -IEST the happiest the craziest	
TWO or MORE syllables	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful	
Common Exceptions	good bad	better worse	the best the worst	
www.grammar.cl		www.woodwardenglish.com		www.vocabulary.cl

Task 1. Identify the Degree. Identify whether the adjective in each sentence is in the *positive*, *comparative*, or *superlative* degree.

- This book is more interesting than the one I read last week.
- She is the tallest girl in the class.
- The weather today is warm.
- He ran faster than his friend.
- That was the happiest day of my life.

Task 2. Complete the Table. Complete the table by filling in the missing degrees of the adjectives.

Positive	Comparative	Superlative
Big		
	More beautiful	Most beautiful
Fast		
	Better	
Happy		

Task 3. Fill in the Blanks. Use the correct form of the adjective in parentheses to complete the sentences.

1. This task is _____ (easy) than the one we did yesterday.
2. Mount Everest is the _____ (high) mountain in the world.
3. My dog is _____ (friendly) than my neighbor's dog.
4. The new movie was _____ (good) than the last one.
5. She is the _____ (intelligent) student in her class.

Task 4. Rewrite the Sentences. Rewrite the sentences, changing the degree of the adjective as instructed.

1. This road is wider than the other. (*Change to positive degree*)
2. She is the most careful driver I know. (*Change to comparative degree*)
3. His performance is good. (*Change to superlative degree*)
4. The lake is the deepest in the region. (*Change to positive degree*)
5. The book is more exciting than the movie. (*Change to superlative degree*)

Task 5. Correct the mistakes in the use of degrees of adjectives.

1. She is the more talented musician in the group.
2. This car is expensiver than that one.
3. He runs the fastly of all the players.
4. That dress is much beautifuler than this one.
5. The exam was the difficultest of all.

Task 6. Creative Writing. Write 5 sentences about your favorite city, using all three degrees of adjectives (positive, comparative, superlative). Highlight the adjectives in your sentences.

POSSESSIVE ADJECTIVES

What they show: Possessive adjectives show ownership or possession (who something belongs to).

Position: Possessive adjectives come *before* the noun they modify.

Example: **My** book, **His** car, **Their** house.

ENGLISH GRAMMAR		Possessive Adjectives		Woodward® ENGLISH ENGLISH	
SUBJECT PRONOUN		POSSESSIVE ADJECTIVE			
I	I have a shirt.	MY	My shirt is green.		
YOU	You have a book.	YOUR	Your book is new.		
HE	He has a pillow.	HIS	His pillow is soft.		
SHE	She has a dog.	HER	Her dog is small.		
IT	It has a bone.	ITS	Its bone is old.		
WE	We have a bird.	OUR	Our bird is noisy.		
YOU	You have a house.	YOUR	Your house is big.		
THEY	They have a car.	THEIR	Their car is slow.		
YOUR = Possessive Adjective - You need to bring your dictionary.		ITS = Possessive Adjective - The dog played with its ball.			
YOU'RE = You are (contraction) - You're an excellent student.		IT'S = It is (contraction) - It's very hot right now.			
www.grammar.cl		www.woodwardenglish.com		www.vocabulary.cl	

Task 1. Choose the Correct Possessive Adjective. Fill in the blanks with the correct possessive adjective from the options provided:

1. This is _____ (my / their) favorite movie.
2. I like _____ (his / her) new shoes.
3. _____ (We / You) are going to the park later.
4. Can you give me _____ (her / his) phone number?
5. Is that _____ (your / our) pen on the table?

Task 2. The following sentences have mistakes with possessive adjectives. Find and correct them:

1. I love there books!
2. Is that your car's key on the floor?
3. Her father is my best friend.
4. Their's is the green bag.
5. Is this my's jacket?

Task 3. Create Sentences with Possessive Adjectives. Create your own sentences using a possessive adjective for each:

1. Use **my** to talk about something you own.
2. Use **his** to talk about something a male person owns.
3. Use **our** to describe something you and others own.

ADJECTIVES ENDING IN '-ED' AND '-ING'

adjectives with **-ed** and **-ing** endings describe feelings, emotions, and states, but they are used in different contexts.

1. Adjectives with -ed:

These adjectives describe how people feel or how they are affected by something.

Examples:

Bored: I am bored with this movie.

Tired: She feels tired after a long day.

Excited: He is excited about his new job.

Confused: They were confused by the instructions.

Surprised: I was surprised by the gift.

Use: The **-ed** ending describes the *emotion* or *feeling* someone is experiencing.

2. Adjectives with -ing:

These adjectives describe *things* or *situations* that cause a specific feeling or emotion.

Examples:

Boring: This book is boring.

Tiring: The hike was tiring.

Exciting: The movie was exciting.

Confusing: The math problem was confusing.

Surprising: The news was surprising.

Use: The **-ing** ending describes the *cause* of the emotion or feeling.

Key Differences:

- **-ed adjectives:** Describes **how someone feels** (a person's emotional reaction).
- **-ing adjectives:** Describes **the thing or situation** that causes the emotion.

Example Sentences:

-ed:	-ing:
I am interested in learning French.	The book was really interesting .
She was amazed by the view.	The view was so amazing .

Task 1. The following sentences have mistakes with **-ed** or **-ing** adjectives. Correct them:

1. The news was very boring, and I felt boring after hearing it.
2. She was interested by the long speech.
3. The children are excited because of the boring game.
4. It was an exciting trip, and we were exciting.
5. I was confusing by the instructions.

Task 2. Complete the sentences with the correct form of the adjective in **-ed** or **-ing**:

1. The puzzle is _____ (interest), but it is also _____ (frustrate).
2. The lecture was so _____ (bore) that I fell asleep.
3. I was really _____ (excite) when I saw the gift.

4. The situation is _____ (confuse), and it makes me feel _____ (annoy).
5. This place is so _____ (relax), I feel _____ (calm).

Task 3. Match the Adjective with the Correct Definition. Match the adjective with the correct description of its meaning.

1. Bored () a. Causes excitement
2. Confused () b. How someone feels
3. Exciting () c. How something makes you feel
4. Surprised () d. Something that is difficult to understand
5. Relaxing () e. A feeling of happiness due to an unexpected event

ORDER OF ADJECTIVES

When we use more than one adjective before a noun in English, we often put the adjectives in a specific order. It can sound quite strange if the adjectives are in a different order. However, there are two things to remember. First, it's very rare to use more than three adjectives before a noun. Second, sometimes the order can be changed, usually to emphasise something.

Here is the order that we generally follow:

1. Opinion: pretty, horrible, lovely
2. Size: huge, tiny, big, little
3. Age: old, young, new
4. Shape: round, square, triangular
5. Colour: black, red, yellow
6. Origin: British, Chinese, French
7. Material: woollen, wooden, silk
8. Purpose: writing (paper), school (shoes)

The first letter of these words spell 'OSASCOMP', and thinking about the word 'osascomp' is a great way to remember the order of adjectives.

Determiners (words like 'a' or 'some' or 'several') go at the beginning. We also put adverbs like 'really' and 'very' at the beginning, after the determiners.

Here are some examples:

- I carried a very small black suitcase.
- They have some old French paintings.
- She was wearing a new red silk dress.
- That is a really ugly wooden chair.
- We bought a new round kitchen table.
- There are some new Chinese students in the class.

Task 1. Arrange the Adjectives. Put the adjectives in the correct order before the noun.

1. A (Chinese, small, round) vase.
2. An (old, wooden, beautiful) table.
3. A (blue, elegant, silk) scarf.
4. Some (plastic, large, yellow) chairs.
5. A (modern, black, powerful) laptop.

Task 2. Use the adjectives in parentheses in the correct order to complete the sentence.

1. She bought a _____ dress. (red, pretty, cotton)
2. We stayed in a _____ house by the lake. (cozy, little, brick)
3. The museum had a _____ statue. (ancient, marble, tall)
4. He gave her a _____ ring for her birthday. (gold, beautiful, small)
5. They adopted a _____ dog. (fluffy, young, adorable)

Task 3. Spot the Mistake. Each sentence contains an incorrect order of adjectives. Rewrite the sentences with the correct order.

1. I saw a wooden big brown box in the corner.
2. She has a green tiny old car.
3. They bought a leather black stylish jacket.
4. We stayed in an Italian beautiful large villa.
5. He adopted a white cute little kitten.

Task 4. Match the Nouns. Match the adjective order to the correct noun.

Adjective Order	Noun
A large, antique, oval mirror	a) Bag
A colorful, handmade, woven rug	b) House

Adjective Order	Noun
A sleek, modern, stainless steel refrigerator	c) Mirror
A spacious, old, wooden house	d) Rug
A trendy, small, leather bag	e) Refrigerator

Task 5. Rewrite the Sentences. Add adjectives in the correct order to describe the nouns. Use the adjectives provided in parentheses.

1. She wore a _____ dress to the party. (long, elegant, purple)
2. He drives a _____ car. (fast, black, German)
3. We stayed in a _____ hotel. (luxurious, large, seaside)
4. They bought a _____ vase. (delicate, French, glass)
5. I saw a _____ kitten in the park. (tiny, playful, gray)

Task 6. Creative Writing. Write 3–5 sentences about your dream home, using at least three adjectives per sentence in the correct order.

AN ADVERB

An *adverb* is a word that modifies or describes a verb (“He sings *loudly*.”), an adjective (“*very* tall”), another adverb (“ended *too* quickly”), or even a whole sentence (“*Fortunately*, I had brought an umbrella.”).

Adverbs provide additional context, such as *how*, *when*, *where*, *to what extent*, or *why* something happens. They can describe the manner, time, place, frequency, or degree of an action or quality.

Adverbs often end in *-ly*, but some (such as “*fast*”) look the same as their adjective counterparts.

Adverbs often modify verbs to describe the way an action is happening.

Huan sings loudly in the shower.

My cat waits impatiently for his food.

I will seriously consider your suggestion.

The adverb in each example above answers the question, “In what manner?” How does Huan sing? Loudly. How does my cat wait? Impatiently. How will I consider your suggestion? Seriously.

Adverbs can answer other types of questions about how an action was performed. They can also tell you when (“we arrived *early*”), where (“turn *here*”), or with what frequency (“I go there *often*”).

However, there is one type of verb that doesn’t work with adverbs. Linking verbs, such as *feel*, *smell*, *sound*, *seem*, and *appear*, typically precede adjectives, not adverbs. Here’s a common example of the type of confusion that happens with linking verbs:

Paz feels badly about what happened.

Paz feels bad about what happened.

Because *feel* is a verb, it seems to call for an adverb rather than an adjective. But *feel* isn’t just any verb; it’s a linking verb, which means that it links the subject of a sentence to the modifier that follows it. Since a subject is, by definition, a noun (or a pronoun), it is modified by an adjective.

An adverb would describe *how* you perform the action of feeling; an adjective describes *what* you feel. “Paz feels badly” means that Paz is bad at feeling things. If Paz was numb, then it might make sense for you to say, “Paz feels badly.” But if you’re trying to say that Paz is experiencing negative emotions, “Paz feels bad” is the phrase to use.

Adverbs and adjectives

Adverbs can also modify adjectives. An adverb modifying an adjective generally adds a degree of intensity or some other kind of qualification to the adjective.

The lake is quite beautiful.

This book is more interesting than the last one.

“Is my singing too loud?” asked Huan.

My cat is incredibly happy to be having his dinner.

We will be slightly late to the meeting.

This shirt is a very unflattering shade of puce.

Adverbs and other adverbs

You can use an adverb to describe another adverb. In the following sentence, the adverb *almost* is modifying the adverb *always* (and they’re both modifying the adjective *right*):

The weather report is almost always right.

You could use several adverbs to modify another adverb if you wanted to.

Huan sings rather enormously too loudly.

However, that often produces weak and clunky sentences like the one above, so be careful to do it sparingly.

FORM

Adjective + -ly		Irregular forms:	
adjective	adverb	adjective	adverb
dangerous	dangerously	good	well

careful	carefully	fast	fast
nice	nicely	hard	hard
horrible	horribly		
easy	easily		
electronic	electronically		

If the adjective ends in *-y*, change *-y* to *-i*. Then add *-ly*:

- happy – **happily**

but:

- shy – **shyly**

If the adjective ends in *-le*, the adverb ends in *-ly*:

- terrible – **terribly**

If the adjective ends in *-e*, then add *-ly*:

- safe – **safely**

► Not all words ending in *-ly* are adverbs:

- adjectives ending in **-ly**: friendly, silly, lonely, ugly
- nouns, ending in **-ly**: ally, bully, Italy, melancholy
- verbs, ending in **-ly**: apply, rely, supply

There is no adverb for an adjective ending in *-ly*.

Task 1. Identify the Adverb. Read each sentence and underline the adverb. Then, write what it modifies (verb, adjective, or another adverb) and the question it answers (e.g., "How?", "When?", "Where?", etc).

1. The train arrived early.
2. He sings beautifully in the choir.
3. My cat is very playful today.
4. She almost always finishes her homework on time.
5. I could hear the music quite clearly from the other room.

Task 2. Correct the Sentences. Each sentence contains an error in the use of adverbs or adjectives. Rewrite them correctly.

1. She feels happily about the good news.
2. This perfume smells strongly.
3. He runs too fastly for anyone to catch him.
4. My brother did good on his exam.
5. The baby sleeps quiet during the night.

Task 3. Create Adverbs from Adjectives. Turn the following adjectives into adverbs. Then, write a sentence using each new adverb.

1. Slow
2. Dangerous
3. Horrible
4. Careful
5. Easy

Task 4. Choose the correct adverb from the options in parentheses.

1. The dog barked _____ at the stranger. (angry, angrily)
2. This machine works _____. (efficient, efficiently)
3. We finished the task _____ than expected. (quick, more quickly)
4. She smiled _____ at the baby. (kind, kindly)
5. They moved _____ after hearing the alarm. (rapid, rapidly)

Task 5. Match the Adjective to the Correct Adverb Form

Adjective	Adverb
Careful	
Happy	
Electronic	
Hard	

Adjective	Adverb
Good	

Task 6. Creative Writing. Write a short paragraph (4–5 sentences) describing your favorite activity. Use at least five adverbs. Highlight them in your paragraph.

TYPES OF ADVERBS

Adverbs of manner	Adverbs of degree	Adverbs of frequency	Adverbs of time	Adverbs of place
quickly kindly	very rather	often sometimes	now today	here nowhere

How do know whether to use an adjective or an adverb?

John is a *careful driver*. – In this sentences we say how John is – *careful*. If we want to say that the careful John did not drive the usual way yesterday – we have to use the *adverb*:

- John **did not drive carefully** yesterday.

Here is another example:

- I am a *slow* walker. (*How am I?* → *slow* → **adjective**)
- I walk *slowly*. (*How do I walk?* → *slowly* → **adverb**)

Degrees of comparison

Adverbs, like adjectives, can be compared using *three degrees of comparison*: *positive*, *comparative*, and *superlative*. These forms help describe and compare the way actions are performed or qualities are expressed.

Positive Degree

- The base form of the adverb.

- It does not compare; it simply describes the action or quality.

Examples:

- He runs **fast**.
- She spoke **clearly**.

COMPARATIVE AND SUPERLATIVE DEGREE

With adverbs ending in *-ly*, you must use *more* to form the comparative, and *most* to form the superlative.

Adverb	Comparative	Superlative
quietly	more quietly	most quietly
slowly	more slowly	most slowly
seriously	more seriously	most seriously

Examples

- *The teacher spoke more slowly to help us to understand.*
- *Could you sing more quietly please?*

With short adverbs that do not end in *-ly* comparative and superlative forms are identical to adjectives: add *-er* to form the comparative and *-est* to form the superlative. If the adverb ends in *e*, remove it before adding the ending.

Adverb	Comparative	Superlative
hard	harder	hardest
fast	faster	fastest
late	later	latest

Examples

- Jim works **harder** than his brother.
- Everyone in the race ran fast, but John ran the **fastest** of all.

Some adverbs have irregular comparative and superlative forms.

Adverb	Comparative	Superlative
badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
well	better	best

Examples

- *The little boy ran **farther** than his friends.*
- *You're driving **worse** today than yesterday !*
- *He played **the best** of any player.*

Task 1. Identify the Degree. Read the sentences below and underline the adverb. Then, write its degree (positive, comparative, or superlative).

1. She speaks French fluently.
2. He finished the test faster than I did.
3. Out of all the students, Maria writes most carefully.
4. They arrived earlier than expected.
5. He works hard to achieve his goals.

Task 2. Choose the correct form of the adverb from the options in brackets.

1. She sings _____ than her sister. (beautifully, more beautifully, most beautifully)
2. He drives _____ on icy roads. (carefully, more carefully, most carefully)
3. This athlete runs _____ of all. (fast, faster, fastest)
4. He answered the question _____. (clearly, more clearly, most clearly)

5. We reached the station _____ than expected. (soon, sooner, soonest).

Task 3. Rewrite the Sentences. Rewrite the sentences using the comparative or superlative form of the adverb in parentheses.

1. She speaks softly. (comparative)
2. He completed the task quickly. (superlative)
3. They danced gracefully. (comparative)
4. The dog barked loudly. (superlative)
5. She worked hard on the project. (comparative)

Task 4. Creative Writing. Write a short paragraph (4–5 sentences) comparing how different people or animals perform an action. Use at least one example of each degree of comparison.

Example:

"My dog runs fast, but my neighbor's dog runs faster. However, the greyhound at the park runs the fastest of all. I threw the ball carefully, but my friend threw it more carefully. In the end, the dog caught the ball most skillfully."

Task 5. Matching Task. Match the adverbs in the positive degree to their correct comparative and superlative forms.

Positive	Comparative	Superlative
carefully	_____	_____
fast	_____	_____
badly	_____	_____
happily	_____	_____
far	_____	_____

Bonus Task: Each sentence below has an error in the use of adverb degrees.

Rewrite the sentences correctly.

1. She runs more faster than her brother.
2. He sings the most beautifully than anyone in the class.
3. This car drives smoothlier than that one.
4. Of the two players, she played the most skillfully.
5. He answered most clearly than anyone else.

PLACEMENT OF ADVERBS

In general, adverbs should be placed as close as possible to the words they are intended to modify. Putting the adverb in the wrong spot can produce an awkward sentence at best and completely change the meaning at worst. Consider the difference in meaning between the following two sentences:

*I **almost** dropped all the papers I was holding.*

*I dropped **almost** all the papers I was holding.*

The first sentence is correct if it's meant to communicate that you nearly dropped the papers but managed to hold on to them—the adverb *almost* comes right before the verb *dropped*, so it's most naturally understood as modifying *dropped*.

In the second sentence, *almost* has moved to modify the adjective *all*, communicating that you dropped most of the papers.

Be especially careful about the word *only*, which can be an adverb, an adjective, or a conjunction and is one of the most often misplaced modifiers. Consider the difference between these two sentences:

*Phillip **only** fed the cat.*

*Phillip fed **only** the cat.*

The first sentence implies that all Phillip did was feed the cat. He didn't pet the cat or pick it up or anything else. The second sentence suggests that Phillip fed the cat, but he didn't feed the dog, the bird, or any other pet or person who might have been around.

When an adverb is modifying a verb phrase, the most natural place for it is usually the middle of the phrase.

*We are **quickly** approaching the deadline.*

*Huan has **always** loved singing.*

*I will **happily** assist you.*

A PRONOUN

Pronouns are words used to replace nouns in a sentence. *Example: She is reading a book. (She replaces the noun "Maria.")*

Types of Pronouns

Subject Pronouns: Used as the subject of a sentence.

Examples: *I, you, he, she, it, we, they*

Example Sentence: *They went to the park.*

Object Pronouns: Used as the object of a verb or preposition.

Examples: *Me, you, him, her, it, us, them*

Example Sentence: *She gave me a gift.*

Possessive Pronouns: Show ownership.

Examples: *Mine, yours, his, hers, its, ours, theirs*

Example Sentence: *The book is mine.*

Reflexive Pronouns: Refer back to the subject.

Examples: *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

Example Sentence: *He hurt himself.*

Demonstrative Pronouns: Point to specific things.

Examples: *This, that, these, those*

Example Sentence: *This is delicious.*

Interrogative Pronouns: Used to ask questions.

Examples: *Who, whom, whose, which, what*

Example Sentence: *Who is calling?*

Relative Pronouns: Introduce relative clauses.

Examples: *Who, whom, whose, which, that*

Example Sentence: *The girl who won the race is my friend.*

Indefinite Pronouns: Refer to nonspecific people or things.

Examples: *Someone, anyone, everyone, nobody, something*

Example Sentence: *Someone left their bag here.*

SUBJECT PRONOUNS

Task 1. Fill in the Blanks. Fill in each blank with the correct subject pronoun (***I, you, he, she, it, we, they***).

1. _____ enjoy playing basketball every weekend.
2. Sarah loves reading; _____ always carries a book with her.
3. My friends and I are going to the beach. _____ are so excited!
4. Look at the dog! _____ is wagging its tail.
5. John is very kind. _____ always helps others.

Task 2. Rewrite the Sentences. Replace the nouns in each sentence with the appropriate subject pronoun.

1. Maria and I are baking cookies.
2. The cat is sleeping on the couch.
3. My brother plays soccer every evening.
4. My parents are watching a movie.
5. The weather is nice today.

Task 3. Write Original Sentences. Write a sentence using each of the subject pronouns below:

1. I
2. You
3. He
4. She

5. It
6. We
7. They

Task 4. Identify the Subject Pronouns. Underline the subject pronouns in the following sentences:

1. She enjoys swimming in the ocean.
2. We are planning a surprise party for John.
3. They arrived at the airport early.
4. It is raining heavily today.
5. You can borrow my notebook if you need it.

OBJECT PRONOUNS

Task 1. Rewrite the following sentences by replacing the nouns with appropriate object pronouns:

1. John called Sarah.
2. Maria helped her brother.
3. The teacher spoke to the students.
4. We saw the dog at the park.
5. Can you send the letter to Anna?

POSSESSIVE PRONOUNS

Complete the tasks below to master the use of possessive pronouns (*mine, yours, his, hers, its, ours, theirs*).

Task 1. Fill in the Blanks. Choose the correct possessive pronoun to complete each sentence.

1. This pencil belongs to me. It is _____.
2. That jacket belongs to her. It is _____.
3. These books belong to us. They are _____.

4. The decision is up to you. The choice is _____.
5. The house belongs to them. It is _____.
6. The dog found its toy. The ball is _____.

Task 2. Match the Sentence to the Possessive Pronoun. Match each sentence to the appropriate possessive pronoun.

1. This book belongs to Sarah.
 - a. Mine
 - b. Hers
 - c. Theirs
2. That car is owned by my parents and me.
 - a. Its
 - b. Ours
 - c. Yours
3. The pen belongs to John.
 - a. His
 - b. Hers
 - c. Mine
4. These shoes are owned by you.
 - a. Yours
 - b. Theirs
 - c. His
5. That decision belongs to everyone in the group.
 - a. Mine
 - b. Hers
 - c. Theirs

Task 3. Rewrite the Sentences. Rewrite the following sentences by replacing the underlined phrases with possessive pronouns.

1. This is my laptop.

2. That is *her phone*.
3. These are *our tickets*.
4. Those books belong to *them*.
5. This is *his idea*.

Task 4. Write Original Sentences. Write one sentence using each of the following possessive pronouns:

1. Mine
2. Yours
3. His
4. Hers
5. Its
6. Ours
7. Theirs

Task 5. Identify the Possessive Pronouns. Underline the possessive pronouns in the following sentences:

1. That bike is mine, but this one is yours.
2. Their house is bigger than ours.
3. Is this jacket his or hers?
4. The decision was entirely theirs to make.
5. Its design is simple but elegant.

REFLEXIVE PRONOUNS

Task 1. Fill in the blanks with the correct reflexive pronoun:

1. He hurt _____ while playing soccer.
2. They built the treehouse by _____.
3. I treated _____ to a fancy dinner.
4. She reminded _____ to take the keys.
5. You should prepare _____ for the exam.

DEMONSTRATIVE PRONOUNS

Task 1. Replace the underlined words with appropriate demonstrative pronouns.

1. *The book I am holding* is very interesting.
2. I am pointing to *the car on the other side of the street*.
3. *The shoes next to me* are brand new.
4. We went hiking in *the mountains in the distance*.
5. I prefer *the pens right here* over the ones on the desk.

Task 2. Write Original Sentences. Write two sentences for each demonstrative pronoun:

1. This
2. That
3. These
4. Those

Task 3. Identify the Demonstrative Pronouns. Underline the demonstrative pronouns in the following sentences:

1. This is the best day of my life!
2. Those apples on the tree are ripe.
3. Can you believe that actually happened?
4. These books belong to the library.
5. That is exactly what I was looking for.

INTERROGATIVE PRONOUNS

Task 1. Fill in the Blanks. Choose the correct interrogative pronoun to complete each question.

1. _____ is your best friend?
2. _____ of these books is yours?
3. To _____ did you send the invitation?

4. _____ is calling at this hour?
5. _____ bag is this on the floor?

RELATIVE PRONOUNS

Task 1. Combine the following pairs of sentences using a relative pronoun:

1. The boy is my cousin. He is wearing a red shirt.
2. I read the book. It was on the table.
3. The girl won the race. She is my friend.
4. We visited the museum. It had a dinosaur exhibit.
5. This is the teacher. Everyone respects her.

INDEFINITE PRONOUNS

Task 1. Write sentences using each of these indefinite pronouns:

1. Someone
2. Everyone
3. Nobody
4. Something
5. Anybody

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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ПЕРЕЛІК ПИТАНЬ ДЛЯ САМОАНАЛІЗУ

1. Noun

- What is a noun in English?
- What are the different types of nouns?
- What is the difference between common and proper nouns?
- How can you identify a noun in a sentence?

2. Singular/Plural nouns

- What are the rules for forming plural nouns in English?
- When do we use singular and when do we use plural nouns?
- How do nouns ending in -y, -o, -s, -ch, -x, -sh change in the plural?

3. Countable/Uncountable nouns

- How can you distinguish between countable and uncountable nouns?
- How do we use "some" and "any" with countable and uncountable nouns?
- What words and expressions are used with uncountable nouns (e.g., much, little)?
- How do we form the plural for countable nouns?

4. An article

- What is an article in English?
- What are the different types of articles?
- When do we use the definite article "the"?
- How do we use the indefinite articles "a" and "an"?

5. An Adjective

- What is an adjective?
- What functions do adjectives serve in a sentence?
- How do adjectives change according to gender, number, and case?
- Which adjectives can be used before nouns?

6. Degrees of adjectives

- What are the degrees of comparison for adjectives in English?

- How do we form the positive, comparative, and superlative degrees of adjectives?

- What are the rules for adding "-er" and "-est" to adjectives?

- How do adjectives that consist of two or more syllables change?

7. Possessive Adjectives

- What are possessive adjectives?

- How are possessive adjectives formed for different persons?

- What are examples of possessive adjectives in English?

- How do possessive adjectives function in sentences?

8. Order of Adjectives

- What is the correct order of adjectives in English?

- How do we correctly order adjectives such as size, color, material, etc.?

- Are there any exceptions in the order of adjectives?

9. Adjectives ending in '-ed' and '-ing'

- How can we distinguish between adjectives ending in '-ed' and '-ing'?

- What adjectives end in '-ed' and what do they mean?

- What adjectives end in '-ing' and what do they mean?

- When should we use adjectives with '-ed' and when with '-ing'?

10. An Adverb

- What is an adverb?

- How can we distinguish adverbs from adjectives?

- What functions do adverbs serve in a sentence?

- How are adverbs formed from adjectives?

11. Degrees of comparison (Adverbs)

- How are the degrees of comparison for adverbs formed?

- What are the rules for forming the comparative and superlative degrees of adverbs?

- How do we use "more" and "most" with adverbs?

12. A Pronoun

- What is a pronoun?
- What types of pronouns exist in English?
- How do we correctly use personal pronouns?
- How are possessive pronouns used?
- What is the difference between "who," "which," and "that" in English pronouns?

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**МЕТОДИЧНІ ВКАЗІВКИ ДО САМОСТІЙНОЇ РОБОТИ З
ДИСЦИПЛІНИ «ІНТЕНСИВНИЙ КУРС ВИВЧЕННЯ
АНГЛІЙСЬКОЇ МОВИ»**

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(частина перша)

