

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДВНЗ «УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
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КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ**

Онищак Г.В.

**МЕТОДИЧНА РОЗРОБКА З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«АНГЛІЙСЬКА МОВА (ПРАКТИЧНИЙ КУРС)»**

**для спеціальності 035.041 «Філологія (германські мови та літератури
(переклад включно))»**

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ВСТУП

Методична розробка з навчальної дисципліни «Англійська мова (практичний курс)» призначена для студентів 1 курсу денної та заочної форм навчання, спеціальності 035.041 «Філологія (германські мови та літератури (переклад включно))», які вивчають англійську мову як основну.

Пропонована розробка має на меті закласти основи системного розуміння граматичних категорій іменника шляхом порівняння англійської та української мов.

Матеріал вводиться блоками, на початку кожного з яких доступною мовою викладаються основні теоретичні відомості про іменник в англійській та українській мовах, його граматичні категорії та узгодження з присудком у реченні з використанням прикладів, таблиць і схем. Після пояснення подано систему вправ на тренування вживання відповідних граматичних структур, яка включає різноманітні типи завдань, зокрема множинний вибір, заповнення пропусків, перефразування частин та цілих речень, умовно-комунікативні ситуації тощо.

Важливою складовою комплексного процесу засвоєння іноземної мови є переклад з іноземної на рідну мову й навпаки. Тому цьому виду роботи приділяється особлива увага в навчально-методичній розробці.

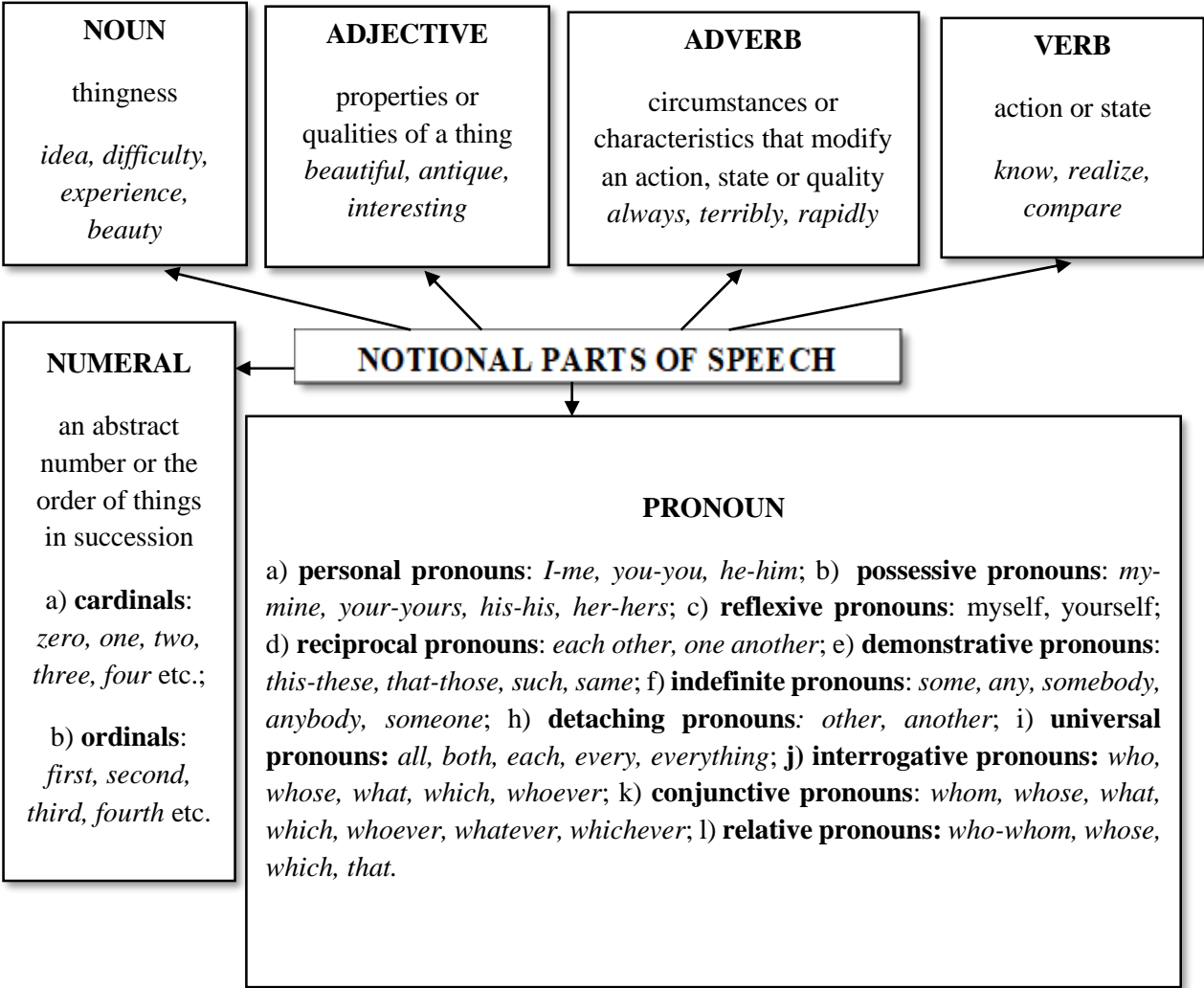
Видання побудовано в такий спосіб, щоб вивчення нової граматичної теми включало в себе елементи повторення раніше засвоєного матеріалу та сприяло його поглибленню.

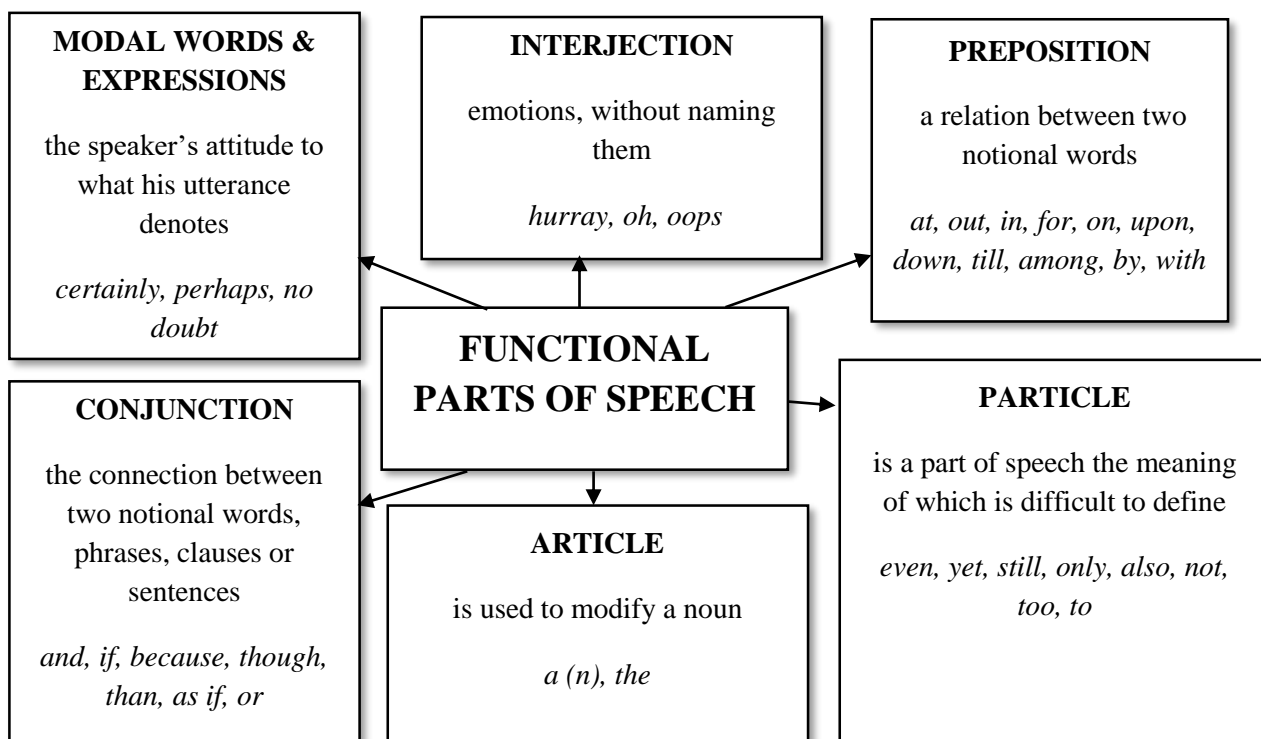
PARTS OF SPEECH

All the words of the English language are grouped into different types of classes. This classification is based on three main principles: 1) **their grammatical meaning**; 2) **their form** and 3) **their syntactic characteristics**. By the first we understand the meaning common to all the words of the class, such as thingness for the noun or either process or state for the verb. By the second we mean the morphological characteristics of the class meant, such as the number of the noun or the voice of the verb. By the third the combinability and syntactical functions of a type of word are meant.

We distinguish between **notional** and **functional (structural)** parts of speech: the former, denoting the extralinguistic phenomena such as things, actions, qualities, emotions etc., are characterized by distinct, clear-cut lexical meaning and can perform different syntactic functions in sentences whereas the latter are not used in sentences independently and express relations and connections between notional words or sentences. It must be pointed out, however, that some parts of speech both among the notionals and among functionals are still disputable. The number of notional parts of speech in English and Ukrainian may not be considered all in all the same: there are six notional parts of speech in English and seven in Ukrainian.

As to the functionals, their number in the compared languages is not identical because present-day English has the article, which is missing in Ukrainian. Thus, there are six functional parts of speech in English and five – in Ukrainian.





The meaning of a word in the sentence determines what part of speech it belongs to. The same word may be sometimes one part of speech, sometimes another, depending on the context.

e.g. *The answer to question two is B.* (noun)

Answer my question, please. (verb)

Sometimes the meaning of a word as well as a part of speech can change if you stress a different syllable. However, this change does not apply to all words of the English language, but to some words that are two syllables long or with three syllables.

e.g. *What attributes should a good manager possess?*

attribute ['ætrɪbjʊ:t] (noun) is a characteristic of something

We do not attribute reality to all the objects of our apparent perception.

attribute [ə'trɪbjʊ:t] (verb) means "to express that something was created by someone".

REPLACEMENT OF PARTS OF SPEECH IN TRANSLATION

Replacement is a universal and widely used translation method. It underlies any change in the **target text** (translated text) at the morphological level of the language, i.e. when the elements of certain **source** (original) paradigms are replaced by different elements of target paradigms. A typical part of speech replacement in translation is a change of **an of-phrase with a noun** to an **attributive adjective**: *friendship of a lasting consistency* – багаторічна дружба, *an act of cruelty* – жорстокий вчинок, *act of kindness* – добра справа, *a friend of old standing* –

старий друг, *a man of affairs* – ділова людина. Such replacements are necessary because English and Ukrainian possess different language systems.

The following basic types of replacements are observed in English-Ukrainian translation: 1) **simple** (presuppose the replacement of one word) and 2) **complex** (the replacement of two or more words).

Simple changes of parts of speech

Replacement	English	Ukrainian
a noun → an adjective	<i>speed limit</i> <i>stone hedge</i>	<i>гранична швидкість</i> <i>кам'яна огорожа</i>
an adjective → a noun	<i>tutelary friendship</i> <i>Australian prosperity</i>	<i>дружба-покровительство</i> <i>процвітання Австралії</i>
a noun in an attributive function → a preposition + a noun	<i>overnight stop</i>	<i>зупинка на ніч</i>
an adjective → a preposition + a noun	<i>unrestricted road</i>	<i>дорога без обмеження швидкості руху</i>
an adjective → an adverb	<i>He heaved a mental sigh of relief.</i>	<i>Подумки він із полегшенням зітхнув.</i>
an adverb → an adjective	<i>Public ownership was a highly political issue.</i>	<i>Серйозним політичним питанням була державна власність.</i>
an infinitive → an adjective	<i>I have no time to spare today.</i>	<i>Я не маю сьогодні вільного часу.</i>
an infinitive → a noun	<i>The aim is to prevent crimes.</i>	<i>Метою є запобігання злочинності.</i>
a noun → a (non-finite form of the) verb	<i>This does not mean that we put aside our concern about the elderly.</i>	<i>Це не означає, що ми перестасмо турбуватися про літніх людей.</i>
an adjective used predicatively → a verb	<i>There was a knock at the door.</i> <i>She was silent.</i>	<i>У двері постукали.</i> <i>Вона мовчала.</i>
comparative forms of adjectives → nouns derived from adjective stems	<i>They demand higher wages and better living conditions.</i>	<i>Вони вимагають підвищення заробітної плати та покращення умов життя.</i>

gerund → verb/verbal noun	Copying architectural drawings once required many hours of work.	Раніше зняття копій з архітектурних креслень вимагало багато робочого часу.
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The most common **complex** parts of speech replacement is a change of a compound nominal predicate with a noun ending in *-er* to a verb-predicate + an adverb:

e.g. *He is an early riser.* - Він встає рано.

I am a bad sleeper. - Я погано сплю.

My clock is a good goer. - Мій годинник йде точно.

Another linguistic phenomenon which frequently causes replacements in translation is the use of nouns denoting inanimate things, abstract notions, natural phenomena and parts of the body as subjects – agents of the action. As a matter of fact the subject in such constructions is purely formal. Actually it expresses adverbial relations of time, place, cause, etc.

e.g. *The airliner crash killed more than 50 people.* – У результаті авіакатастрофи загинуло більше 50 чоловік.

EXERCISES

Exercise 1. As an advanced learner, you will find a good monolingual dictionary an essential tool. Apart from spelling and meanings, a dictionary can tell you some characteristics of the word that are very important while learning a new word.

a) Fill in the table by providing examples from the dictionary entry below.

re-search¹ /rɪ'sɜːtʃ, 'riːsɜːtʃ||-ɜːr-/ *n* [U] also **researches** [plural] **1** serious study of a subject, that is intended to discover new facts or test new ideas: [+into/on] *research into the causes of cancer* | **research project/student/grant etc** *Alison is a research student in our lab.* **2** the activity of finding information about something that you are interested in or need to know about: **do research** *I'm doing some research for an article about student life.* | *I've done some research – it looks as if the train will be fastest.* —see also MARKET RESEARCH, R AND D

re-search² /rɪ'sɜːtʃ||-ɜːr-/ *v* [T] **1** to study a subject in detail, especially in order to discover new facts or test new ideas: *He's researching the effects of aerosols on the environment.* **2** to supply all the necessary facts and information for something: *This book has been very well researched.* —**researcher** *n* [C]

Anatomy of a dictionary entry	
spelling	
meaning /definition	
pronunciation / phonetic script	

part of speech	
word stress	
word formation	
collocations	
useful phrases a word is used in	

b) Give two examples for each of the following dictionary abbreviations. The first one has been done for you.

PREP *with, from* ADV _____ SING _____
 CONJ _____ PRON _____ N [U] _____
 PL _____ ADJ _____ V _____

Exercise 2. Identify the part of speech of the words in italics. Use a dictionary if necessary.

noun verb adjective adverb pronoun particle
 preposition conjunction interjection numeral

1. My friend wasn't strong enough to lift his *heavy* rucksack. 2. We *left* for the mountain just before six in the morning. 3. We didn't spend the night *there*. 4. We had *breakfast* at a café near the rail station. 5. *Oops!* Sorry about that. 6. *Though* we are only a small country, we have a long and glorious history. 7. We first went to the store *to* buy a few things. 8. You have to believe in *yourself* if you ever expect to be successful in something. 9. We live about five miles *from* Boston. 10. We'd better go. It's almost *three*.

Now join them to their meanings.

a points out a person, a thing or an idea;

b denotes properties or qualities of a thing;

c denotes action;

d indicates the connection between two notional words, phrases, clauses or sentences;

e expresses emotions, without naming them;

f denotes circumstances or characteristics, which attend or modify an action, state or quality;

g is used instead of a noun or noun phrase referring to it;

h a part of speech the meaning of which is difficult to define;

i denotes an abstract number or the order of things;

j is used before a noun, pronoun, or gerund to show place, time, direction etc.

Exercise 3. Define the part of speech of the words in italics in the sentences below. Translate them into Ukrainian.

(a) 1. If you take the *fast* train, you should be there in under an hour. 2. Many religions require their followers to *fast* at certain times of the year. 3. The car got

stuck *fast* in the wet sand so we just left it there. 4. Some prisoners began *a fast* to protest against the appalling conditions. 5. By the time I got home, the children were already *fast* asleep.

(b) 1. We were told to stay *calm* as help was on the way. 2. The presence of soldiers helped restore *calm*. 3. He tried to *calm* the frightened children.

(c) 1. *Wrong* seldom prospers. 2. You have taken the *wrong* road. 3. Edward often spells words *wrong*. 4. You *wrong* me by your suspicions.

(d) 1. The *outside* of the castle is gloomy. 2. We have an *outside* stateroom. 3. The messenger is waiting *outside*. 4. I shall ride *outside* the coach.

(e) 1. *That* boat is a sloop. 2. *That* is my uncle. 3. You said *that* you'd help me.

(f) 1. *Hurrah!* The battle is won. 2. I heard a loud *hurrah*. 3. The enemy flees. Our men *hurrah*.

(g) 1. I am waiting *for* the train. 2. You have plenty of time, *for* the train is late.

Exercise 4. An understanding of word formation patterns is important as it tests the ability to use the forms of words accurately and efficiently. Test yourself by completing the blanks in the article with the correct form of the word in capital letters. Comment on the new words' class belonging and word formation patterns.

Making a Great First Impression

It takes just a quick glance, maybe three seconds, for someone to _____ VALUE you when you meet for the first time. In this short time, the other person forms an opinion about you based on your _____ APPEAR, your body language, your demeanor, your mannerisms, and how you are dressed.

How to Create a Good First Impression

1. Be on Time

Someone you are meeting for the first time will not be _____ INTEREST in your "good excuse" for running late. Plan to arrive a few minutes early, and allow _____ FLEXIBLE for possible delays in traffic or taking a wrong turn. Arriving early is much better than arriving late, and is the first step toward creating a great first impression.

2. Present Yourself Appropriately

Of course physical appearance matters. The person you are meeting for the first time doesn't know you, so your appearance is _____ USUAL the first clue he or she has to go on. But, don't worry! This doesn't mean that you need to look like a model to create a strong and positive first impression.

No. The key to a good impression is to present yourself _____ APPROPRIATE. They say a picture is worth a thousand words, and so the "picture" you first present needs to demonstrate who you are to the person you are meeting.

3. Be Yourself

Yes, making a good first impression does mean you need to "fit in" to some degree. But it doesn't mean losing yourself or pretending to be someone you're not. The best way to create a good impression is by being your authentic self. Doing this

will make you feel more _____ CONFIDE, help you to build trust, and earn the respect and integrity from the people you meet.

4. Have a Winning Smile!

As the _____ SAY goes, “Smile and the world smiles too.” So there’s nothing like a smile to create a good first impression. A warm and confident smile will put both you and the other person at ease. So smiling is a winner when it comes to great first impressions. But don’t go overboard with this – people who take this too far can seem _____ SINCERE and smarmy.

5. Use Small Talk

_____ CONVERSE are based on verbal give and take. It may help you prepare some questions for the person you are meeting beforehand. Or, take a few minutes to learn something about him or her. For instance, does he play golf? Does he work with a local charitable foundation? Do you have anything in common with him? If so, this can be a great way to open the conversation and to keep it flowing.

6. Be Positive

Your attitude shines through in everything you do. So, project a positive attitude, even in the face of criticism or in the case of _____ NERVE. Strive to learn from your meeting and to contribute appropriately. _____ FINAL, show that you are approachable by maintaining an upbeat manner and smiling!

8. Be Courteous and Attentive

It goes without saying that good manners and polite, _____ ATTENTION and _____ COURTESY behavior help make a good first impression. In fact, anything less can ruin the one chance that you have at making that first impression. So be on your best _____ BEHAVE!

Set aside modern day _____ DISTRACT, for instance, by turning off your mobile phone so that you can give the person your full attention. And don’t get sidetracked by other people. After all, what kind of first impression would you create if you are more interested in talking to someone else? Your new _____ ACQUAINT deserves 100 percent of your attention. Anything less and you’ll likely make them feel unimportant or even _____ IRRITATE.

Exercise 5. Transcribe the following words and explain their meanings as different parts of speech.

Addict; conflict; decrease; perfect; present; produce; reject; address; console; content; desert; extract; invalid; project; refuse.

Exercise 6. Divide the words below into: 1) those which keep the same general meaning, but which change from noun to verb when the stress moves from the first to the second syllable; 2) those which change their meaning completely – most of them change from noun to verb, but a few change to an adjective. Explain their meanings. Make up sentences with some of them.

Contest; attribute; contrast; conduct; convert; import; converse; increase; default; insult; entrance; permit; exploit; pervert; object; protest; recall; suspect; subject.

Exercise 7. Render the following sentences into Ukrainian. Define the part of speech of the words in italics.

1. Two friends were in *conflict*. 2. I will compare and *contrast* these two poems. 3. There has been a *decrease* in the sales recently. 4. Please, don't *insult* me! 5. Your homework is *perfect*. 6. Will you permit me to park a car in front of your house? 7. Allow me to *present* my friend, David. 8. The actor was given a *recall*. 9. It's important to *record* how much you spend each month. 10. The police interviewed the *suspect* for five hours, but then let him go. 11. Dishonesty is a common *attribute* of politicians. 12. She was sitting reading a book, looking very *content*. 13. The *entrance* to the building was locked. 14. I'm sorry, your passport is *invalid*, as it expired two months ago. 15. Oh dear, our teacher is going to *subject* to another test.

Exercise 8. Translate the following sentences into English.

1. Ці товари імпортують з-за кордону. 2. Яка тема уроку сьогодні? 3. Я рішуче протестую проти такого рішення. 4. Його підозрівали у крадіжці. 5. Твоя поведінка неналежна. 6. Джо припинив виплати згідно кредитного договору. 7. Хорошому вчителю притаманні чемність і терпіння. 8. Його подарунок був загорнутий у яскравий подарунковий папір і привертав увагу. 9. Від відмовився від пропозиції. 10. Ми повинні удосконалити нашу ідею перед презентацією. 11. Я прочитала уривок із її роману. Він видався мені відмінним. 12. Він здійснив справжній подвиг, рятуючи потопаючу людину. 13. Він залишив сім'ю напризволяще. 14. У кутку кімнати було чимало сміття. 15. Вона була задоволена подарунком.

Exercise 9. Translate the following word combinations into Ukrainian. Comment on the replacements made.

The British Government, a rapid packer, a constrained note, Christmas vacation, a heavy smoker, an evening newspaper, the American decision, an avid reader, summer holidays, a poor swimmer; the Hungarian Embassy, a strong box, office premises, a great talker, white schools.

Exercise 10. Translate the following sentences into Ukrainian, paying attention to the parts in italics.

1. He is *dead* now. 2. John is a *sound sleeper*. 3. A bus and tram *crash* killed four. 4. I'm afraid his wife is a *big spender*. 5. She is always *confused*. 6. Her style of speaking is *reminiscent* of her mother. 7. The words of a song sounded *faintly*. 8. You are a *good swimmer*. I can say without false modesty that I'm very *proud* of you, Jack! 9. I *have never been an early riser*. 10. "Are you still *angry* with me?" he asked. 11. That isn't how James operates. He's a *doer* not a *talker*. 12. She took *immediate* fright at the mention of the police. 13. These exercises on *the subject-verb agreement* are very difficult. 14. There was a *blow* on the door that made it quiver. 15. She is no good as a *letter-writer*.

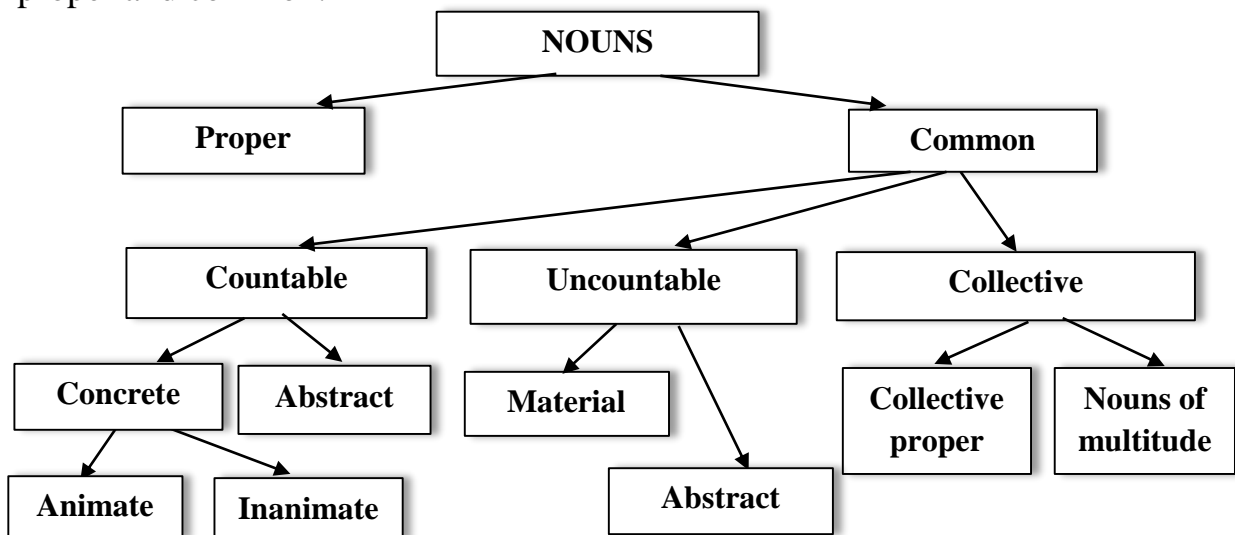
THE NOUN

The categorical meaning (the part-of-speech) of the noun is “substance” or “thingness”. In the concept of “substance” we include not only names of living beings (people: *child, lady, George, Byron*; animals: *cheetah, dolphin, hippopotamus, zebra*) and lifeless things (plants: *elm, weeping willow, daffodil, dandelion*; objects: *table, sofa, pen, eraser*; materials: *wood, iron, oil, chalk*), but also names of abstract concepts, i.e. qualities (*kindness, courage, perseverance, gentleness*), actions and processes (*adventure, crime, life, laughter*), states (*sleep, consciousness, confusion, bewilderment*), relations (*friendship, love, cooperation*), emotions and feelings (*despair, apprehension, grief, relief*), abstract notions (*socialism, democracy, tyranny*) etc.

As any other part of speech, the noun undergoes further classification.

SEMANTIC CLASSIFICATION

According to the nature of what they denote, nouns are categorized into different semantic classes. According to the type of nomination all nouns fall into proper and common.



Proper nouns name: 1) unique people: *John, Shakespeare, Napoleon*; 2) specific places: *Birmingham, Jerusalem, China, Trafalgar Square, Regent Street*; 3) events: *Christmas, Easter, Thanksgiving*; 4) works of art: *the Mona Lisa, the Bible*; 5) names of institutions, organizations, companies, magazines, newspapers: *the United Nations, Oxford University, Amazon, Coca Cola, Google, the Guardian*; 6) the months and days of the week: *January, Sunday*; 7) makes of cars: *Cadillac, Ford*; 8) planets: *the Sun, the Moon, the Earth*; 9) religious denominations and concepts: *Christianity, Catholicism, Islam, the Bible, the Qur'an, the Talmud, God, Allah, the Messiah*; 10) holidays: *Christmas, Easter, Halloween* etc. They are capitalized.

Common nouns refer to a class of people, animals, plants or things as well as to a member of the class. According to their quantitative characteristics they can be classified into nouns denoting objects that can be counted (**countable nouns**), cannot

be counted (**uncountable nouns**) and those indicating a group of people or objects (**collective**). The former are inflected for number, whereas the latter are not.

Note! Collective nouns are usually singular and are used with singular verbs when they denote a thing as a whole (**collective nouns proper**), but sometimes a plural verb is used, when it denotes a number of people or elements (**collective nouns of multitude**):

e.g. *His family was well-known in their town.*

When I entered the room my family were sitting round the table.

The further distinction is into **concrete** (things that can be seen, touched, heard, or smelled), **abstract** nouns (refer to ideas, events, concepts, feelings, and qualities that do not have a physical form) and **nouns of material** (do not express separate things but the whole mass of matter). According to the form of existence **concrete nouns** fall into animate (have human or animal referents) and inanimate (refer to nonliving objects and abstract things).

e.g. *He has a lot of books, but not much knowledge.*

countable, concrete uncountable, abstract

Some **abstract nouns** have both countable and uncountable forms. The forms have a slight difference in meaning, with the countable form being specific and the uncountable form being more general.

e.g. *I have had some thoughts about it.* (these are several specific thoughts)

countable

The task requires thought. (“thought” refers to a process of thinking)

uncountable

COUNTABLE AND UNCOUNTABLE NOUNS
--

Nouns referring to things that can be counted are called **countable**. Those, which refer to things such as substances, qualities, feelings, and types of activity, rather than to individual objects or events, are **uncountable**. Distinction between countable and uncountable nouns lies in the following:

Countable nouns	Uncountable nouns
Have singular and plural forms	Have only one form
Take singular or plural verbs according to their use as singular or plural	Take singular verbs
Can have a , an or one before them as modifier in the singular	Cannot have a , an or one before them as modifier. But: in exclamatory sentences beginning with what we use a pity , a relief , a shame , a wonder : e.g. <i>What a relief!</i>
Can have many , few or a few before them as modifier in the plural	Cannot have many , few or a few before them as modifier
Can have some before them as modifier only in the plural	Can have some before them as modifier

Can have number of before them only in the plural	Can have amount of before them
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Certain kinds of nouns are usually countable:

1) Names of persons, animals, plants, insects and the like, and their parts: *a boy, a girl, a wife, a husband, a teacher, a tiger, a wolf, a zebra, a cactus, an oak, a rose, an ant, a butterfly, a caterpillar, a wasp, an ankle, a wing* etc.

2) Objects with a definite shape: *a ball, a car, a house, a street, a typewriter, a building, a door, a mountain, a tent, an umbrella* etc.

3) Units of measurement (for length, area, weight, volume, temperature, pressure, speed, and so on) and words of classifications: *a gram, a meter, an inch, a pound, a piece, a type, a part, an item* etc.

4) Classifications in society: *a family, a country, a clan, a state, a tribe* etc.

5) Some abstract words: *an idea, a hindrance, a taboo, a scheme, a rest, a plan, a nuisance, an invention* etc.

Certain kinds of nouns are usually uncountable:

1) Nouns designating the whole group made up of similar items: *baggage, clothing, equipment, food, furniture, garbage, hardware, jewellery, junk, luggage, machinery, mail, makeup, money, cash, change, postage, scenery, traffic, crockery, cutlery, rubbish, stationery, garment* etc.

Note! The noun denoting the group of similar objects is uncountable, but the nouns making up a group are usually countable. For instance, *stationery* is an uncountable noun, whereas the items constituting this group (*pens, pencils, envelopes* etc.) are countable.

2) Names of fluids / liquids: *water, coffee, tea, milk, oil, soup, gasoline, blood, beer, cocoa, honey, lemonade, fruit juice, vinegar, soy sauce, vegetable oil, wine, champagne, shampoo, ink, glue, petrol* etc.

3) Names of solids: *ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, plastic, coal, rubber, silk, nylon, soap* etc.

4) Names of gases: *steam, air, oxygen, nitrogen, smoke, smog, pollution, hydrogen, helium, methane* etc.

5) Names of particles: *rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sugar, wheat, barley, buckwheat, rye, maize, starch, cement* etc.

6) Names of household items: *bedding, flooring, washing-up liquid, washing powder, detergent* etc.

7) Concepts / abstract ideas: *beauty, chaos, education, justice, peace, democracy, liberty, luxury, pride, truth, wealth, charity, faith, poverty, wisdom* etc.

8) Frequently used abstract nouns:

e.g. *advice, information, news, evidence, truth, proof, time, space, energy, slang, vocabulary, accommodation, help, assistance, recreation, luck, importance, significance, music, travel* etc.

9) Names of feelings and qualities: *confidence, courage, enjoyment, fun, happiness, honesty, hospitality, violence, admiration, anxiety, enthusiasm, curiosity, envy, jealousy, despair, love, tolerance, trust* etc.

10) Nouns indicating various types of state: *health, sleep, silence, laughter, stress, sanity, insanity, motherhood, childhood, youth* etc.

11) Nouns denoting professional endeavor: *work, research, knowledge, intelligence, training, progress, stamina, patience, determination, commitment, reliability, loyalty, labour* etc.

12) Names of diseases: *chickenpox, flue, measles, mumps, pneumonia, tuberculosis, appendicitis* etc.

13) Names of languages: *Arabic, Chinese, English, Spanish, French, Italian, Hindi* etc.

14) Names of scientific subjects and fields of sciences: *accountancy, chemistry, engineering, history, literature, mathematics, psychology, economics, linguistics, politics, philosophy, law, phonetics, grammar* etc.

15) Nouns referring to recreation: *baseball, soccer, tennis, chess, bridge, poker* etc.

16) Names of natural phenomena: *weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity* etc.

17) Names of activities: *driving, studying, swimming, travelling, walking* (and other gerunds); *homework, work, surveillance* etc.

Note! In English and Ukrainian, nouns have uncountable and countable uses. However, even between these grammatical forms, which seem so identical, there is no full semantic and functional coincidence. There are many cases, when uncountable nouns in English correspond to countable (often plural invariable) in Ukrainian: *money* – гроші; *ink* – чорнило, чорнила; *news* – новина, новини; *information* – відомості; *advice* – порада, поради; *gate* – ворота; *gossip* – плітки, чутки; *knowledge* – знання; *medicine* – ліки; *success/progress* – успіх, успіхи; *race* – перегони; *wood* – дрова; *yeast* – дріжджі; *strength* – сила, сили; *research* – дослідження, дослідження; *cream* – вершки; *finance* – фінанси; *accommodation* – житло, житла; *work* – робота, роботи; *behaviour* – манери; *damage* – збиток, збитки; *furniture* – меблі; *permission* – дозвіл, дозволи; *scenery* – пейзаж, пейзажі etc.

e.g. *Your knowledge of English is very good.* – Ваші знання з англійської дуже гарні.

My money has been stolen. – Мої гроші вкрадено.

No news is good news. – Відсутність новин – добрі новини.

In order to make the following nouns plural certain partitives are used: *a piece of advice* – порада; *a piece of news* – новина; *two pieces of advice* – дві поради; *two pieces of news* – дві новини etc.

e.g. *Your piece of advice was useful.* – Ваша порада була досить корисною.

Countable and uncountable uses

Many nouns have both countable and uncountable uses with some difference of meaning:

1) Some nouns are uncountable when they refer to types of substances, materials (**chicken, lamb, fish, egg, onion, hair, ribbon, chocolate, cloth, pepper, brick, copper**), but countable when they refer to one specific item or separate individual.

Uncountable	Countable
Would you like some <i>chicken</i> ? There is <i>egg</i> on your face. She has long auburn <i>hair</i> . I bought a metre of <i>ribbon</i> . The coarseness of the <i>cloth</i> irritated her skin.	He ate a whole roasted <i>chicken</i> . I had a scrambled <i>egg</i> for breakfast. Waiter, there is a <i>hair</i> in my soup! I tied it up with a <i>ribbon</i> . There's milk on the floor over there – could you get <i>a cloth</i> and mop it up? Lay the table with <i>the cloth</i> .

2) Some words can mean both a material (uncountable) and an object (countable): a **glass/glass, an ice/ice, an iron/iron, a paper/paper, rubber/a rubber, wood/a wood(s)**.

Uncountable	Countable
<i>Glass</i> is made from sand. <i>Ice</i> floats. Steel is an alloy of <i>iron</i> . <i>Paper</i> is made from wood. He gathered some <i>wood</i> to make a fire.	I broke a <i>glass</i> this morning. Janet wears <i>glasses</i> when she reads. Would you like an <i>ice</i> ? Press your shirt with an <i>iron</i> . What do the <i>papers</i> say? We went for a walk in the <i>woods</i> after lunch.

Note! The noun **paper** in its countable use has the meanings of ‘official documents, especially ones that show who you are’ (*The border guards stopped me and asked to see my papers*) and ‘an essay’ (*For homework I want you to write a paper on endangered species*).

3) Many nouns (**fur, wine, cheese, stone, fruit, fish**) which are normally uncountable can be used as countable if they refer to particular varieties. In this case, they are often preceded by an adjective (*a nice wine*) or there is some kind of specification (*a wine of high quality*).

Uncountable	Countable
The cat purred as I stroked its <i>fur</i> . You need 250 grams of grated <i>cheese</i> for this recipe. The museum was made of <i>stone</i> .	She wore diamonds and <i>furs</i> , always looking glamorous. I prefer hard <i>cheeses</i> , like cheddar. She wore a ring with a black precious <i>stone</i> on her little finger.

4) In informal English, drinks (**tea, coffee, beer**), some kinds of food (**ice-cream**) and household goods (**shampoo, soap**) which are normally uncountable can be counted particularly when we are making an order in a café, restaurant or shop.

Uncountable	Countable
How do you like your <i>tea</i> – strong or weak? First apply <i>shampoo</i> to hair and then rinse thoroughly.	Bring us two teas, please. Can you show me <i>a shampoo</i> with the bold floral pattern?

5) Some uncountable nouns expressing some abstract ideas can be used as countable when they refer to a special occasion or event in somebody's life.

Uncountable	Countable
He wants to spend more <i>time</i> with his family. Do you have any previous <i>experience</i> of this type of work?	The last <i>time</i> we went to Paris, it rained every day. How many <i>times</i> have you been in Mexico? Have you had <i>a good time</i> , Henry? ~ I've had <i>a wonderful time</i> , Mary, thanks. I had <i>a bad experience</i> with fireworks once.

6) Some nouns (**light, fire, work, painting, drawing, play, business, grammar**) which are normally uncountable can be used as countable if they refer to materialized objects or processes connected with these concepts or activities.

Uncountable	Countable
<i>Light</i> was streaming in through the open door. The warehouse was completely destroyed by <i>fire</i> . What sort of <i>work</i> are you experienced in? We were taught <i>painting</i> and <i>drawing</i> at art college. When we bought the house, we had to do a lot of <i>painting</i> and redecorating. <i>Play</i> is very important to a child's development. She works in the computer <i>business</i> . Check your spelling and <i>grammar</i> .	Could you switch/turn the <i>light</i> on/off, please? She could see the <i>traffic lights</i> in the distance. Thirty people died in <i>a fire</i> in downtown Chicago. The museum has many <i>works</i> by Picasso as well as other modern painters. That's a nice <i>painting / drawing</i> . This is a major theme of Miller's <i>plays</i> . She works in the family <i>business</i> . A dictionary lists the words, <i>a grammar</i> states the rules.

7) Some uncountable nouns denoting the amount of an area, room, container etc. that is empty or available to be used can be counted when they refer to an area, especially one used for a particular purpose (parking, living, shopping etc.).

Uncountable	Countable
Who was the first human being in space/the first to go into <i>space</i> ? Is there any <i>space</i> for my clothes in that cupboard? That sofa would take up too much <i>room</i> in the flat.	A new supermarket with 700 free parking <i>spaces</i> is opening next week. I could hear people talking in the next <i>room</i> .

8) Some uncountable nouns normally denoting the quality of being pleasing (to the senses or to the mind) or advantageous can be countable when they refer to a person or thing characterized by these qualities.

Uncountable	Countable
The sheer <i>beauty</i> of the scenery took my breath away. The <i>success</i> of almost any project depends largely on its manager. Children have a strong sense of <i>justice</i> .	She had been a <i>beauty</i> in her salad days. That salmon dish was a <i>success</i> , wasn't it? The play was a <i>box-office success</i> . The <i>justices</i> ruled that the company had acted illegally.

9) Some nouns are generally uncountable when they denote a particular style or way of doing something (e.g. speaking, writing, drawing, dancing, selling, buying etc.) or the use of it to represent things or express ideas. In their countable uses they refer to the ability or skill involved in doing something.

Uncountable	Countable
Give your instructions in everyday <i>language</i> . Many people find it difficult to understand abstract <i>art</i> . <i>Trade</i> with China has increased dramatically over the last five years.	She has a good command of the Spanish <i>language</i> . Writing advertisements is quite an <i>art</i> . He's not clever enough for college so he's going to pursue a <i>trade</i> such as carpentry.

10) The noun **custom** is uncountable when we use it something that you usually do every day, or in a particular situation (a habit), but countable when we talk about the place at a port, airport, or border where travellers' bags are looked at to find out if any goods are being carried illegally. Cf. He woke early, as was his *custom*. I hate going through *customs* each time I cross the border.

11) The noun **home** is uncountable having the meaning 'the country where you live, as opposed to foreign countries', but countable when it refers to the house,

apartment, or place where you live. Cf. He's been travelling, but he's kept up with what's going on back *home*. They have a beautiful *home* in California.

12) The noun **noise** is uncountable when it signifies 'loud, unpleasant, or frightening sounds', and countable in the meaning 'a sound when it is unwanted'. Cf. Why are the children making so much *noise* out there? Are you sure you locked the door? I thought I heard *a noise* downstairs.

13) The noun **policy** can be uncountable when characterizes a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization. In its countable use it denotes a contract with an insurance company, or an official written statement giving all the details of such a contract. Cf. The company has adopted a strict no-smoking *policy*. There's a clause in the *policy* that I'd like to discuss.

Uncountable and countable nouns with similar meanings

Sometimes uncountable and countable nouns have similar meanings. We can use countable noun phrases to talk about an individual example of the thing an uncountable noun refers to.

Uncountable	Countable
food	a meal
accommodation	an apartment, a house, a place to live
clothing	a coat
crockery	a plate
luggage	a suitcase, a bag, a rucksack
poetry	a poem
money	a note, a coin, a euro, a dollar
travel	a journey, a trip
work	a job, a task
publicity	an advertisement
scenery	a valley
progress	improvement

EXERCISES

Exercise 1. Define the class the nouns in the following sentences belong to.

1. I'd never recommend a gentleman to dye his hair. 2. My money was wet but all right. I counted it. 3. They hoped for one of the new houses on a building site on the outskirts of the town. 4. The information that has been gathered by the detective was entirely accurate. 5. The police have made up their minds, or practically so. 6. Certainly, the hotel was facing a financial crisis. 7. Is this house your headquarters? 8. A man had come up to their camp and threatened to haul them in for shooting too many deer. 9. The family was waiting anxiously for family reunion. 10. She must have been a beauty in her salad days. 11. If you've been playing the piano for five years, learning to play the organ will be a piece of cake! 12. There was a piece of

research that James did last year that might be relevant. 13. Is this shirt made of cotton or nylon? – It’s 60% cotton and 40% acrylic fabric. 14. Our country is rich in coal. 15. The police found some items of clothing scattered around the floor.

Exercise 2. State whether the nouns in italics are proper or common.

1. You can’t buy a *Cadillac* for the same price as a *Ford*. 2. I bought two *newspapers*, “*The Mirror*” and “*The Sun*”. 3. The *North Sea* produces a light *oil* which is highly prized in the oil industry. 4. Are these *drawings* by *Goya*? 5. He stood on the corner of *First Avenue* looking for a *taxi*. 6. There, that’s the best picture in the *Louvre*. It’s exactly like a *Manet*. 7. You stop at a *Marks and Spencer* and buy me a new *outfit*. 8. *Agatha Christie* wrote many famous detective *stories*. 9. I think that’s a *star*, not a *planet*. – No, I can clearly see it’s *Jupiter*. 10. There are a lot of important *documents* in the *archives* at The *Library of Congress*. 11. He’s always hanging out with his *girlfriend*. He never goes anywhere without *Sarah*. 12. The boy threw the *ball* to his *dog*, *Wilson*. 13. When the *Titanic* sank, the *captain* went down with the *ship*. 14. I’m flying first-class on *Emirate Airlines*. 15. Do you think the *Dolphins* will win the *game*?

Exercise 3. Complete the following sentences using the uncountable nouns given in the box. The first one has been done for you.

progress advice accommodation behaviour experience love labour information luggage furniture knowledge homework intelligence research
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1. We haven’t got anywhere to live. We’re looking for (some) accommodation.
2. The _____ in the booklet reflects the practical experience we have gained.
3. She’s very bright and ambitious but she doesn’t have much _____. 4. Janet knew from experience that _____ doesn’t always last. 5. He eventually found _____ as a labourer on a construction site. 6. I can’t come out tonight. I’ve got a lot of _____ to do. 7. He gets all his _____ about politics from watching the television. 8. Carla’s skills in using information technologies have improved. She has made _____. 9. The boys were suspended from school for bad _____. 10. They will tell you everything you want to know about the personnel. They will give you plenty of _____. 11. Physical _____ is difficult, but it is not well-paid. 12. His most famous commission was to supply all the _____ and furnishings for the constructed house. 13. Security officers searched every piece of _____ for illegal drugs. 14. A child’s _____ develops rapidly between the ages of four and five. 15. The _____ was carried out by a team of scientists at Edinburgh University.

Exercise 4. Paraphrase each sentence using the word in brackets.

Example: He told me how my friend in the USA was getting on. (*news*)

He gave me *news* about my friend in the USA.

1. He didn't know much about American history. (*knowledge*) 2. For our business meeting we need to book rooms at the Hilton hotel. (*accommodation*). 3. At present we have no relevant facts or signs of life on other planets. (*evidence*) 4. The laboratory has all the latest tools and machines. (*equipment*) 5. He was jailed for providing false facts to the police. (*information*) 6. Little scientific study has been conducted into the subject. (*research*). 7. How much money did they charge for sending a parcel? (*postage*) 8. She had poor academic training, and left university without qualifications. (*education*) 9. Now that I'm working, the kids need to back me with the housework. (*help*) 10. His only pleasurable activities are drinking beer and watching football. (*recreation*) 11. The crime problem greatly influences the general public. (*significance*) 12. Tourists come for the winter sports and the spectacular views of the country. (*scenery*) 13. The sound of the vehicles moving along the street kept me awake. (*traffic*) 14. The company has spent millions of dollars replacing outdated computer equipment. (*hardware*) 15. She wore on her arms all the bracelets and necklaces she could ever have dreamed of. (*jewellery*)

Exercise 5. State whether the nouns in italics are countable or uncountable.

1. I bought some *chairs, tables, and desks*. In other words, I bought some *furniture*. 2. Anne likes to wear *jewellery*. Today she is wearing four *rings*, six *bracelets*, and a *necklace*. 3. We saw beautiful *mountains, fields, and lakes* on our trip. In other words, we saw beautiful *scenery*. 4. Common sportswear *garment* includes *shorts, T-shirts, tennis shirts, leotards, tracksuits, and trainers*. 5. In the United States, *baseball* is called the national pastime. To play it you need a *baseball* and a *bat*. 6. *Nuts and bolts* are used to hold pieces of *machinery* together. 7. "How much *money* do you have on you?" – "100 € in *notes* and a few *coins*." 8. There isn't much *mail* today: several *letters, packages, and parcels*. 9. *Hardware* includes metal *tools, materials, and equipment* used in a house or a garden, such as *hammers, nails, and screws*. 10. *Makeup* such as *lipstick, eyeshadow, mascara* or *powder* applied to the face is used to enhance or alter the appearance. 11. I like to listen to *operas, symphonies, and folk songs*. I enjoy *music*. 12. The street is full of *cars, trucks, and buses*. It is full of *traffic*. 13. I put some banana *peels*, empty juice *cartons*, and broken *bottles* in the waste can. The can is full of *rubbish*. 14. They have a rusty *car* with an *engine*, broken *chairs*, and an old *refrigerator* in their front yard. Their yard is full of *junk*. 15. Tonight I have to read 20 *pages* in my history book, do 30 algebra *problems* and write a *composition*. In other words, I have a lot of *homework* to do tonight.

Exercise 6. Some of the sentences below contain common mistakes connected with countable and uncountable nouns. Correct the sentences, which are wrong and leave the ones, which are correct.

1. It gives you new informations, I would say a larger window on the world. 2. How many luggages have you bring with you? 3. The news this morning were terrible – more price rises and a teacher's strike. 4. Thanks to revolution in

transports, travelling has become easier. 5. Equipments such as the tape recorder and stereo are very outdated. 8. My advice to you is to keep quiet about what is happening in the office. 9. The fishmonger weighed out three kilos of fishes. 10. The sceneries in New Zealand are spectacular. 11. Traffic is becoming a problem in most cities nowadays. 12. His behaviours doesn't comply with the Ethic code of our company. 13. In order to start up the appeal about bad service in the shop I asked John for helps. 14. He told me many evidence supporting the case. 15. The thieves stole all my jewelleryes.

Exercise 7. Respond to the following questions using the word given.

1. Why has Paul failed his exam? (*knowledge*) 2. Your brother's recovered from the flue quickly, hasn't he? (*medicine*) 3. Are you sure the information you have is true to fact? (*gossip*) 4. It's such a snowy day. Would you like to play snowballs? (*sledge*) 5. Where is the salary you received yesterday? (*money*) 6. Why do people always listen to this old man's words? (*advice*) 7. Why is everybody pleased to see the postman? (*news*) 8. Will you continue taking part in the competition? (*race*) 9. Why couldn't you get into the garden yesterday? (*gate*) 10. What do you think of these facts, which are useful for our business? (*information*)

Exercise 8. Translate the following sentences into English, paying special attention to the nouns than are uncountable in English, but countable in Ukrainian.

1. Повідомлена інформація дуже згодилася. 2. Запечене курча прийшлося мені до смаку. 3. Робоче обладнання вже не підлягає ремонту. 4. Її макіяж кидався у очі. 5. Оплата за поштові послуги здійснюється відразу. 6. Вона збільшила свій словниковий запас завдяки перегляду іноземних фільмів. 7. Вона отримала погану оцінку, бо не зробила домашню роботу. 8. Я захоплююся народною музикою. 9. Її розум і досвід вражає. 10. Я вже й не сподівалася на її допомогу. 11. Батько завжди навіював мені важливість важкої праці. 12. Під час подорожі поїздом ми змогли насолодитися прекрасним пейзажем за вікном. 13. Докази свідчили не на його користь. 14. За зайвий багаж необхідно платити. 15. Яка жахлива погода сьогодні! Дощ ллє як із відра. 16. У світлі останніх подій, це чудові новини. 17. Плітки зруйнували її подружнє життя. 18. Він дав мені дуже дивні поради. 19. Я гадаю, що це надійна інформація. 20. Він робить великі успіхи у вивченні англійської мови. 21. Це легкі гроші. Не варто спокушатися. 22. Ці ліки можна купити за рецептом у будь-якій аптеці нашого міста. 23. Перегони розпочалися вчасно. 24. Стежка вела прямо до воріт його дому. 25. Знання – це сила. 26. Бери санчата і гайда кататись. 27. Чорнила складаються з води та барвника. 28. Необхідно купити нові меблі для нашого нового житла. 29. Лабораторія проводить чимало сучасний досліджень у сфері медицини. 30. Її манери не відповідають загальноприйнятим правилам поведінки у суспільстві.

Exercise 9. Complete the pairs of sentences using the nouns in the appropriate form depending on whether they are countable or uncountable. Comment on their usage.

1. Lisa has got short, auburn _____. Keith brushed off the dog _____ from his jacket. (*hair*) 2. Anna gained some work _____ by helping in her father's shop during the summer. John's trip around Asia was full of memorable _____. (*experience*) 3. Dan couldn't read the menu because he had forgotten to bring his _____. It is a huge window made from a single pane of _____. (*glass*) 4. The museum holds over a thousand _____ of modern art. Paul commutes to _____ by bus every morning. (*work*) 5. _____ passes so quickly when you're having fun. They go swimming three or four _____ a week. (*time*) 6. It is _____ in Japan to take your shoes off when you enter someone's house. Frank was asked to open his bag at _____. (*custom*) 7. Pam took her dog for a walk in the _____. This toy is made of _____. (*wood*) 8. She bought a side of _____ from the butcher's shop. We saw a _____ being born. (*lamb*) 9. It's a north-facing room so it doesn't get much _____. As the _____ went down, the audience grew quiet. (*light*) 10. I've been trying to persuade her to take on more people, but so far without _____. She's determined to make a _____ of this project. (*success*)

Exercise 10. Paraphrase the italicized parts of the sentences using the nouns that can be both countable and uncountable.

1. The two brothers set up *a clothes retailing company*. 2. More government money is needed for *performance of painting, acting, dancing, and music*. 3. It's the fineness of the thread that makes the *fabric* so soft. 4. Immigration officials will ask to see your *official documents that prove your identity*. 5. With her pleasant *appearance and charm*, she captivated film audiences everywhere. 6. She used *a very strong style of speaking*. I even found it being offensive. 7. Carrying heavy loads around all day is *a hard activity*. 8. James took the books off the little table to make the *amount of space needed* for the television. 9. Liver is a particularly rich source of *dietary chemical element that exists in very small amounts of blood*. 10. I gave her a box of *sweets* for her birthday.

Exercise 11. Refer the underlined nouns either to the group of countables or uncountables by the meanings they realize. Translate the sentences into Ukrainian.

Countables

He has a painting (картина) by Hockney.

Uncountables

Painting (малювання) is my hobby.

1. Are these drawings by Goya? 2. Paper is made from wood. 3. We need a new iron. 4. There's egg on your face. 5. She tied her hair with a ribbon. 6. Would you like some more chicken? 7. Ice floats. 8. They ordered three coffees and an ice. 9. The region produces awful wines. 10. The lights came on. 11. Protesters attacked the police with stones and bricks. 12. I prefer milk chocolate to dark chocolate. 13. Everything looked grey in the dim light of the oil lamp. 14. The fire has almost gone

out. 15. There was cat fur all over the chair. 16. The traditional filling is a spicy mixture of minced lamb or beef, tomato and onion. 17. Who was the first American in space? 18. He offered to do the job for a few coppers. 19. If you go over the limit you have to pay duty when you go through customs. 20. There was something by the shady side of the wardrobe that made a noise.

Exercise 12. Add final -s or -es to the nouns in italics if necessary. Do not add or change any other words.

1. Isabel always has fresh *egg* available because she raises *chicken* in the yard. 2. I had *chicken* and *rice* for dinner last night. 3. Outside my window, I can see a lot of *tree, bush, grass, dirt, and flower*. 4. Abdullah gave me some good *advice*. Nadia also gave me some good *suggestion*. 5. Yoko learned several new *word* today. She increased her *vocabulary* today. 6. It took me a lot of time to finish my *homework*. I had a lot of *assignment*. 7. I have been to Mexico three *time*. I've spent a lot of *time* there. 8. There are *typewriter, copier, telephone, and stapler* in a typical business office. A business office needs a lot of *equipment*. 9. The air is full of *smoke, dust, carbon monoxide, and many other harmful substance*. We must seek to reduce air *pollution*. 10. I like to read good *literature*. I especially like to read *novel, poetry, and essay*. My favourite *poet* are Longfellow and Wordsworth. I have always liked their *poem*. 11. Being a parent has brought me a lot of *happiness*. Parenting requires a lot of *patience*, but it provides many *reward*. 12. You can find a lot of time-saving *machine* in a modern factory. Modern *factory* need modern *machinery*. 13. Experienced traveler learn to travel with minimal *luggage*. My globe-trotting aunt can pack everything she needs into small *suitcase*, whether her trip will last for three day or three *month*. I'm not an experienced traveler. When I travel, I invariably take along too much *stuff*. Last month I took a tree-day trip to Chicago with twice as many clothes as I need. 14. *Recycling* is important. Regular *garbage* will typically contain many things that can be recycled: *magazine, envelope, cardboard box, old phone book, glass bottle, jar, copper, brass, tin, can, etc.* 15. There are more *star* in the universe than there are *grain of sand* on all the beaches on earth.

Exercise 13. Render the sentences into English, paying attention to the italicized nouns.

1. Вона справжня *красуня* із довгим золотавим *волоссям*. 2. Можна скористатися Вашою *праскою*? 3. Ми любимо ходити в *ліс* на вихідних. 4. Здається, у моїй тарілці *волосинка*? 5. Це справжній *витвір мистецтва*! 6. Ви впевнені, що стаття буде опублікована у наступному номері *газети*? 7. Не варто сподіватися на *справедливість*. 8. *П'єса* закінчилася зворушливою сценою. 9. Ця *граматика* містить вичерпну інформацію про іменник. 10. *Пожежа* зруйнувала майже увесь будинок. 11. Будь ласка, дві чашки *чаю*? 12. Я чула цю історію вже кілька *разів*. 13. У кімнаті зовсім не залишилося *міся*. 14. Вони розпочали власну *справу* з нуля. 15. *Скло* виробляють із піску.

Exercise 14. Can you put these words in pairs (one uncountable, one countable) expressing similar ideas?

accommodation advertisement luggage bread cars dollar fact flat furniture work
information job journey loaf money publicity suitcase table traffic travel

e.g. *accommodation, a flat*

Exercise 15. Work in groups/pairs. Use as many nouns as possible from the section to cope with the following tasks.

1) Make up a talk between: a) a school-leaver who is going to enter a university and his mother who graduated from that university many years ago; b) a first-year student who is going to study in another town and her grandmother who is giving her some advice how to spend her pocket-money.

1) Is the following news good or bad for you? Why? Discuss it with your partners: a) you have learned that you'll have two English classes every day; b) you have been told that there will be no exams or credits at the end of every year; c) it has been announced that the best students will be sent to Britain for a year.

2) Have the following inventions changed people's lives? In what way? Discuss them, comment on their positive and negative aspects: a) mobile phones; b) the Internet; c) satellite television; d) high-speed trains.

MORPHOLOGICAL COMPOSITION

According to their morphological composition we distinguish simple, derivative and compound nouns.

Simple nouns are those, which have neither prefixes nor suffixes. They are indecomposable: e.g. *snow, rain, room, map, fish, work, book, stool, bed* etc.

Derived nouns (derivatives) are composed of one root-morpheme and one or more derivational morphemes (affixes: prefixes or suffixes), which have the meaning of their own: e.g. *speaker, sailor, darkness, childhood, misconduct, inexperience, probability* etc.

Common noun-forming prefixes

Prefix	Meaning	Examples
anti-	against, opposing	<i>anticlimax, antidote, antithesis, antibiotic, antidepressant</i>
auto-	self	<i>autobiography, automobile</i>
bi-	two	<i>bilingualism, biculturalism, bimetallic</i>
tri-	three	<i>triangle, tripod, tricycle</i>
co-	joint	<i>co-founder, co-owner, co-descendant, co-worker, co-pilot, co-operation</i>
counter-	against	<i>counter-argument, counter-example, counter-proposal</i>

dis-	the converse of	<i>discomfort, dislike</i>
ex-	former	<i>ex-chairman, ex-hunter, ex-president, ex-boyfriend</i>
hyper-	extreme	<i>hyperinflation, hypersurface</i>
in-	the converse of	<i>inattention, incoherence, incompatibility</i>
non-	not, without	<i>nonsense, nonentity</i>
inter-	between	<i>interaction, interchange, interference</i>
kilo-	thousand	<i>kilobyte</i>
mal-	bad	<i>malfunction, maltreatment, malnutrition</i>
mega-	million	<i>megabyte</i>
mis-	wrong	<i>misconduct, misdeed, mismanagement</i>
mini-, micro-	small	<i>mini-publication, mini-theory microscope, microwave</i>
macro-	large	<i>macroeconomics, macromolecule</i>
mid-	middle	<i>midway, midsummer</i>
mono-	one	<i>monosyllable, monograph, monogamy</i>
neo-	new	<i>neo-colonialism, neo-impressionism</i>
para-	beside	<i>parachute, paramedic, paradox</i>
out-	separate	<i>outbuilding</i>
poly-	many	<i>polysyllable</i>
pseudo-	false	<i>pseudo-expert</i>
re-	again	<i>re-organization, re-assessment, re-examination</i>
semi-	half	<i>semicircle, semi-darkness</i>
sub-	below	<i>subset, subdivision, submarine, subcategory, subtitle</i>
super-	more than, above	<i>superset, superimposition, superpowers</i>
sur-	over and above	<i>surtax</i>
circum-	around	<i>circumstance</i>
tele-	distant	<i>telecommunication</i>
tri-	three	<i>tripartism</i>
ultra-	beyond	<i>ultrasound</i>
under-	below, too little	<i>underpayment, under-development, undergraduate</i>
vice-	deputy	<i>vice-president</i>

Common noun-forming suffixes

The most common suffixes are: *-tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery*. There are some **diminutive suffixes** used to form nouns: **-y/-ie, -ye/** (*daddy, grannie*), **-let** (*booklet, streamlet*), **-ette** (*kitchenette, launderette*). By far the most common productive noun affix in academic English is *-tion*. The main noun-forming suffixes are those forming abstract nouns and those forming concrete, personal nouns. Sometimes nouns formed by abstract noun suffixes may come to denote concrete

things or persons as in *translation* (a process and its result), *beauty* (may denote an abstract notion and a beautiful woman), *success* (a state and a successful result or person) etc.

Suffixes added to a verb (V) to form a noun

Suffix	Meaning	Examples
-tion, -sion	action/instance of V-ing	<i>alteration, demonstration expansion, inclusion, admission</i>
-er, -or	a person who does something used for V-ing	<i>advertiser, driver, silencer, teacher, interpreter, reader, creator, inventor, collaborator</i>
-ment	action/instance of V-ing	<i>development, punishment, argument, unemployment, enchantment,</i>
-ant, -ent	a person who performs an action	<i>assistant, consultant, student</i>
-age, -al, -ence, -ance	action/result of V	<i>breakage, wastage, package denial, proposal, refusal, dismissal preference, dependence, interference attendance, acceptance, endurance</i>
-ery/-ry	action/instance of V-ing place of V-ing	<i>bribery, robbery, misery, refinery, bakery</i>

Suffixes added to a noun (N) to form a noun

Suffix	Meaning	Examples
-er	person concerned with N	<i>astronomer, geographer, adventurer</i>
-ism	doctrine, belief of N	<i>Marxism, Judaism, scepticism, escapism, Thatcherism</i>
-ist	person or object that does a specified action	<i>geologist, protagonist, sexist, scientist, theorist, communist</i>
-ship	state of being N	<i>friendship, citizenship, leadership</i>
-age	collection of N	<i>baggage, plumage, garbage</i>
-hood	family terms	<i>childhood, motherhood</i>

Suffixes added to an adjective (A) to form a noun

Suffix	Meaning	Example
-ity	state or quality of being A	<i>ability, similarity, responsibility, curiosity, extremity, validity, enormity</i>
-ness	state or quality of being A	<i>darkness, preparedness, consciousness</i>
-acy, -cy	state or quality of being A	<i>democracy, lunacy, accuracy, urgency, efficiency, frequency</i>
-dom	place or state of being A	<i>freedom, stardom, boredom</i>

Compound nouns consist of at least two stems. The meaning of a compound is not a mere sum of its elements. In many compound nouns, the first word describes or modifies the second word, giving us insight into what kind of thing an item is, or providing us with clues about the item's purpose. The second word usually identifies the item.

Compound nouns are sometimes one word, like *toothpaste*, *haircut*, or *bedroom*. These are often referred to as **closed** or **solid compound nouns**. Sometimes compound nouns are connected with a hyphen: *dry-cleaning*, *daughter-in-law*, and *well-being* are some examples of **hyphenated compound nouns**. Sometimes compound nouns appear as two separate words: *full moon*, *Christmas tree*, and *swimming pool*. These are often referred to as **open** or **spaced compounds**.

Formation of compound nouns

noun stem + noun stem	<i>seaman, airmail, bedroom, water tank, motorcycle, printer cartridge, apple tree, snowball, car park, soap opera, shoe-polish, dishwasher, eyelash</i>
noun stem + verb stem	<i>rainfall, haircut, train-spotting, earache</i>
noun stem + adverb	<i>hanger-on, passer-by</i>
noun stem + prepositions + noun stem	<i>father-in-law, mother-in-law, man-of-war, commander-in-chief</i>
adjective stem + noun stem	<i>bluebell, blackbird, greenhouse, software, redhead</i>
adjective stem + verb stem	<i>dry-cleaning, public speaking</i>
verb stem + noun stem	<i>pickpocket</i>
verb stem + adverb	<i>lookout, take-off, drawback</i>
gerund + noun stem	<i>looking-glass, dancing-hall, washing machine, driving license, swimming pool, cleaning product</i>
adverb + noun stem	<i>onlooker, bystander</i>
adverb + verb stem	<i>output, overthrow, upturn, input</i>
substantivized phrases	<i>forget-me-not, pick-me-up</i>

Compound nouns present some difficulties in translating. Present-day English abounds in compounds which are very often used in newspaper and scientific matter. Irrespective of the number of components in them or their structure, they are always in subordinate relation to each other, i.e., they function as **adjunct** (attributive component) and **head** (nucleus). The former occupies the left-hand (initial) position and the latter – the right-hand (closing) position in the cluster. The semantic interrelation between the componential parts in such noun clusters may often be rather complicated. There are some ways of faithful translation of two componential compounds into Ukrainian:

1) starting with the head noun: *skills analysis* – перевірка кваліфікації, *witness testimony* – показання свідка, *printer cartridge* – картридж принтера, *blood donor* – донор крові, *generation gap* – розбіжність поколінь, *luxury goods* – предмети розкоші;

2) starting with the adjunct (functioning as an adjective) or with the head (functioning as a noun): *washing machine* – пральна машина, *soap opera* – мильна опера, *insurance agent* – страховий агент, *pedestrian crossing* – пішохідний перехід, *tin opener* – консервний ніж, *bank account* – банківський рахунок, *bus stop* – автобусна зупинка, *contact lens* – контактна лінза, *credit card* – кредитна картка, *food poisoning* – харчове отруєння, *pocket money* – кишенькові гроші;

3) in a descriptive way: *oil painting* – картина, написана масляними фарбами, *flower vase* – ваза з квітами, *baby-sitter* – нянька, що залишається з дітьми за плату, *package tour* – організована туристична поїздка, *book token* – талон, який можна обміняти на книгу в книжковому магазині, *welfare state* – держава з розвинутою системою соціального забезпечення, *road works* – ремонтні роботи на дорозі, *air-traffic control* – авіадиспетчерська служба.

EXERCISES

Exercise 1. State the morphological composition of the following nouns. Translate them into Ukrainian.

Excitement, fog, industrialization, invasion, wisdom, mother-of-pearl, shopkeeper, attention, counterattack, forecast, rain, ex-president, greenhouse, bathroom, hail, misdeed, succession, policeman, merry-go-round, childhood, rice, breakwater, kingdom, friendship, website, length, foot, independence, windscreen, overtime, book, sunrise, hairstyle, precondition, supervision, fire-fighter, inability, bug, blackberry, assistant, interviewee, strength, confusion, cliff, pharmacist, membership, disposal, runway, percentage, son-in-law.

Exercise 2. Give at least two examples of nouns in each group describing:

a) people doing some activity and people experiencing some activity

-er: _____

-or: _____

-ist: _____

-ant, -ent: _____

-ee: _____

b) devices

-er: _____

-or: _____

c) people leaving the post

ex-: _____

d) people involved in common activity

co-: _____

Exercise 3. Translate the following nouns into Ukrainian, define the derivational suffixes and tell the parts of speech they were made from.

Advertiser, breakage, bribery, freedom, scientist, childhood, consciousness, baggage, undergraduate, paramedic, punishment, ability, motherhood, ultrasound, underpayment, curiosity, parachute, validity, bakery, unemployment, vice-president, sub-category, responsibility, protagonist, democracy, student.

Exercise 4. Complete the sentences with nouns derived from the words in capitals. Translate them into Ukrainian.

1. The family is a union of people based on marriage and blood _____. RELATE
2. Young people today are to understand that a _____ is a very serious step. MARRY
3. When I was a child I had a very turbulent _____. BRING
4. Brothers and sisters usually bear some _____ to one another. RESEMBLE
5. Our _____ has always been very important to us. FRIEND
6. People differ in _____ and personality, beliefs and tastes, language and culture. APPEAR
7. Parents need to encourage a sense of _____ in their children. RESPONSIBLE
8. Every person has many friends as well as _____ and they are all different. ACQUAINT
9. An intelligent person is a person of integrity and _____. HONEST
10. In spite of the fact that he has a generous _____, from time to time he can be aggressive. DISPOSE

Exercise 5. Add diminutive suffixes to the following words. Translate the nouns into Ukrainian.

Cook, brace, book, duck, mom, owl, dad, kitchen, case, novel, pig, dad, dog, sweet, cute, stream.

Exercise 6. Translate the following sentences into English, paying attention to the italicized nouns.

1. Ми розуміємо, що *дитинство* – найщасливіша і безтурботний час тільки коли стаємо дорослими. 2. Багато страв можна приготувати в *мікрохвильовій печі*, можливості якої ми часто недооцінюємо. 3. *Відповідальність* – це *здатність* відповідати не лише за себе, а й за інших людей. 4. *Автобіографія* – це документ, у якому особа подає опис свого життя та *діяльності* в хронологічній послідовності. 5. Діти стають зятими *читачами* з найрізноманітніших причин. 6. *Покарання* призначалися залежно від типу злочину. 7. *Крадіжка* чужого дрібного майна карається штрафом. 8. *Науковці* в усьому світі намагаються знайти ліки від раку. 9. *Безробіття* – одна з найгостріших проблем сучасності. 10. *Свобода* – *можливість* чинити вибір відповідно до своїх бажань, інтересів і цілей. 11. *Щирість* і *доброта* –

найкращі риси характеру. 12. Уряд запропонував низку заходів для вирішення цієї проблеми. 13. Наша *дружба* дуже цінна для мене. 14. *Працівники*, незадоволені умовами праці, вийшли на страйк. 15. *Студенти* чудово впоралися із завданням.

Exercise 7. Divide the list of compound nouns into their component words. Indicate the part of speech of each word. Translate them into Ukrainian.

grandmother database forefront black eye afterthought downtown
sell-out outlet swear word underworld nobleman flashback
sunflower football undertone input cookbook telltale

e.g. *grand* (adjective) + *mother* (noun)

Exercise 8. Put one word in each box to form three compound nouns. Mind the spelling (one word, two words, hyphenated words).

test
_____ pressure
donor

black
floor _____
notice

paper
plastic _____
shoulder

brief
suit _____
book

fall
_____ melon
skiing

club
_____ mare
shift

cake
_____ present
party

shine
_____ rise
set

Exercise 9. Insert the compounds from exercise 8 into the gaps. Translate the sentences into Ukrainian.

1. The nurse will take your _____ in a moment. 2. Store the beans in a _____ in the fridge. 3. I want to buy a _____ for Lucy but I'm not sure what she'd like. 4. Details of these sessions will be published on _____. 5. Years after the accident I still have a recurring _____ about it. 6. Don't spend too long in hot _____ without a hat. 7. Fishing, _____, swimming and other water activities are popular in summer. 8. I rammed my books and my binders into my _____. 9. A farmer's day begins at _____. 10. Residents are fed up with the disturbance caused by the _____. 11. In a small dining room where space is limited, a set of shelves like a single _____ is useful. 12. In Britain, AIDS tests are now performed on all people who offer to become _____. 13. He threw a surprise _____ for his wife Elizabeth last week. 14. I couldn't hear what he was saying over the thunder of the _____. 15. People who work the _____ are paid more.

Exercise 10. Render the following sentences into English.

1. У нашому саду цвіте яблуня. 2. У будь-якому будинку або квартирі є кімната, яка є острівцем затишку і комфорту – це вітальня. 3. Чорний дрізд добре пристосувався до життя у найрізноманітніших умовах. 4. Незабудку часто називають квіткою вірності. 5. За словами правоохоронців, визначити кишенькового злодія серед натовпу неможливо. 6. Після зльоту літака, я відчуваю сонливість і можу задрімати. 7. В кінці площі, де була карусель, стояв натовп. 8. Джин-тонік – коктейль, що містить джин та тонік, з додаванням лайма чи лимона і льоду. 9. Моя свекруха – найкраща у світі. 10. Він справжній базіка, може говорити цілими годинами. 11. Вона залишила машину на парковці. 12. Дорослі люди несуть відповідальність за власні слова і вчинки. 13. Наступного тижня у нас буде тест із читання. 14. З 2019 року посаду прем'єр-міністра займає Борис Джонсон. 15. Я обожаю молочний шоколад. 16. Картини в місцевій картинній галереї справили на мене незабутнє враження. 17. Ця стаття з'явиться у місцевій газеті вже завтра. 18. Не сидіть на сонці довго, можете отримати сонячний опік. 19. Вона принесла повну пригорщу ягід. 20. Я не з'їла ні крихти на сніданок.

THE CATEGORY OF GENDER

The category of gender in modern English does not find regular morphological expression. Linguists deny the existence of gender in English as a grammatical category and stress its purely semantic character. What is still traditionally called gender in English is a division of nouns into three classes according to their lexical meaning: **masculine** (referred to as *he*) – names of male beings; **feminine** (referred to as *she*) – names of female beings; and **neuter** (referred to as *it*) – names of lifeless things, abstract notions, animals whose sex we don't know and babies if we don't know their sex.

Gender distinctions of nouns denoting people

Nouns denoting people have different forms. Though many nouns that refer to people's roles and jobs can be used for either a masculine or a feminine subject: *cousin, teenager, teacher, doctor, student, friend, colleague, artist, assistant, cook, dancer, driver, guide* etc.

Masculine	Feminine	Common
man	woman	person
father	mother	parent
boy	girl	child
uncle	aunt	relative
husband	wife	spouse
bachelor	spinster	-
bridegroom	bride	-
gentleman, lord	lady	-
nephew	niece	-

son	daughter	child
widower	widow	-
actor	actress	-
conductor	conductress	-
host	hostess	-
manager	manageress	-
heir	heiress	-
waiter	waitress	server
master	mistress	-
mayor	mayoress	-
poet	poetess	-
prosecutor	prosecutrix	-
shepherd	shepherdess	-
hero	heroine	-
prince	princess	-
duke	duchess	-
earl	countess	-
king	queen	monarch, sovereign
czar, tsar	czarina, tsarina	-
emperor	empress	-
god	goddess	-
marquis, marquess	marchioness	-
lord	lady	-
sultan	sultana	-
landlord	landlady	-
tutor	governess	-
wizard	witch	-
man-servant	maid-servant	-
monk	nun	-
usher	usherette	-

Note! Throughout the 20th century women fought to have the same rights as men. In politically correct language this is seen in changes to job titles such as ‘policeman’, ‘postman’, ‘salesman’, ‘spokesman’, ‘steward’, ‘headmaster’, ‘businessman’, ‘fireman’, ‘bar man’, ‘secretary’ and ‘chairman’ which now commonly go by the gender-neutral titles ‘police officer’, ‘letter carrier’, ‘salesperson’, ‘spokesperson’, ‘flight attendant’, ‘director’, ‘businessperson’, ‘firefighter’, ‘bar tender’ and ‘chairperson’, ‘personal assistant (PA)’ or ‘chair’. ‘Nurse’ is preferred for both sexes instead of ‘male nurse’ for a man.

Gender distinctions of nouns denoting animals

Domestic animals and many of the larger wild animals have different forms.

Masculine	Feminine	Common
bull	cow	-

cock, rooster	hen	fowl, poultry
dog	bitch	-
lion	lioness	-
stallion	mare	horse
tiger	tigress	-
boar	sow	pig
drake	duck	-
garner	goose	-
ram	ewe	sheep
stag	hind, doe	-
peacock	peahen	-
he-bear	she-bear	-
he-goat	she-goat	-
he-wolf	she-wolf	-
male-elephant	female-elephant	-
tom-cat	tabby-cat	-
drone	bee	-
fox	vixen	-

There are also some traditional associations of certain nouns with gender. These are apparent in the use of personal or possessive pronouns:

1) collective nouns, even if they refer to living beings, are used as neuter-nouns.
e.g. *The army is doing its task.*

The police are called for them to manage the situation.

2) objects noted for their power, strength, and violence (*the sun, summer, time, death*) are used as masculine-gender nouns, whereas those noted for their beauty, gentleness and grace (*the moon, the earth, spring, charity*) are used as feminine-gender nouns:

e.g. *It is pleasant to watch the sun in his chariot of gold and the moon in her chariot of pearl.*

At first the earth was large, but every moment she grew smaller.

3) the names of vessels (*ship, boat, steamer, ice-breaker, cruiser, etc.*) are referred to as feminine:

e.g. *The new ice-breaker has started on her maiden voyage. She is equipped with up-to-date machinery.*

She is the ship on which any young man would be proud to sail.

4) the names of vehicles (*car, carriage, coach*) may also be referred to as feminine, especially by their owners, to express their affectionate attitude to these objects:

e.g. *Getting out of the car at the petrol station he said, "Fill her up, please".*

5) the names of countries, cities, and towns if they are not considered as a mere geographical territory, but denote political or economic units, are referred to as feminine:

e.g. *France has decided to increase her wine export.*

England is proud of her poets.

Note! If they are meant as geographical units the pronoun 'it' is used: *Iceland is an island, it is washed on three sides by the Atlantic Ocean.*

5) the pronouns 'he' or 'she' are used instead of 'it' with names of animals in the following cases:

a) if it's necessary to emphasize the biological characteristics:

e. g. *I am looking at my cat. She is pretty.*

b) when pet animals are called by their owners:

e.g. *Tim, find the cat and put her out.*

EXERCISES

Exercise 1. Explain whether the nouns below denote male or female people. Translate them into Ukrainian.

A client, a cousin, a doctor, a queen, a prosecutrix, a mermaid, a friend, a foreigner, a guest, a flight attendant, a sultana, an agent, a lawyer, a neighbour, a parent, a journalist, a person, a scientist, a stranger, a student, a visitor, a governess, a marquis, a teacher, a witch, a magician, a clown, a fairy, an amazon, a sovereign, a brunette, a master, a conductress, a sailor, a spy, a ballet dancer, a ballerina, a bridegroom, a spinster, an angel, a wizard, a parent, a relative.

Exercise 2. Identify the opposite sex of the English male and female living beings. Translate them into Ukrainian.

A boy, a brother, a headmaster, a heroine, an aunt, a king, a wife, a daughter, a nephew, a lady, a monk, a bride, a bachelor, a landlady, a salesman, an actor, a duchess, a god, a host, an emperor, a witch, an heiress, a manager, a princess, a poet, a waiter, a widow, a lion, a tiger, a hero, a czar, businessman.

Exercise 3. Which of the given nouns denote "socially marked" or personified lexemes of males and females? Translate them into Ukrainian.

Porter, butcher, shop-assistant, mermaid, tailor, soot man, harpist, bishop, model, nurse, warrior, goddess, burglar, princess, masseuse, senior, fiancé, knight, ballerina, usherette, hairdresser, beauty, widow, nymph, love, dustman, hobo, war, death, peace, sun, Earth, cat, chambermaid, gardener, detective, weatherman, devil, ship, Cerberus, the Almighty, priest, barber, typist, chaperone.

Exercise 4. Are you politically correct? What would you choose?

1. a) a chairperson b) a chairman
2. a) a fireman b) a firefighter
3. a) a police officer b) a policeman
4. a) a letter carrier b) a postman
5. a) a salesman b) a salesperson

6. a) a steward b) a flight attendant
 7. a) a spokesman b) a spokesperson
 8. a) a director b) a headmaster
 9. a) a businessperson b) a businessman
 10. a) a bar man b) a bar tender

Exercise 5. Match the pairs (male and female) of these kinds of animals. Translate them into Ukrainian.

Male	boar, cock, bull, stallion, tiger, drake, garner, ram, peacock, stag
Female	hen, sow, duck, mare, tigress, goose, cow, peahen, hind, ewe

Exercise 6. Use the corresponding female/male noun in each sentence.

1. The cock crows at dawn and wakes up all the _____. 2. The stallion is in a separate stable from the _____. 3. We call the boar Henry and we call the _____ Jemima. 4. The ewes look quiet enough, but I don't like the look of that _____. 5. Tony is an actor and his wife is an _____. 6. John and Jane work in a restaurant – he is a waiter and she is a _____. 7. In fairy tales the handsome _____ usually marries the beautiful princess. 8. We went to a wildlife park and saw a lot of lions and _____. 9. In mythology, Mars is the god of war and Diana is the _____ of hunting. 10. Why does everyone expect the hero of the story to marry the _____? 11. A widow can often manage much better on her own than a _____. 13. Very few people know the names of the kings and _____ of England. 14. I took a photo of the bride and _____ at the wedding. 15. The Smiths have a son called Robert and a _____ called Jill.

Exercise 7. Translate the following male and female nouns into English and suggest the opposite ones.

А. Дядько, лорд, хлопчик, барон, холостяк, чоловік, племінник, домовласник, герой, землевласник, бог, імператор, актор, офіціант, монах, граф, наречений, поет, принц, наслідник, герцог, поліцейський, вдівець, король, цар.

В. Білетерка, письменниця, чаклунка, подруга, студентка, сестра, леді, бабуся, продавчиня, поміщиця, графиня, пастушка, інструкторка, благодійниця, майстриня, засновниця, вдова, богиня, русалка, сирота, випускниця.

С. Пава, лев, півень, трутень, гусак, олень-самець, баран, кобила, кабан, тигриця, лисиця, селезень, корова, півень.

Exercise 8. Read and translate the sentences. Explain how the gender of nouns is expressed in the following sentences.

1. What a fine yacht! See how sweetly she moves through the water! 2. My cat Carry was such a funny little animal; she always brought a smile to my face and

made me laugh. 3. I patted the dog and she wagged her tail. 4. On her maiden voyage, the Bismarck collided with another ship but she sustained no damage. 5. I've heard you had a baby. Is it a boy or a girl? 6. Britain has lost much of the former political power, so she is a poor nation now. 7. Michael bought a new car. She's great. 8. Ukraine! She is our Motherland! 9. France is proud of her history. 10. Mine is a fine car. She has never let me down. 11. The Titanic was a great ship, but she hit an iceberg and sank. 12. The moon hid her face behind the clouds. 13. The sun sheds his beams on rich and poor alike. 14. I passed a dog in the street and it barked at me. 15. I travelled from England to New York on the Queen Elizabeth. She is a great ship!

Exercise 9. Supply the pronouns to fill the gaps in the following sentences.

1. There's a dog in our neighbourhood that barks all night. ___ is getting on my nerves. 2. They are launching a new ship in Portsmouth and I've been invited to see ___ launched. 3. The Titanic may be at the bottom of the sea, but ___ is never forgotten. 4. The baby threw down ___ rattle. 5. In the 19th century America welcomed the European poor. ___ opened her arms to them. 7. Look at your vintage car. ___ is a real beauty. 8. Did you see that frog? ___ jumped right in front of me. 9. "___ is a cunning fox", the monkey said to the hen. "Be careful". 10. The sun is so scorching now that we cannot go out now to face ___ without an umbrella. 11. The moon is so bright at this time that ___ induces romantic mood in us. 12. The earth is patient. ___ beauty is spoiled day-by-day. 13. Look at the little hedgehog. Isn't ___ cute? 14. Look, that ship has struck an iceberg. ___ is sinking. 15. India is keen on improving ___ relations with Ukraine.

Exercise 10. Translate the sentences into English.

1. Його дружина скоро народить. – Справді? Я думала, що вони взагалі не хочуть мати дітей. 2. Двоє пожежників постраждало під час займання електромережі на фабриці. 3. Я люблю свою машину. Вона – моє найбільше захоплення. 4. Моя мама працює медсестрою у місцевій лікарні. 5. Франція зараз дуже популярна серед її сусідів. 6. Директор школи живе за рогом. Вона дуже балакуча. 7. Цікаво, а хтось із Вас може відрізнити гуску від гусака, а качку від селезня? – Особисто я можу відрізнити лише курку від півня. 8. Господар та господиня у цьому домі дуже люблять приймати гостей. 9. Пихата пава впевнено походжала по території зоопарку. 10. Титанік потонув під час першої подорожі. 11. Собака гавкала на листоношу. 12. Її чоловік працює диригентом у філармонії. 13. Графиня має одну сестру і двох братів. 14. Лев – король звірів. 15. Франція вирішила збільшити експорт вина.

THE CATEGORY OF NUMBER

English countable nouns have two numbers – the singular and the plural. The former denotes one whereas the latter refers to more than one. Most countable nouns are variable and can occur with either singular or plural number. In Modern English the singular form of a noun is unmarked (zero). The plural form is marked by the inflexion **-(e)s**. The spelling and the pronunciation of the plural morpheme vary.

REGULAR PLURALS

Most nouns make their plurals by simply adding **-s**: *cat – cats, book – books, ball – balls, lamp – lamps, desk – desks, car – cars* etc. Nouns ending in **-s, -sh, -as, -ch, -x, -z** add **-es**: *box – boxes, church – churches, bush – bushes, coach – coaches, buzz – buzzes, tax – taxes, blitz – blitzes* etc. In some cases, singular nouns ending in **-s** or **-z**, double the final consonant for pluralization: *fez – fezzes, gas – gasses* etc.

Note! If the **-ch** ending is pronounced with a [k] sound, you add **-s** rather than **-es**: *stomachs, epochs* etc.

The inflexion **-(e)s** can be pronounced in three different ways:

Noun ending sound	Plural pronunciation	Examples
voiceless: [f], [k], [p], [t], [θ]	[s]	cuffs, books, cups, boats, months
voiced: [b], [d], [g], [l], [m], [n], [ŋ], [r], [ð], [v], all vowel sounds	[z]	cabs, beds, dogs, jewels, combs, pens, things, years, paths, knives, agendas
[s], [z], [dʒ], [ʒ], [ʃ], [tʃ]	[ɪz]	faces, sizes, pages, garages, dishes, watches

Plural of the nouns ending in **-o**

The regular plural inflexion of nouns in **-o** has two spellings:

1) **-os** occurs in the following cases:

a) after a vowel: *bamboos, patios, embryos, folios, kangaroos, radios, videos, studios, zoos, cameos, tattoos, scenarios*;

b) in proper names: *Romeos, Eskimos, Filipinos, Picassos, Novahos*;

c) in abbreviations: *kilos* (kilogramme), *photos* (photograph), *pros* (professional), *typos* (typographical errors), *autos* (automobile);

d) also in some borrowed words (mainly musical terms and names of musical instruments): *pianos, duos, concertos, dynamos, quartos, solos, tangos, combos, tobaccos, kimonos, ponchos, pimentos, sombreros, tacos, stilettos, infernos, magnetos, casinos, altos, rondos*.

2) The plurals of most nouns ending in **-o** that's preceded by a consonant are formed by adding **-es**: *echoes, embargoes, heroes, potatoes, tomatoes, torpedoes, vetoes, Negroes*. There are some exceptions: *armadillos, broncos, gazebos, logos, torsos*.

3) Some nouns ending in **-o** may add either **-es** or **-s**: *buffalos/buffaloes, cargos/cargoes, desperados/desperadoes, dominos/dominoes, ghettos/ghettoes, halos/haloes, hobos/hoboes, innuendos/innuendoes, mangos/mangoes, mementos/mementoes, mosquitos/mosquitoes, mottos/mottoes, nos/noes, tornados/tornadoes, volcanos/volcanoos, zeros/zeroes, fla-mingos/flamingoes, frescos/frescoes, tuxedos/tuxedoos.*

Plural of the nouns ending in -y

If a common noun ends with a consonant, the letter **-y** usually changes into **-i**: *sky – skies, fly – flies, story – stories, pony – ponies, spy – spies, bully – bullies, city – cities, family – families, puppy – puppies, poppy – poppies, berry – berries, daisy – daisies, activity – activities, library – libraries, theory – theories* etc.

It remains unchanged (**-ys**) in the following cases:

a) after vowels: *days, monkeys, airways, turkeys, keys, boys, chimneys, alleys, attorneys;*

Note! –**quy**: *soliloquy – soliloquies*

b) in proper names: *the Kennedys, the Gatsbys, the Bradys, (one hot) July – (two hot) Julys, Februarys, Januarys, Marys;*

c) in compounds: *stand-bys, lay-bys, grown-ups, hold-ups, higher-ups.*

Plural of the nouns ending in -f(e)

Thirteen nouns ending in **-f(e)** form their plural changing **-f(e)** into **-v(e)**: *calf – calves, elf – elves, half – halves, knife – knives, leaf – leaves, life – lives, loaf – loaves, self – selves, sheaf – sheaves, shelf – shelves, thief – thieves, wife – wives, wolf – wolves.*

Other nouns ending in **-f(e)** have the plural inflexion **-s** in the regular way: *proof – proofs, chief – chiefs, safe – safes, cliff – cliffs, gulf – gulfs, reef – reefs, grief – griefs, massif-massifs, spoof – spoofs.*

In a few cases both **-fs** and **-ves** forms are possible: *scarf – scarfs/scarves, dwarf – dwarfs/dwarves, wharf – wharfs/wharves, hoof – hoofs/hooves, handkerchief – handkerchiefs/handkerchieves.*

Plural of the nouns ending in -th

Nouns ending in **-th** after a short vowel have the ending **-s** pronounced as [s]: *month – months, moth – moths, smith – smiths, myth – myths.*

Note! The noun **cloth** has two plural forms: *cloths* (kind of cloth), *clothes* (articles of dress).

Nouns ending in **-th [θ]** after a long vowel or a diphthong have the ending **-s** pronounced as [ðz] in the plural (which does not affect their spelling): *baths, paths, oaths.*

Note! [s] – *youths, births.*

Plural of letters, dates and abbreviations

The plural of an abbreviation is usually formed by adding **-s** to the end: *MP* (Member of Parliament) – *MPs*, *M.D.* (Doctor of Medicine) – *M.D.s*, *Co.* (Company) – *Co.s*, *UFO* (unidentified flying object) – *UFOs*, *VIP* (very important person) – *VIPs*, *OAP* (old age pensioner) – *OAPs* etc. However, it is acceptable to use 's for forming plural of letters, dates and abbreviations (*two c's, the 1960's* (or

1960s), *MP's* (or *MPs*), *PhD – PhD's*, *No if's and not's*, *Do's and don'ts*, *Mind your P's and and Q's*, *Cross your t's and dot your i's*) or double the final letter (*ms* (manuscript) – *mss*, *p.* (page) – *pp.*). In a phrase like “*Miss Brown*” two different forms are used for the plural. We may say either “*the Miss Browns*” or “*the Misses Brown*”, the latter being generally considered more correct.

IRREGULAR PLURALS

For historical reasons certain nouns form their plural differently.

Mutating plural: eight nouns distinguish plural from singular by **vowel change**: *man – men*, *woman – women*, *tooth – teeth*, *foot – feet*, *goose – geese*, *mouse – mice*, *louse – lice*, *die – dice*.

Two nouns have **-en** to mark the plural: *ox – oxen*, *child – children*.

With some nouns **the plural is identical with the singular form:**

a) **animal names:** *sheep – sheep*, *swine – swine*, *deer – deer*, *grouse – grouse*, *moose – moose*.

e.g. *This sheep looks small. All those sheep are good.*

I bought a grouse (three grouse for dinner).

Note! There are some animal names that have two plurals: *fish – fish/fishes*, *pike – pike/pikes*, *trout – trout/trouts*, *carp – carp/carps*, *salmon – salmon/salmons*. The zero plural is more common to denote hunting quarries (e.g. *We caught only a few fish. We caught five salmon.*), whereas the regular plural is used to denote different individuals, species, kinds of animal, especially fish with the same name or insects or other small animals which cause disease or damage.

b) the nouns *offspring*, *aircraft*, *watercraft*, *hovercraft*, and *spacecraft*.

e.g. *NASA has made several different types of spacecraft in their fifty-nine-year history.*

c) nationality nouns in **-ese**, **-ss**: *Chinese*, *Japanese*, *Portuguese*, *Swiss*.

e.g. *We met a Japanese. We met many Japanese on our holiday.*

Note! The word for people of the country is the same as the plural noun; the other way is to use substantivized adjectives in this sense: *Englishmen – the English*, *Dutchmen – the Dutch*.

d) two nouns borrowed from Latin and one from French: *series – series*, *species – species*, *corps – corps*;

e) names, indicating number (such as *pair*, *couple*, *dozen*, *score*, *stone* and *head*) have the same form for both the singular and plural when they are preceded by a numeral, that is, they function as an indication of a kind of measure: *two dozen of handkerchiefs*, *five dozen of eggs*.

e.g. *The child weighs two stone. One thousand head of cattle.*

When they have no number as predeterminer they take the usual plural form: *dozens of times*, *to go in pairs*, *hundreds of pounds*, *thousands of people* etc.

Double plurals

Some nouns have double plurals used with some difference of meaning:

- 1) **brother**: *brothers* (sons of one mother), *brethren* (members of one community);
- 2) **die**: *dies* (metal stamps for making money), *dice* (cubes used in games);
- 3) **penny**: *pennies* (number of coins), *pence* (amount of pennies in value).

LOAN NOUNS

A number of foreign (particularly Latin and Greek) nouns have retained their original plural endings.

Loans of Greek origin

- 1) Singular **-is** [ɪs] – plural **-es** [ɪ:z]: *basis* – *bases*, *crisis* – *crises*, *analysis* – *analyses*, *thesis* – *theses*, *parenthesis* – *parentheses*, *axis* – *axes*, *hypothesis* – *hypotheses*, *diagnosis* – *diagnoses*;
- 2) Singular **-on** [ɒn] – plural **-a** [ə]: *criterion* – *criteria*, *phenomenon* – *phenomena*;
- 3) Singular **-a** [ə] – plural **-ata** [ətə]: *miasma* – *miasmata*.

Loans of Latin origin

- 1) Singular **-us** [ʊs] – plural **-i** [aɪ], **-ora** [ɔrə], **-era** [ɛrə]: *stimulus* – *stimuli*, *nucleus* – *nuclei*, *radius* – *radii*, *corpus* – *corpora*, *genus* – *genera*;
- 2) Singular **-a** [ə] – plural **-ae** [ɪ:]: *formula* – *formulae* (or regular *formulas*), *antenna* – *antennae*, *vertebra* – *vertebrae*;
- 3) Singular **-um** [ʊm] – plural **-a** [ə]: *datum* – *data*, *stratum* – *strata*, *erratum* – *errata*;
- 4) Singular **-es**, **-ix** [ɪks] – plural **-ices** [ɪsɪ:z] or **-e/ixes** [ɪ:z]: *index* – *indices/indexes*, *appendix* – *appendices/appendixes*, *matrix* – *matrices/matrixes*.

Loans of Italian origin

Singular **-o** [əʊ] – plural **-i** [ɪ]: *tempo* – *tempi/tempos*.

Loans of French origin

Singular **-eau** [əʊ] – plural **-eaux** [əʊz]: *tableau* – *tableaux*, *bureau* – *bureaux*, *plateau* – *plateaux*, *chateau* – *chateaux*, *gateau* – *gateaux*.

As can be seen from the above lists some loan nouns may have two plural forms – the English plural and the original foreign one: *memorandum* – *memoranda/memorandums*, *focus* – *foci/focuses*, *curriculum* – *curricula/curriculumms*, *formula* – *formulae/formulas*, *cherub* – *cherubim/cherubs*. There is a tendency to use the regular English plural forms in fiction and colloquial English and the foreign plural in academic or learned language.

Sometimes different plural forms have different meanings: *index* – *indexes* (list of contents of books) or *indices* (a mathematical term), *genius* – *geniuses* (extraordinary intelligent persons) or *genii* (fabulous spirits guarding a place), *formula* – *formulas* (forms of words) or *formulae* (mathematical terms), *medium* – *mediums* (people claiming communication with spirits) or *media* (means, agencies),

cherub – *cherubs* (chubby children) or *cherubim* (angels), *appendix* – *appendixes* (organs) or *appendices* (parts at the end of a book containing additional information).

PLURAL IN COMPOUND NOUNS

As a rule in compound nouns it is the second component that takes the plural form: *housewives*, *tooth-brushes*, *boy-scouts*, *maid-servants*, *headmasters*, *toothpicks*, *city halls*, *lady-birds*, *post office*, *stepsisters*, *full moons*, *middle classes*, *bookcases*, *mother-countries*, *family-names*, *haircuts*, *grasshoppers*, *bedrooms*, *armchairs*, *book-keepers*, *booksellers*, *goalkeepers*, *waterfalls* etc.

Compounds in **-ful** have the plural ending at the end of the word: *handfuls*, *armful*, *spoonfuls*, *mouthfuls*, *cupfuls*, *sackfuls*, *bucketfuls*, *truckfuls*.

Note! *Spoonsful* and *mouthsful* are also possible.

Compounds in which **man** or **woman** is the first component have plurals in both first and last components: *men-servants*, *women-doctors*, *gentlemen-farmers*, *men-drivers*, *women-writers*, *women-teachers*, *men-eaters*, *women-haters* etc. Those ending in **-man** change it into **-men** in spelling: *Englishmen*, *noblemen*, *workmen*, *gentlemen*, *policemen*, *postmen*, *sportswomen*, *journeymen* etc. In pronunciation, however, there is no difference between the singular and plural forms, both having [ə]: *policeman* – *policemen*.

Note! Such nouns as German, Roman, Norman are not compounds, and therefore they have regular plurals: *Germans*, *Romans*, *Normans*, *Brahmans* etc.

In compounds originating from a prepositional noun phrase where the preposition is a linking element only the first noun takes the plural form: *editors-in-chief*, *mothers-in-law*, *commanders-in-chief*, *coats-of-mail*, *men-of-war*, *assistant chiefs of staff*, *orders-in-council*, *bills of fare*, *chiefs of staff*, *ladies-in-waiting*, *maids-of-honour*, *secretaries of state*, *word-of-mouth* etc.

In compounds with a conjunction as a linking element the plural is taken by the second noun: *gin-and-tonics*.

In compound nouns formed by a noun plus a preposition, or an adverb, or an adjective only the first element takes the plural: *passers-by*, *lookers-on*, *courts-martial*, *attorneys-general*, *fillers-in*, *hangers-on*, *makers-up*,

When the compound is a substantivized phrase which does not contain a noun, the last element takes the plural ending **-s**: *forget-me-nots*, *breakdowns*, *good-for-nothings*, *stand-bys*, *grown-ups*, *close-ups*, *pick-ups*, *drop-outs*, *go-betweens*, *stowaways*, *knock-outs*, *break-ins*, *run-ins*, *higher-ups*, *has-beens*, *spin-offs*, *down-and-outs* etc.

Both parts are pluralized in certain formal titles consisting of two nouns: *Knights Templars*, *Lords Chancellors*, *Lords Justices*.

EXERCISES

Exercise 1. Put the following words in the correct column, according to the pronunciation a plural ending.

Pencils, maps, rooms, books, desks, chairs, classes, boxes, cities, days, places, students, families, boys, photos, dishes, heroes, chiefs, roofs, handkerchiefs, leaves, wives, keys, pupils, lessons, pens, duties, tomatoes, ostriches, owls, games.

[z]	[s]	[ɪz]
bags	hats	inches, judges

Exercise 2. Write the plural forms of the following nouns. Translate them into Ukrainian.

Desk, watch, cage, pencil, bike, box, life, offspring, family, boy, house, city, man, PC, child, sandwich, nurse, shelf, half, kilo, woman, mouth, the Kennedy, foot, sheep, ID, penny, bus, day, aircraft, fish, tomato, January, concerto, wharf, ox, roof, potato, oath, party, deer, chief, photo, wife, CV, tooth, mouse, crisis, bacterium, scarf, horizon, moth, UFO, delay, nappy, auto, Picasso, kangaroo, stomach, poppy, safe, smith, PhD, loaf, hobo, hero, bully, VIP, bunny, canary, garage, quiz, tablecloth.

Exercise 3. Give the singular form of the following nouns. Translate them into Ukrainian.

Mangoes, libraries, gloves, laughs, ages, pianos, casinos, cargoes, ponies, youths, MPs, sheep, lice, oxen, salmon, gateaux, radii, brethren, Swiss, watercraft, births, hooves, theories, enemies, graphs, pauses, hoaxes, lorries, secretaries, solos, pros, photos, jewels, paths, agendas, soliloquies.

Exercise 4. Here are some groups of nouns. Look at the box and find more nouns to add to each group. Use a dictionary to help you if necessary.

aircraft basis score torpedo knife dozen fish mouse auto holiday sheep shelf party salmon kangaroo zero toy roof candy echo thousand country wolf hero tooth radio means sheaf analysis tornado city deer symphony mango million cliff piano thief monkey potato nanny valley volcano chief photo crisis

Countable nouns with singular and plural in –s

series _____

Nouns with singular and plural the same

trout _____

Nouns that have a plural without –s after a number

hundred (e.g. *two hundred*) _____

Nouns with singular in –f(e), plural in –ves

calf _____

Nouns with singular in **-f(e)**, plural in **-s**

belief _____

Nouns ending in **-o** that have **-s** in plural

kilo _____

Nouns ending in **-o** that have **-es** in plural

tomato _____

Nouns ending in **-o** that may have both **-s/-es** in plural

mosquito _____

Nouns with singular in **-y**, plural in **-ies**

sky _____

Nouns with singular in **-y**, plural in **-s**

day _____

Exercise 5. Fill the blanks with the plural forms of the nouns in brackets. Indicate where two variants are possible.

1. In summer people usually have breakfast out on the _____. (*patio*) 2. The _____ of his scream sounded in the cave for several seconds. (*echo*) 3. The shady town square has elegant white _____. (*gazebo*) 4. Who might have guessed, for instance, that pigeons and _____ are close cousins? (*flamingo*) 5. _____ are pear-shaped vegetables, with hard skins and large stones, which are usually eaten raw. (*avocado*) 6. The houses were lit like Christmas trees and shaped like gigantic _____. (*igloo*) 7. The boat calls at the main port to load its regular _____ of bananas. (*cargo*) 8. The _____ of the bicycle do not work properly. (*dynamo*) 9. He emphatically is not advocating parents to go along with kids' desires for _____. (*tattoo*) 10. Even as I listened to him, _____, fat as houseflies, feasted on my legs. (*mosquito*) 11. He could see _____ and a distant wash of white. (*cliff*) 12. Some young people are carrying _____ to defend themselves. (*knife*) 13. Amazing! In a fairy tale two _____ were the winners of the race. (*dwarf*) 14. All cultures hold such _____ implicitly, and religions make them explicit. (*belief*) 15. It looks like the _____ my mom always buys me for Christmas. (*handkerchief*) 16. The _____ had been careful not to leave any fingerprints. (*thief*) 17. Most trees shed their _____ in the autumn. (*leaf*) 18. The horse tossed its head and stamped its _____ nervously. (*hoof*) 19. Husbands and _____ may be taxed independently. (*wife*) 20. Cut this apple into two _____. (*half*)

Exercise 6. Complete the sentence with the given nouns in the plural form.

attorney dish zoo fruit ox chef datum necklace key essay

1. _____ differ from poems in their form. 2. Jack grows a variety of _____ and vegetables in the garden. 3. Half fill the _____ with the salmon mixture, then place a teaspoon of caviar in the centre. 4. Some people find it difficult to keep animals as pets and donate them to _____. 5. Then she saw a little glass table with three legs, and on the top of it were very small gold _____. 6. The research

involves collecting _____ from two random samples. 7. He said he might allow photographers into the courtroom for the verdict and the final arguments by _____. 8. The strength of the horses and _____ was on display, as was the speed and grace of the harness horses. 9. All the bridesmaids carried posies of spring flowers, and wore antique pearl and gold _____ and bracelets. 10. My _____ are preparing dinner and we are interrupting their work.

Exercise 7. Spot and correct mistakes in the sentences given below. Some of the sentences are correct.

1. Had I three hundreds lifes, I would gladly lay them down for my country. 2. There are several pathes to the top of the mountain but all of them are extremely dangerous. 3. A great many book were scattered on the shelves, on two small tables and even on the floor. 4. Only three loafs of bread were left till the end of the week. 5. That morning my parents were quite different from their usual selfs. 6. Jim was awakened by the sound of horses' hooves. 7. Like many wifes Laura thought she knew the worst about her husband but she was mistaken. 8. On our way to the lake we passed several tidy farmhouses and answered the friendly waves of farm-woman in white aprons. 9. You will never hear truths from the mouthes of these youths. 10. Telma was a woman who would do nothing by halves. 11. To appoint Mr. Blackburn to this position is the same as to set the fox to keep the goose. 12. The nurse had to spend the whole day on her foot moving between her patient and the operation theatre. 13. You can get some great deals on Japanese autoes right now. 14. Two Chinamen with vegetable baskets on their heads walked past them. 15. The old man acquired a strange hobby of saving mothes from the candle light. 16. A traditional British main course consists of a meat dish with potatos and other vegetables. 17. There are 80 thousands people in our town. 18. Thousands of people were homeless after the hurricane. 19. They used dogs to drive the sheeps into a pen. 20. The corn was cut and tied in sheaves.

Exercise 8. Choose the noun in brackets to complete each sentence. Translate them into Ukrainian.

1. Hail, thunder, lightning and rain are natural (*phenomenon, phenomena*). 2. The Hague is the city where a lot of (*symposium, symposia*) are held. 3. Various (*hypothesis, hypotheses*) are possible regarding the nature and structure of the world. 4. He published all the (*analysis, analyses*) of his scientific research. 5. At this factory they produce special (*bacterium, bacteria*) for producing pills. 6. Barbara has a large collection of (*cactus, cacti*). 7. The (*data, datum*) in the scientific research are very important. 8. In every atom of every rock, electrons spin around (*nucleus, nuclei*). 9. This chemist left a lot of papers with hundreds of (*formula, formulae*). 10. The Earth moves round its (*axis, axes*). 11. It was one of the biggest (*crisis, crises*) in the world. 12. The rules for representing (*thesis, theses*) change every two years. 13. People get most of their news about the world through the mass (*medium, media*), that is, through radio, television, the Internet, newspapers, and magazines. 14. The

project provided some (*stimulus, stimuli*) for interesting investigative work on the site. 15. The meal consisted of jacket potatoes with a choice of 3 toppings and (*gateau, gateaux*).

Exercise 9. Mark the word that is different in the plural, give more examples of the same kind.

1. Cup, year, dress, picture, pen; 2. knife, wife, loaf, shelf, roof; 3. tomato, potato, hero, photo, Negro; 4. foot, book, tooth, goose; 5. German, postman, woman, businessman, sportsman; 6. series, species, Chinese, office; 7. orange, dress, watch, glass, box; 8. university, secretary, play, salary, study; 9. way, boy, day, play, family; 10. thesis, axis, analysis, criterion; 11. tableau, bureau, plateau, gateau, appendix; 12. aircraft, watercraft, bike, spacecraft; 13. sheep, louse, deer, grouse, moose; 14. MP, p., VIP, UFO, CV; 15. datum, matrix, stratum, erratum.

Exercise 10. Write the following in English.

Критерії, випускники, явища, куріпки, гіпотези, три десятки, формули, клятви, маки, кризи, матчі, сторінки, кенгуру, ковалі, чотири половини, сотні тисяч, зоопарки, ступні, бібліотеки, одяг, дані, копита, фортепіано, монологи, смокінги, показники, veto, цуценята, фото, дворики, авокадо, члени парламенту, мухи, герої, ембріони, комарі, листки, тістечка, снопи, гноми, волоцюги, вулкани, лососі, критерії, браття, англійці, гуси, ягоди.

Exercise 11. Translate the sentences into English.

1. Ці фото нагадують мені найкращі дні мого дитинства. 2. Сотні робітників вийшли на площу. 3. Люблю казки, де гноми – головні герої. 4. Сходи до магазину і купи дві дюжини яєць. 5. Ураган завдав значної шкоди урожаю. 6. Ці події трапились багато тисяч років тому. 7. На цьому острові мешкають тисячі птахів. 8. Кожне небесне тіло обертається навколо своєї осі. 9. Більш детальний аналіз цих явищ можна знайти у спеціальних енциклопедіях. 10. Мільйони років тому Європа була вкрита густими лісами. 11. Існують чіткі критерії, які дають змогу підтвердити гіпотези і представити їх у формі математичних формул. 12. Відстань від Землі до Сонця – 150 мільйонів кілометрів. 13. Картопля належить до овочів, а вишні – до фруктів. 14. У нашій школі навчаються більше семисот учнів. 15. Власники газет удаються до рекламних трюків, щоб привабити тисячі читачів.

Exercise 12. Write the plural form of the following compounds.

Mother-in-law, woman doctor, grown-up, commander-in-chief, passer-by, tea-cup, mailbox, stepmother, takeoff, offspring, fruit juice, train station, computer monitor, attorney-general, governor-general, man-of-war, still life, bookcase, boyfriend, fountain pen, assistant director, merry-go-round, forget-me-not, breakdown, close-up, grant-in-aid, gentleman farmer, woman director, spoonful, lady singer, babysitter.

Exercise 13. Make the compound nouns in brackets plural. Translate the sentences into Ukrainian.

1. From beneath her mantle she drew a little bunch of _____ (*forget-me-not*), and dropped them in upon the coffin. 2. The _____ (*commander-in-chief*) were true to their word. 3. How many _____ (*spoonful*) of sugar should I put in? 4. At every gathering for dances, sports, or games of any kind there are more _____ (*looker-on*) than participants. 5. He said that two _____ (*policeman*) assaulted him while he was in custody. 6. _____ (*court-martial*) are military courts for trials of members of the armed forces who have broken military laws. 7. The ambassadors have offered to act as _____ (*go-betweens*) for the two countries involved in the conflict. 8. I don't like it when _____ (*grown-up*) get all serious. 9. I use two _____ (*handful*) of pasta per person. 10. The _____ (*breakdown*) in negotiations will be seen as a step backwards. 11. In the tropics you can see _____ (*fire-fly*) at night. 12. We saw some large _____ (*greenhouse*) with vegetables growing in them. 13. I've got one brother-in-law and two _____ (*sister-in-law*). 14. One of the _____ (*drawback*) of living with someone is having to share a bathroom. 15. I remember when I was a child being very impressed with how many _____ (*jack-in-the-box*) she had. 16. The _____ (*fireman*) were racing in and out of the house, bringing out the furniture, as were some of the village boys, and the engine was playing upon the south end, where the kitchen is. 17. In the car the police found guns, knives, _____ (*penknife*) and other lethal weapons. 18. Hurry and do up/lace up your _____ (*tennis shoe*). 19. Have you seen the instruction manual for such _____ (*washing machine*)? 20. Delegations appointed state _____ (*chairman*) and secretaries to carry on the work of further organization for the November convention.

Exercise 14. Complete the sentence with the given compound nouns in the plural form.

travel agency	shout-out	fire-fly	Woman Judge	policeman
shoe shop	background	runner-up	greenhouse	

1. He has photographed her against lots of different _____. 2. The children gave _____ to their parents, who helped them a lot. 3. They owned _____ located throughout Europe. 4. National Association of _____ is an American professional organization founded in 1979. 5. _____ are companies or shops that make travel arrangements for people. 6. When matters of national security were involved, there was no second place, no silver medal, no _____. 7. Lots of _____ come at night in the summer season. 8. _____ are the places where we grow plants. 9. Good _____ never accept money from underworld. 10. Teachers make us understand by writing properly on _____.

Exercise 15. Translate the sentences into English.

1. Традиційно українські школярі мають канікули раз на два місяці.
2. Нещодавно на цій вулиці відбулася сутичка. Глядачами стали випадкові перехожі.
3. Листоноші приносять листи рано вранці.
4. Робота пожежників дуже небезпечна.
5. Книжкова шафа знаходиться між дзеркалом і диваном.
6. Поліцейські з'явилися на місце аварії одразу.
7. Дітям такого віку вхід без дорослих заборонено.
8. Без посередників тут не обійтись!
9. Приймайте ці ліки по дві чайні ложки один раз на день.
10. Його повернення було невчасним.
11. Вітаємо Вас у спілці жінок-письменниць!
12. Нумо кататись на каруселях!
13. Жінки-водії – звичайне явище сьогодні.
14. Спортсмени з усіх куточків світу братимуть участь у змаганнях.
15. Вона справжня плакса.

INVARIABLE NOUNS

Nouns that are found only in either their singular (*singularia tantum*) or plural (*pluralia tantum*) form, but not in both, are formally called invariable nouns.

SINGULARIA TANTUM

This class of nouns is used only in the singular. It is most typically represented by:

1) All uncountable nouns:

a) material nouns: *sugar, gold, silver, oil, butter, soil*, etc.

Note! They may become count nouns with a specific meaning: *cheeses* – kinds of cheese, *beers* – portions of beer, as *two glasses or cans of beer, two coffees, ice creams*.

b) abstract nouns: *music, anger, foolishness, joy, love, sorrow, beauty* etc.;

c) collective nouns: *furniture, rubbish, hair, machinery, luggage* etc.

Note! Sometimes material and abstract nouns are used in the plural with emphatic force: *the frozen snows of Arctic, the sands of Sahara Desert, the blue waters of the ocean, a thousand thanks, a thousand pities.*

2) Proper nouns: *The Thames, Henry, John, the University of Sussex*.

3) Nouns denoting parts of the world: *the North, the South, the East, the West, the North-West, the North-East, the South-East, the South-West*.

4) Some nouns ending in **-s**:

a) nouns plural in form which can be used both in the singular and plural: *series, means, species, works, aurochs, crossroads, barracks*.

e.g. *Television is an increasingly important means of communication.*

b) nouns news, gallows, shambles:

e.g. *The news is depressing. No news is good news. They fixed up a gallows. The house is in a shambles.*

c) some diseases: *measles, mumps, bronchitis, shingles, diabetes, rabies, herpes*. Sometimes the usage varies: *Mumps is/are a medical problem*.

d) names of some games: *billiards, cards, darts, bowls, dominoes, draughts, skittles, chess*. When used attributively no plural is used: *a billiard table*.

e) some proper nouns: *Algiers, Athens, Brussels, Flanders, Marseilles, Naples, Wales, the United Nations, the United States, the Netherlands, the BBC, the EU*.

5) Nouns plural in form and singular in meaning (ending in -ics and denoting a science or a subject): *classics, linguistics, mathematics, phonetics, athletics, ceramics, ethics, gymnastics, politics, statistics, acoustics, genetics, pragmatics, tactics*, etc. If the word of this type is not used to refer directly to a science, it takes a plural form and can be preceded by “these”.

Statistics is a countable noun having singular (*statistic*) or plural form when it refers to particular numbers: e.g. *This statistic is correct. Those statistics are incorrect*. *Politics* may be treated as a plural noun if it denotes individual’s views: e.g. *His politics were embarrassing*. *Acoustics* is used as a countable noun (*acoustic/acoustics*) when it indicates the shape, design, etc. of a room or theatre that make it good or bad for carrying sound: e.g. *The acoustics of the new concert hall are excellent*. *Tactics* is the organization and use of soldiers and equipment in war, but used as a countable noun (*tactic/tactics*) refers to a planned way of doing something: e.g. *It’s time to try a change of tactic. These bomb attacks represent a change of tactics by the terrorists*.

6) Names of languages: *English, Spanish, Chinese, Japanese, Vietnamese, Portuguese* etc.

Note! *the English* = people living in England, nation (used with plural verb): e.g. *The English drink tea*.

PLURALIA TANTUM

Plural invariable nouns comprise two types – marked and unmarked plurals. In the **first type** the form of the noun itself shows plurality. These nouns are rather numerous. Semantically they fall into several groups:

a) names of tools, instruments, pieces of equipment consisting of two equal parts which are joined: *bellows, binoculars, opera-glasses, braces, glasses, pincers, pliers, scales, scissors, spectacles, tongs, goggles, tweezers, compasses, shears*.

Note! These nouns can be made singular and countable by means of *a pair of*: *a pair of scissors*. Accordingly, they are used with the verb-predicate in the singular (*this pair of scissors is ...*).

b) names of articles of dress consisting of two equal parts which are joined: *pajamas, tights, breeches, flannels, pants, shorts, suspenders, trousers, fetters, jeans, leggings, pantyhose, stockings, rompers*;

c) nouns denoting possessions and ownership: *riches, belongings, earnings, valuables, savings*;

d) nouns denoting remnants after some processes: *scraps, sweepings, remnants, peelings*;

e) miscellaneous nouns: *annals, antics, archives, arms, ashes, the Commons (the House of Commons), contents, customs, customs-duty, customs-house, goods, goods train, greens, oats, holidays, summer-holidays, manners, expenses, minutes (of the meeting), outskirts, quarters, headquarters, stairs, auspices, damages, pains, credentials, suds, odds, lodgings, traffic-lights, thanks, troops, preserves, whereabouts, the Middle Ages, premises, grapes, tropics, regards, wits, sights, sweets, slums, congratulations, looks*;

f) some proper nouns: *the East Indies, the West Indies, the Hebrides, the Highlands, the Midlands*;

d) verbal nouns ending in -ing: *proceedings, surroundings*.

In the **second type** of the plural invariable nouns the meaning of plurality is not marked in any form (hence the term “unmarked plural invariables” is used). They are usually treated as collective nouns. The latter in English denote living beings (*family, clergy, cattle, poultry, etc.*).

Note! There are many nouns that do not coincide in the groups of Singularia and Pluralia Tantum in English and Ukrainian. Consequently, a number of nouns may have plural meaning in English and singular – in Ukrainian (*barracks – казарма, goods – товар, police – поліція, arms – зброя, contents – зміст, grapes – виноград, clothes – одяг, wages – зарплата, opera-glasses – бінокль, greens – зелень, sweepings – сміття, studies – заняття etc.*) and some Ukrainian plurals have singularia tantum equivalents in English (*меблі – furniture, вершки – cream, дрова – wood, гроші – money, дріжджі – yeast, канікули – vacation, дурниці – nonsense, пахощі – odour, шпалери – wallpaper, макарони – pasta, висівки – off-corn, шахи – chess, дебати – debate, вибори – election, сутінки – twilight*).

e.g. *My clothes are wet. – Мій одяг мокрий. The police were there. – Поліція була там. Studies are over. – Заняття закінчились.*

Nouns *вила, ворота, граблі, сани* are used only in plural in Ukrainian, but can be both singular and plural in English (*pitchfork – pitchforks, gate – gates, rake – rakes, sledge – sledges*).

EXERCISES

Exercise 1. Give the plural of the following nouns if they have it.

Machinery, chief, donkey, chalk, house, half, child, mouse, calf, cucumber, knife, aircraft, boot, criterion, furniture, sheep, kerchief, plum, deer, country, information, loaf, spy, salmon, news, trout, armchair, means, belief, loaf, zero, gateau, mathematics, tornado, theses, jewellery, shelf, fly, key, day, city, leaf, monkey, toy, grouse, lady, play, brother, army, basis, boy, datum, cry, advice, sky, thief, dragonfly, butterfly, wife, diagnosis, life, phenomenon, proof, vacation, wolf.

Ex. 2. Give the singular of the following nouns if they have it.

Contents, crops, armchairs, outskirts, clothes, tweezers, spectacles, photos, pence, shorts, cows, minutes, hovercraft, studies, schools, pajamas, oxen, enemies, cattle,

kisses, wives, wages, clergy, reaches, loaves, cliffs, belongings, tights, men, sweepings, teeth, axes, moose, poultry, troops, tongs, radii, grapes, girls, swine, earnings, wastes, suds, series, riches, police, arms, stairs, acoustics, people, persons, athletics, news, remains, lice, politics.

Exercise 3. Choose the correct form, singular or plural. Translate them into Ukrainian.

1. The news (*has, have*) been greeted with dismay by local business leaders. 2. Darts (*is, are*) often played in English pubs. 3. Yet pragmatics (*tend, tends*) only to examine how meaning develops at a given point. 4. Their most valuable belongings (*was, were*) locked in a safe in the bedroom. 5. All our goods (*is, are*) clearly priced. 6. Algiers (*is, are*) the capital and the largest city. 7. Her whereabouts (*has, have*) been shrouded in secrecy since she received the death threat. 8. Marseilles (*was, were*) of great strategic importance. 9. Average earnings (*is, are*) rising at their slowest rate. 10. The minutes of the meeting (*was, were*) taken down by the secretary. 11. Those ceramics (*is, are*) beautiful. 12. Chess (*is, are*) not a game of chance. 13. The Netherlands (*has, have*) been reclaiming farmland from water. 14. All the local clergy (*was, were*) asked to attend the ceremony. 15. Oats (*provide, provides*) nutritious food for horses.

Exercise 4. Supply the missing words to complete the sentences.

1. Wales ____ a vassal kingdom at that time. 2. Manners _____ the man. 3. Riches ____ the root of all evil. 4. Athletics ____ like a drug, it keeps dragging you back for more. 5. Beauty _____ in lover's eyes. 6. If valuables _____ in the safe, the hotel is responsible for their safe custody. 7. He _____ compasses to describe a circle. 8. Beauty ____ in the eye of the beholder. 9. Its contents ____ visible to all of them. 10. The UN _____ punitive sanctions on the invading country. 11. _____ my regards to your family. 12. The expenses _____ to an enormous sum. 13. These premises ____ regularly _____ by security guards. 14. The Chinese _____ a point of their personal honor. 15. Chinese _____ from English in pronunciation. 16. Shingles ____ caused by the same virus as chickenpox. 17. These scissors ____ awfully heavy. 18. Seats are small but plush, and the acoustics ____ excellent. 19. Genetics ____ to biology what atomic theory is to physics. 20. Our troops ____ now on the attack.

Exercise 5. Correct the mistakes in the following sentences if there are any.

1. People with measles is highly contagious. 2. His binoculars was on a strap round his neck. 3. The bald statistics tells us nothing about the underlying trends. 4. Rubbish was piled everywhere – it was disgusting. 5. The Scots has distilled whisky for centuries. 6. Diabetes predispose patients to infections. 7. Ethics is a branch of philosophy. 8. She has built this scraps of metal into a sculpture. 9. The grapes are ripening, the apple trees are heavy with fruit. 10. Athens are often called the queen of the Aegean. 11. My swimming goggles keeps steaming up so I can't see. 12. The

Hebrides are to the west of the Scottish mainland. 13. They live on the outskirts of Paris. 14. Overcooked greens is my most vivid recollection of school dinners. 15. My house is in an absolute shambles.

Exercise 6. Find the odd word in the chain of the nouns.

1. trousers, news, spectacles, scales; 2. knowledge, contents, progress, advice; 3. phonetics, vacation, goods, information; 4. police, work, weather, furniture; 5. equipment, congress, team, government; 6. means, species, benches, crossroads; 7. thanks, barracks, congratulations, authorities; 8. premises, mechanics, darts, dominoes; 9. Brussels, Naples, the Hebrides, Flanders; 10. mumps, shingles, tweezers, herpes; 11. goggles, bellows, crossroads, shears; 12. goods, minutes, rabies, manners; 13. The Thames, Marseilles, Athens, the Midlands; 14. greens, shambles, oats, suds; 15. English, French, the Dutch, Spanish.

Exercise 7. The following are the Singularia Tantum (A) and Pluralia Tantum (B) Ukrainian nouns. Translate them into English. Do they belong to the same class in English?

A. Радість, молоко, відпочинок, щастя, молоко, літо, мед, дітвора, мускулатура, солома, гречка, молодь, одяг, волейбол, врожай, товар, листя, вовна, жито, індустрія, олія, смородина, каша, доба, пісок, слава, зміст, осінь, біль, цукор, телебачення, вірність, людство, зілля.

B. Дріжджі, граблі, сани, шахи, зернові, дрова, витрати, солодощі, двері, сиденьки, заручини, вершки, переговори, ревнощі, хитрощі, лестощі, Альпи, христини, Карпати, збори, кеглі, ворота, окуляри, пахощі, розваги, негаразди, статки, Філіппіни, будні, злидні.

Exercise 8. Suggest examples of the nouns to illustrate the following rows of the opposition:

	English	Ukrainian
A	advice [U]	порада/поради [C]
B	cream [S. inv.]	вершки [P. inv.]
C	peasantry [S. inv.]	селянство [S. inv.]
D	sweepings [P. inv.]	сміття [S. inv.]
E	jeans [P. inv.]	джинси [P. inv.]

Exercise 9. Give English equivalents of the below stated Ukrainian nouns. What grammatical classes do they fall into in English and Ukrainian?

Гроші, розваги, погода, духовенство, зміст, антикваріат, ножиці, вигляд, білизна, генетика, волосся, спагеті, сходи, діабет, ювелірні вироби, бінокль, ваги, Нідерланди, молодь, місцева влада, сміття, паротит, більшість, порцеляна, житло, оплески, Афіни, вантаж, кір, тактика, США, митниця,

околиця, вантаж, борошно, краєвиди, дрова, пожитки, заробітки, акустика, циркуль, політика, шибениця, багаж, залишки, зброя, зелень.

Exercise 10. Translate the following sentences into English.

1. Ці джинси тобі завеликі. 2. Фізика – дуже важкий предмет. 3. Шорти виготовлені із бавовни. 4. Ці відомості були дуже корисними. 5. Ти шукаєш свої окуляри? Вони на столі. 6. Не давайте дітям ножиці. Вони дуже гострі. 7. Твій одяг у вітальні. 8. Ці гроші належать моєму братові. 9. У нас дві пари санчат для близнюків та два велосипеди. 10. В акваріумі п'ять рибок, одна з яких золота. 11. Наших знань недостатньо, щоб скласти іспит. 12. Хоча шашки і належать до спортивних ігор, на мою думку, вони не мають нічого спільного з спортом. 13. Я знаю зміст цього оповідання напам'ять. 14. Мова – найважливіший засіб комунікації. 15. Ворота були відчинені і потрапили одразу на прибудинкову територію. 16. Де гроші? – Вони у моєму гаманці. 17. Його успіхи у вивченні іноземної мови незначні. 18. Товар ще не прибув на станцію. 19. Її одяг завжди був охайним та чистим. 20. Нідерланди – держава на північному заході Європи. 21. Його фонетика в цьому семестрі значно покращилася. 22. Якщо це сталося з твоєї вини, тобі доведеться покрити витрати. 23. Політика – не обов'язково брудна справа. 24. Ваша політика не здається мені цілком прозорою. 25. Овес часто сіють разом із пшеницею.

COLLECTIVE NOUNS

Collective nouns are special nouns that stand for a group of people (*crowd, committee, choir, group, team*), animals (*flock, pride, school*), birds (*flock, army, rookery*), insects (*hive, swarm, colony*), or things (*orchard, clump, flight*). Collective nouns take singular or plural verbs depending on whether the group acts as a unit (singular) or as separate individuals (plural).

Common collective nouns for people

army	council	jury
the aristocracy	crew	majority
audience	delegation	media
board	the elite	minority
the bourgeoisie	enemy	navy
cast	family	parliament
class	gang	party
clergy	the gentry	press
committee	government	public
company	group	staff
congress	herd	team

Collective nouns denoting living beings have two categorical meanings: the first – plurality as indivisible whole (**collective nouns proper**) and the second – discrete plurality that is plurality denoting separate beings. In the latter case, these nouns are called **nouns of multitude**. Thus, the same noun may be a collective noun proper and a noun of multitude. The difference in two categorical meanings is indicated by the number of the verb-predicate (singular in the first case and plural in the second), as well as by possessive and personal pronouns. The meaning of the predicate is also important: predicates denoting physiological processes or states, emotional or psychic reactions, states always imply separate beings involved into it. Compare the following examples:

Collective nouns proper	Nouns of multitude
The family was large.	The family were fond of their house.
The crew on the ship was excellent.	The crew have taken their posts.
The crowd was enormous.	The crowd were watching the scene spell-bound.
The committee was unanimous.	The committee were divided in their opinion.

Note! The nouns *majority* and *minority* are used with the singular verb if it is not followed by plural nouns. In case it is, the verb is plural.

e.g. *The majority believes that we are in no danger.*

The majority of the students believe him to be innocent.

The names of many organizations and teams such as *the Bank of England*, *the BBC*, *IBM*, *Sony* are also group nouns. We use a singular verb if we see the institution or organization as a whole unit, and a plural verb if we see it as a collection of individuals. Often you can use either with very little difference in meaning, although in formal writing (such as academic writing) it is more common to use a singular verb, but plural in spoken English:

e.g. *Barcelona are winning 2–0.*

The United Oil Company are putting prices up by 12 per cent.

Common collective nouns for animals

Domestic	Wild
a drove/herd of cattle/goats	a zoo of wild animals
a brood of chickens	a caravan of camels
a pack of dogs/hounds	a school of dolphins/whales
a string of horses	a pack of wolves
a kindle of piglets	a herd of deer/elephants
a litter of kittens/piglets/puppies	a shoal/school of fish
a nest of mice/rabbits	a skulk of foxes
a team of oxen	a sloth of bears
a flock of sheep	a pride of lions
a plague of rats	a troop of monkeys
a clowder of cats	a rookery of turtles

Common collective nouns for birds

a flight/flock of birds	a rookery of penguins
a gaggle of geese	a colony of gulls
a bevy of quail/swans	

Common collective nouns for insects

an army/colony/swarm of ants	a cloud/swarm of flies/insects
a hive/swarm of bees/wasps	a colony of termites
a scourge of mosquitoes	an intrusion of cockroaches
a flock of lice	a clutter of spiders

Note! Some nouns are associated with the idea of plurality. Thus, they always denote a group of separate individuals: *police, clergy, gentry, cattle, poultry, vermin, and people.*

e.g. *The cattle are grazing.*

The police here are efficient.

Are there any people in the hall?

Collective nouns for things

There are certain nouns denoting a group of objects thought as a whole. This group includes the following: *furniture, machinery, equipment, hardware, silverware, china, luggage, foliage* etc. They are always used in the singular.

e.g. *The equipment of the studio was expensive.*

This furniture doesn't match the wallpapers.

When a collective noun indicates a period of time, a sum of money or some measurements it refers to them as a whole and takes a singular verb.

e.g. *Twenty-five dollars is too much to pay for that shirt.*

Fifty minutes isn't enough time to finish the test.

Two miles is too much to run in one day.

Ten dollars is all I have.

Seven pounds is an average weight for a newborn.

Here is a list of common collective nouns used for things:

a flight of airplanes	a posy/wreath of flowers
a crop of apples	an orchard of fruit trees
an album of photographs	a catalogue of goods
a string of beads	a range of hills
a library/set/pile of books	a row of houses
a clump/hedge of bushes	an archipelago/group of islands
a pack of cards	a bunch of keys
a line of cars	a pack of lies
an outfit of clothes	a chain/range of mountains
a collection of coins	a list of names
a wad of currency/notes	a book of notes

a chest of drawers	a fleet of ships
a chain/series of events	a flight of steps
a block of flats	a set of tools
a bouquet/garland of flowers	a harvest of wheat

EXERCISES

Exercise 1. The following words all refer to groups of people, animals, birds, insects or things. Match the words with their definitions below.

flock	a) a number of sheep
pack	b) people who are the members of one church
team	c) people playing football as one body
congregation	d) a lot of dirty laundry
army	e) people who work on board of the ship
swarm	f) a number of spectators
crew	g) a number of soldiers
crowd	h) a lot of wolves
audience	i) a lot of fish
government	j) a lot of insects
family	k) a lot of people in the street
shoal	l) rulers of the country
gang	m) people, chosen to direct some work
bundle	n) relations between people
committee	o) a group of criminals

Exercise 2. A. Put these words into the table based on the group of things they usually refer to.

company team swarm flock government gang crowd congregation pack
staff group crew cast shoal school throng pride litter gentry navy

People	Animals	Birds	Insects

B. Complete these sentences using one of the words from the above task. In some cases, more than one answer is possible.

1. A _____ of kittens started showing up at her door.
2. The theatre _____ benefited from a government grant.
3. The _____ are planning further cuts in public spending.
4. The _____ knelt to pray.
5. The whole _____ is delighted about

Joel's success in the championships. 6. The clubs present an alternative to becoming involved in a _____. 7. I'm meeting a _____ of friends for dinner tonight. 8. A _____ of killer bees has attacked 70 children in a village in northern Mexico. 9. Our football coach trains the _____. 10. A _____ of fish swam past heading for the open sea. 11. A young lion had strayed some distance from the _____. 12. The shepherd is bringing his _____ down from the hills. 13. The women fell on the surprised burglar like a _____ of wild dogs. 14. She got lost in the _____. 15. The plane crashed, killing two of the _____ and four passengers. 16. She mingled with the _____ of guests, exchanging greetings. 17. Films like 'Ben Hur' have a _____ of thousands. 18. The entire _____ has done an outstanding job this year. 19. His diaries provide an intimate look at the life of the _____ in 18th-century Virginia. 20. They both enlisted in the _____ a year before the war broke out.

Exercise 3. Translate the expressions in the gaps into English.

1. Looking out of the window, we saw a (*стадо*) of cows standing peacefully near the road. 2. There is a new (*каталог*) of all the books in the library. 3. Soon a big (*зграя*) of dogs gathered near the rubbish heap. 4. We saw five lion cubs born in the (*лев'ячий сім'ї*). 5. There is a (*стопка*) of books on the table. 6. He took a (*зв'язка*) of keys from the pocket of his old corduroy trousers. 7. The tourists who trained diving saw a bright (*косяк*) of fish near a big rock. 8. I've made a (*список*) of names – I hope I haven't left anyone out. 9. A (*групка*) of guests was moving towards the house. 10. A (*група*) of detectives arrived at the scene of the disaster. 11. The (*труппа*) are rehearsing a new production. 12. We were all surprised when our cat gave birth to a (*виводок*) of kittens. 13. Don't touch the (*вулик*) of bees on that tree! You jeopardize your life. 14. The players file down a (*проліт*) of stairs to their assigned room. 15. A (*лисяча сім'я*) was eating ducks when we saw them.

Exercise 4. Replace the underlined words with suitable collective nouns. Translate the paraphrased sentences into Ukrainian.

1. In other words, the group of people in a society who are rich, educated, or own land are a product of the French Revolution. 2. Public opinion is influenced by the small group of people with knowledge and special skills who control the media. 3. The new bill passed by group of MPs has received Royal Assent. 4. He managed to squeeze through the a lot of people at last. 5. He wants to spend more time with his wife and children. 6. The leaves of certain trees are poisonous to group of cows. 7. China sent a large group of representatives to the meeting. 8. The teacher told the story to the group of students. 9. In the distance the number of sailors sighted land. 10. The whole town turned out to welcome the group of players home. 11. The general led his victorious group of soldiers home. 12. The dog helped the shepherd guard his group of sheep. 13. The local group of people raising money for special purposes has organized a two-mile fun run for charity. 14. The violent group of people pelted stones. 15. The children gave granny a collection of flowers.

Exercise 5. Circle the correct answers to complete the sentences.

1. I was attacked by a deck/swarm/pack/flock of bees. 2. A gaggle/herd/litter/kennel of geese was heard a mile away. 3. Last Sunday, I went with my friends to the park. We had to eat our lunch quickly because an crowd/swarm/flight/army of ants attacked our food. 4. On my African trip, I saw a pride/bundle/pack/gang of lions. 5. The boy saw a swarm/bevy/flock/flight of sheep grazing in the fields. 6. I had so much fun in Hawaii swimming with a army/shoal/bevy/team of fish. 7. I like to play card games. So when I go camping, I usually take a herd/school/pack/range of cards with me. 8. There was a nest/swarm/crowd/school of bird eggs on the tree. 9. There was a crowd/school/nest/gang of visitors in the Vancouver Art Gallery on Sunday. 10. I love hiking in the spring because the mountains are covered with a nest/mass/deck/set of wild flowers. 11. A pod/pack/herd/stack of cows was transported to a farm in Texas for slaughter. 12. The man never cleaned his office. He left a deck/army/pile/bundle of files and papers on his desk. 13. On a stormy night you could hear the howling of a swarm/pack/gang/bevy of wolves. 14. My friend's cat had a gaggle/swarm/litter/colony of kittens on the weekend. 15. On the ferry ride from Victoria, I saw a bevy/crowd/shoal/gang of whales in the ocean.

Exercise 6. Choose plural verb forms and pronouns (in seven sentences) or singulars (in three sentences).

1. The choir (*has, have*) thrown me out because (*it says, they say*) I can't sing. 2. The hospital (*is, are*) sending John home next week. 3. Our committee (*has, have*) twelve members. 4. A group of Dutch musicians (*is, are*) visiting Ireland. 5. The hospital (*is, are*) closing next month for building work. 6. Most of my family (*lives, live*) in Scotland. 7. The bank (*closes, close*) early on Fridays. 8. Our bank (*is, are*) always very friendly and helpful. 9. The team (*is, are*) getting desperate; (*it hasn't, they haven't*) won a game this year. 10. The golf club (*is, are*) putting the subscription up again.

Exercise 7. Join the words from A with those from B to make up the collective nouns denoting groups of people limited by number, the sort of people they describe etc. Translate them into Ukrainian.

A. Company, bevy, galaxy, trickle, board, staff, panel, party, caravan, gaggle, dynasty, bench, crowd, patrol, gang, class, band, crew, regiment, tribe, troop, congregation, orchestra.

B. Beauties, kings, experts, sightseers, gypsies, scouts, policemen, soldiers, students, friends, customers, film stars, musicians, employees, spectators, directors, robbers, magistrates, actors, friends, sailors, natives, worshippers.

Exercise 8. Fill the blanks with the verbs in the appropriate form.

1. The government of a country _____ (*to make*) laws. 2. The Government _____ (*to discuss*) the law for some hours already. They are rather tired. 3. When

we came, the team _____ (*to practise*) on the field. 4. I think our team _____ (*to be*) the strongest. 5. The Swiss police _____ (*to be*) great at finding people. 6. The army _____ (*to be*) not professional. 7. The company _____ (*to be*) a world famous. 8. The staff of the company _____ (*to be*) rather big. 9. Our staff _____ (*to go*) on holiday in August. 10. Our little group _____ (*to be*) complete again. 11. The group _____ (*to do*) the research at the laboratory now. 12. The poultry _____ (*to feed*) at the back yard at the moment. 13. A lot of linen _____ (*to hang*) on the clothes-line. 14. The ship's crew _____ (*to line up*) on the upper deck for a check-up. 15. Some cattle _____ (*to graze*) in the meadow.

Exercise 9. Correct the mistakes or write 'Correct'.

e.g. *The majority of members has now voted.* (**have**)

Can you give me back that 20 euros I lent you? **Correct**

1. A majority of people has tried unsuccessfully to find the treasure. 2. Two hundred euros are too much to pay for an hour's consultation. 3. Can you get other three packets of butter while you're out? 4. Fifteen hours are a long time to drive non-stop. 5. Who are those three people? 6. The majority of the new MPs is 40 or younger. 7. 5 \$ doesn't buy as much as it used to. 8. The minority is subordinate to the majority. 9. 24 hours is all I need. 10. Only a minority of British households does not have a car. 11. 26 miles isn't so far! 12. Vermin don't have to exterminate themselves. 13. Their poultry is kept in the yard. 14. £100 is a fortune! 15. Five years is the maximum sentence for that offense.

Exercise 10. Translate the sentences into English.

1. Сім'я виступила проти його одруження. 2. Наша сім'я складається із чотирьох осіб. 3. Екіпаж корабля зараз відпочиває на березі. 4. Чи вся група погоджується з цим? 5. У них нові дубові меблі. 6. Кого розшукує поліція? 7. Які смачні фрукти! Звідки їх привезли? 8. Яку у тебе чудове волосся! 9. Французи – розумний народ. 10. Зимом велику рогату худобу тримають у стайнях. 11. Український народ славиться своєю гостинністю. 12. Трупа акторів проводять генеральну репетицію. 13. Зграя вовків увірвалася у двір і з'їла курей. 14. П'ятнадцять хвилин недостатньо для виконання цього завдання. 15. Десять доларів – це все, що я маю.

WAYS OF SHOWING PARTITION

A **partitive** (Lat. ‘*relating to a part*’) is a word or phrase that indicates a part or quantity of something as distinct from a whole. Most partitive constructions refer to a quantity or amount (‘*a litre of oil*’), measures like shape (‘*a loaf of bread*’), size (‘*a pile of rubbish*’) or weight (‘*a pound of coffee*’), yet some are used to indicate abstract ideas (‘*a bit of advice*’), quality or behavior (‘*the kind of teacher who...*’), location or time (‘*the end of the day*’) etc. Partitives can appear before uncountable nouns as well as countable ones. Their form can be presented as follows:

**indefinite article + single countable noun + “of” or
number/determiner + plural countable noun + “of”**

For example: *a bag of popcorn* (“*a*” is an indefinite article), *three bags of popcorn* (“*three*” is a number), *several bags of popcorn* (“*several*” is a determiner). As far as some nouns cannot be used in the singular form (plural invariable nouns), we use a partitive to make them plural. There are many common phrases (collocations) that often go together in English: *a pair of pants/jeans/glasses*.

English partitives can be classified into the following categories:

1) items, their shapes and amounts:

a bar of chocolate/soap	a portion of food
a block of cement	a roll of paper
a book of matches/stamps	a slice of meat
a cake of soap	a rasher of bacon
a cloud/speck of dust	a lump of coal
a head of hair	a breath of fresh air
an item of news	a piece of furniture
a jet of water	a puff of perfume/smoke
a loaf of bread	a cloud of smoke
a pile of earth	a bunch of bananas/grapes

2) containers:

a barrel of beer/wine/olive oil/vinegar	a jar of marmalade/honey/jam
a basket of fruit	a scoop of ice cream
a vase of flowers	a bowl of rice/cereal
a bottle of milk	a plate of seafood
a can of beer/soda	a tube of toothpaste
a carton of cigarettes	a bag of flour/oats/beans
a flask of tea	a sack of flour/corn/wheat/rice
a glass of water	a box/carton of pasta/cookies/crackers
a jug of water	a carton of eggs/yogurt/milk
a mug of cocoa	a pitcher of water/lemonade/juice
a tin of soup	a packet of gum, a tub of butter
a cup of coffee	a bottle of shampoo

3) small quantities:

a blade of grass	a scrap of paper
------------------	------------------

a breath of air a crust of bread a dash of soda a grain of rice a lock of hair a pat of butter	a drop of blood a pinch of salt a grain of sand an ear of corn/wheat a clove of garlic a segment of tangerine/orange
---	---

4) measures:

a gallon of petrol a length of cloth a litre of oil an ounce of gold a pint of milk	a pound of coffee a spoonful/dose of medicine a yard of cloth a block of ice
---	---

5) abstract notions:

a bit of advice a branch of knowledge a fit of anger a piece of research a spot of trouble a game of billiards a torrent of abuse a scrap of evidence a glimmer of hope a sense of humour a pang of hunger	a peal of laughter a stroke of luck a piece of music a sign of respect a sense of shame a wall of silence a feeling of sorrow a grain of truth an outbreak of violence a sign of wealth a pearl of wisdom
--	---

6) types/species:

a brand of soap a kind of biscuits a species of insects	a type of drug a variety of pasta a case of measles
---	---

7) location and time:

the end of the street the back of the house the end of the day the middle of the week the beginning of the month	a night of sleep a day of work a moment of time a minute of silence/rest
--	---

8) natural phenomena:

a spell of bad/good weather a peal/clap of thunder a flash of lightning a shower of rain	a fall of snow/leaf a gust of wind a ray of sunshine/light
---	--

EXERCISES

Exercise 1. Complete the *of* combinations by providing the missing word in column B. The first letter of the missing word is given and the spaces that follow indicate the number of missing letters. The association Word box will provide clues to help you get the missing column B word. Meanings for the words in column A are given in the Meaning column. Then use the correct combinations in sentences of your own.

A	B	Meaning of Column A	Association Words for B
0 a blade of	G <u>R</u> <u>A</u> <u>S</u> <u>S</u>	a single leaf of	green, field
1 an article of	C _ _ _ _ _	one item of	trousers, shirt
2 a means of	T _ _ _ _ _	one kind of	bus, train
3 a piece of	A _ _ _ _ _	some	problem, help
4 a stroke of	L _ _ _	a piece of	fortune
5 a grain of	S _ _ _	a single particle of	beach
6 a speck of	D _ _ _	a tiny piece of	powder, unclean
7 a spell of	W _ _ _ _ _	a period of	forecast
8 a pack of	L _ _ _	a lot of	dishonesty
9 a flight of	S _ _ _ _ _	a set of	house, steps
10 a bunch of	K _ _ _	a group of (together)	lock, door, open
11 a carton of	J _ _ _ _	a paper/plastic container	fruit, liquid

Exercise 2. Circle the correct answer.

1. Please go to the store and pick up a bag/carton/dozen/pound of milk. 2. Go get a head/dozen/bunch/pint of bananas in the produce section at the front of the store. 3. This recipe calls for a dozen/tube/stick/tub of butter. 4. We need a pound/quart/bag/stick of orange juice for tomorrow morning. 5. My cat eats a can/loaf/bottle/bag of tuna every day. 6. The quarts/tubes/pints/sticks of toothpaste are located in the health and beauty section of the supermarket. 7. I like to drink a pound/stick/teaspoon/bottle of mineral water after I exercise. 8. This recipe needs a teaspoon/loaf/six-pack/stick of salt. 9. I need three tubes/pounds/containers/dozens of yogurt from the dairy section. 10. Pick up half a pound/a box/a bag/a loaf of whole wheat bread at the bakery. 11. She brushed back a(n) ear/lock/string/blade of hair from her brow. 12. A fit/bout/kind/case of measles kept him in bed. 13. After a tiring day/flash/pile/moment of work he was eager to go home. 14. Perhaps we're going to get a spell/moment/beginning/minute of good weather at last. 15. At that moment, a flash/glimmer/sign/ray of lightning lit the horizon.

Exercise 3. Match a partitive in column A with an appropriate noun in column B. Translate them into Ukrainian.

A	B	A	B
1 tube	a ice-cream	8 cloud	h perfume
2 bag	b toothpaste	9 puff	i bread
3 scoop	c blood	10 bunch	j water
4 tub	d flour	11 pile	k grapes
5 can	e beer	12 loaf	l soap
6 mug	f butter	13 bar	m earth
7 drop	g cocoa	14 jet	n smoke

Exercise 4. Complete each sentence with a suitable partitive. Translate the sentences into Ukrainian.

shower	fit	ray	torrent	fall	glimmer	gust	peal
branch	sense	sign	dose	grain	breath	pang	

1. A sudden _____ of rain soaked the spectators. 2. A loud _____ of thunder woke him from restless sleep. 3. A _____ of wind knocked him off balance and he fell face down in the mud. 4. A _____ of sunshine shone through a gap in the clouds. 5. A heavy _____ of snow had disrupted the city's transport system. 6. She burst into a tempestuous _____ of anger. 7. He unleashed a _____ of abuse against the unfortunate shop assistant. 8. As long as there is a _____ of hope, we will spare no effort. 9. He had enormous charm and a great _____ of humour. 10. There may have been a _____ of truth in what he said. 11. While Americans might casually flip out a card from their wallet, for example, Japanese executives will carefully present their cards with both hands as a _____ of respect. 12. As a _____ of knowledge, the linguistic stylistics is the combination of linguistics and literature. 13. He gave me a _____ of medicine for my cold. 14. There wasn't a _____ of air in the room. 15. I felt a _____ of hunger and the mood of evening.

Exercise 5. Translate the expressions in the gaps into English.

1. I'm not interested in just teaching you to make a (*купа*) of money. 2. She had smoked one (*пачка*) of cigarettes daily for six years and was taking no medication. 3. Some people regard grammar as an immutable (*набір*) of rules. 4. Give the (*тюбик*) of toothpaste a squeeze. 5. It was said in a (*хвилина*) of anger. 6. She was wiping a (*скоринка*) of bread round the inside of her dish to catch up the last drops of broth. 7. Most meteors are about the size of a (*піщинка*) of sand. 8. The magician vanished in (*клуби*) of smoke. 9. Time is infinite motion without a (*хвилина*) of rest and is unthinkable otherwise. 10. The salad was decorated with (*часточки*) of orange. 11. A sudden (*порив*) of wind blew his umbrella inside out. 12. This evidence supports their contention that the (*спалах*) of violence was

prearranged. 13. She washed her hands with a (*брусок*) of soap. 14. Stephen ate three (*марилки*) of spaghetti. 15. While the tomatoes are cooking add a (*щипка*) of salt.

Exercise 6. Fill in the table of food containers and contents.

Container	Usually made of	Typical contents
Bag		sweets, shopping, flour
Basket	cane, rushes	
Bottle		milk, lemonade, wine
Bowl		soup, fruit, sugar
Box	cardboard, wood	
Can	tin	
Carton	card	
Glass		milk, lemonade, wine
Jar		jam, honey, instant coffee
Mug	pottery	
Packet	card, paper	
Tub	card	
Tube	soft metal, plastic	

Exercise 7. Try the following quiz about the words from the box above.

1. Which three are you most likely to find in a cellar? 2. Which one would you be likely to find in an off-licence? 3. Which ones would you be most likely to find on the breakfast table? 4. Which one does a mail carrier bring with him? 5. Which ones are often used for carrying shopping? 6. Which ones do you need to make the dressing to put on salad? 7. Which ones do you need to make a dessert? 8. Which do you need if you want to drink? 9. Which ones are usually available in your fridge? 10. Which ones are usually on your shopping list?

Exercise 8. In groups, prepare a short talk on one of these topics, using some of the words and phrases from the previous exercises.

1. How to make a well-known dish. 2. A diet I have been on. 3. Food in my country. 4. A terrible experience I've had with food or drink. 5. Preparation for my birthday party.

Exercise 9. Change the uncountable nouns in the following sentences by using partitive constructions.

e.g. *Could you buy me some bread, please?*

Could you buy me a loaf of bread, please?

1. My mother gave me some advice that I have always remembered. 2. Suddenly the wind almost blew him off his feet. 3. We had some terribly windy weather last winter. 4. Would you like some more toast? 5. He never does any work at all in the

house. 6. Let's go to the park – I need some fresh air. 7. I can give you some important information about that. 8. We could see smoke hovering over the city from a long way away. 9. There is some interesting new equipment in that catalogue. 10. I need to get some furniture for my flat.

Exercise 10. Translate the sentences into English.

1. По дорозі додому заглянь у магазин і купи буханку хліба. 2. Вона дістала аркуш паперу із шухляди і почала писати список покупок. 3. На столі дві склянки води і ваза з квітами. 4. На десерт ми б хотіли замовити три шматки торта, дві чашки кави і одну склянку лимонаду. 5. Подайте мені шматочок хліба, будь ласка! 6. У неї чудове почуття гумору. 7. Вона помітила пляму крові на її нових джинсах. 8. Я купила пачку макарон, тюбик зубної пасти, банку “Коли” і гроно винограду. 9. В тому, що він каже, нема і зернини правди. 10. Зараз тепла пора. 11. Посеред ночі роздався удар грому. 12. Її перемога – це справжнє везіння. 13. Цей художній твір дуже мені сподобався. 14. Слідчий натрапив на ще один доказ. 15. Це був справжній листопад.

SUBJECT-VERB AGREEMENT

In English, subjects and verbs must agree in number (singular or plural) and person (first, second, or third). Singular subjects take singular verbs, and plural subjects take plural verbs.

e.g. *The elevator works very well.*
singular subject singular verb

The elevators work very well.
plural subject plural verb

Subject separated from the verb

Sometimes it is difficult to decide exactly what the subject is if the subject and verb are separated. Very often they are separated by prepositional phrases that have no effect on the verb.

e.g. *The boys in the room are studying.*
plural subject plural verb

The study of languages is interesting.
singular subject singular verb

Several theories on this subject have been proposed.
plural subject plural verb

The following expressions also do not change the number of the verb: *together with, accompanied by, along with, as well as, in addition to, in between, according to, apart from, by virtue of, due to, except for* etc.

e.g. *Mr. Smith, together with his two children, is leaving soon.*
singular subject singular verb

However, a compound subject made up of two or more nouns joined by ‘and’ requires a plural verb.

e.g. The man and the woman are sitting quietly.

plural subject plural verb

When the compound subject is joined by 'and' but represents a single idea or person, and is treated as a unit, a singular verb is used.

e.g. Ham and eggs is a popular breakfast dish. (a single dish is meant)

singular subject singular verb

The painter and decorator is here. (one person is meant)

singular subject singular verb

When a compound subject joined by 'and' is preceded by 'each' or 'every', a singular verb is used.

e.g. Every student and teacher has to wear a uniform.

singular subject singular verb

Indefinite pronouns as subjects

The indefinite pronouns *either*, *neither* (used without *or*, *nor*), *each*, *one* as well as compounds such as *everyone*, *someone*, *no one*, *anyone*, *everybody*, *somebody*, *nobody*, *anybody*, *everything*, *something*, *nothing*, *anything* are always singular.

e.g. Everyone of us is present.

singular subject singular verb

Each subject has been screened.

singular subject singular verb

Note! When you have a compound subject whose parts are joined by 'or' or 'nor', the subject closer to the verb determines its number.

e.g. Neither the customers nor the manager was aware of the storm.

singular subject singular verb

Neither the manager nor the customers were aware of the storm.

plural subject plural verb

Some indefinite pronouns are always plural (*both*, *few*, *fewer*, *many*, *other/others*, and *several*) and take plural verbs.

e.g. Several students are attending the history lecture.

plural subject plural verb

Other indefinite pronouns (*all*, *any*, *half*, *more*, *most*, *no*, *none*, and *some*) may be singular or plural, depending on the noun that follows.

e.g. Some of her writing was dark.

singular noun singular verb

Some of her poems were dark.

plural noun plural verb

Subject comes after the verb

When sentences start with 'there' or 'here', the subject will always be placed after the verb (inverted subject-verb order):

1) there/here is + a singular noun or an uncountable noun:

e.g. There is a woman outside to see you.

There is no time left.

Here is your bag.

1) there/here are + a plural noun:

e.g. There are no problems with the child.

Here are the results of your experiment.

2) there is + homogeneous subjects (the first subject is singular):

e.g. There is some cheese and a few apples on the table.

4) there are + homogeneous subjects (the first subject is plural):

e.g. *There are some chairs and a table in the room.*

Verbals as subjects

Infinitives and gerunds used as subjects require the use of the singular verbs.

e.g. *To know everything is to know nothing.*

Seeing is believing.

Note! *Running to the store and flying through the air are my favorite sports.*

Subjects followed by dependent relative clauses

When a relative pronoun (*who*, *which*, or *that*) is used as the subject of a clause, the number and person of the verb are determined by the antecedent of the pronoun, the word to which the pronoun refers.

e.g. *Jake is the only one who has a security pass.*

Jake is among those people who have a security pass.

Collective nouns as subjects

Collective nouns name a group of persons or a collection of things (*family*, *union*, *group*, *committee* etc.). When the collective noun refers to a group as a unit, a singular verb is used. When it refers to the individuals or items that make up the group, a plural verb is used.

e.g. *The committee is meeting on Friday.*

The committee have met the requirements set by the board of directors.

Expressions of quantity as subjects

Plural nouns denoting a mass, a quantity, time, or a number require a singular verb when the subject is regarded as a unit.

e.g. *Five dollars is too much for her to pay.*

Another 5 minutes goes by.

Note! Phrases involving addition, multiplication, subtraction, and division of numbers usually take the singular form.

e.g. *Two plus two is four.*

Two times three is six.

Twelve divided by six is two.

A number of (meaning ‘some’) is used with the plural noun and followed by a plural verb. **The number of** (‘quantity, number’) requires the usage of plural noun followed by singular verb.

e.g. *A number of students were missing from the lecture.*

The number of European students at the University is small.

With fractions and percentages, the verb agrees with the preceding noun or clause. With singular or non-count nouns or clauses, use a singular verb, but with plural nouns, use a plural verb.

e.g. *Two-thirds of the task is completed.*

singular noun singular verb

Half of the pieces were missing.

plural noun plural verb

About fifty percent of the job is routine.

singular noun singular verb

Fifty percent of the computers have CD-ROM drives.

plural noun plural verb

Various groups of nouns as subjects

Geographic names, magazines, newspapers, clubs, societies, organizations.

e.g. *The New York Times* is a good newspaper.

The United States is a large country.

Note! Names of mountain chains and groups of islands are used with the plural verbs.

e.g. *The Seychelles* do not produce oil.

The Balkans are composed of sedimentary strata.

Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

e.g. *Great expectations* was written by Charles Dickens.

The Burbs is a movie starring Tom Hanks.

Music groups in plural are used with the plural verbs.

e.g. *The Beatles* were perhaps the most well-known group in the 1960s.

Invariable nouns are used according to their meaning, either with a singular or plural verb.

e.g. *Physics* is a difficult subject.

These trousers are worn and torn.

EXERCISES

Exercise 1. Underline the prepositional phrases in the following sentences. Then circle the correct form of the verb in parentheses.

1. The author of the stories in these books (*is, are*) Jackie Lander. 2. Rachel, along with her sisters Lucy and Janet, (*was, were*) at the party. 3. One typewriter for two or three students (*seems, seem*) adequate. 4. This collection of poems (*look, looks*) interesting. 5. The poems in our literature book (*is, are*) well-chosen. 6. Many lines in the poem (*is, are*) especially good. 7. The scenes on each village street (*lives, live*) again. 8. The antics of the old man always (*makes, make*) me laugh. 9. Kathy, along with her sisters, (*has, have*) chicken pox. 10. A ring of towering mountains (*enclose, encloses*) the valley. 11. The cause of her troubles (*was, were*) apparent. 12. The cut of her clothes (*is, are*) always just right. 13. This book of short stories (*is, are*) interesting. 14. Members of the council (*enjoys, enjoy*) special privileges. 15. The cats in the alley (*is, are*) wild.

Exercise 2. Decide whether the subject of the sentence is singular or plural. Then underline the correct form of the verb in parentheses to agree with the subject.

1. We were amazed to discover that one of the horses (*was, were*) limping severely. 2. Not one of the characters in those plays (*seem, seems*) good enough for the part. 3. Along the path, each of the trees loaded with pecans (*is, are*) a haven for

the chipmunks. 4. It was no surprise that neither of the girls (*has, have*) good table manners. 5. Not one of the bills (*was, were*) counterfeit. 6. Somebody in those clubs (*was, were*) not following the correct procedure. 7. Each of the signals on those two streets (*is, are*) broken. 8. We were surprised to see that one of the pictures (*was, were*) more blue than green. 9. One of these notebooks (*is, are*) yours. 10. Inside the store, one of the rooms (*was, were*) under construction. 11. Each of us (*was, were*) acting silly. 12. Neither of the rugs (*lie, lies*) flat. 13. One of the children (*was, were*) going to the concert. 14. Everything on those shelves (*has, have*) a special purpose. 15. Neither of the reports (*is, are*) written clearly. 16. Someone in the masses of people (*was, were*) responsible for that remark. 17. Everybody in the rooms (*has, have*) agreed that the temperature is uncomfortable. 18. Each of the players (*was, were*) prepared for the meet. 19. Neither of the girls (*plays, play*) the piano. 20. Something in the trees (*was, were*) causing the branches to move.

Exercise 3. Underline the verb that agrees in number with its subject.

1. Neither the mechanic nor his workers (*was, were*) able to get the car running again. 2. Neither the manager nor the employee handling all the outstanding accounts (*has, have*) been successful in reconciling the financials. 3. We tried to tell the teacher that either Bob or his three friends taking the same class (*was, were*) responsible for the broken desk. 4. None of the witnesses could tell whether the man driving the blue car or the ladies in the red suburban (*was, were*) guilty of running the light. 5. Nothing in the report indicates that either the ladies from the office or the men from the health club (*is, are*) in line for a promotion. 6. Either Samson or his opposing candidate in the elections (*speak, speaks*) tonight. 7. Every time the teacher enters that classroom, either Bob or one of the other students (*erase, erases*) the board. 8. Neither Jerry nor his parents (*is, are*) willing to accept responsibility for the broken window. 9. The woman knew that either the brakes or the steering column of her car (*was, were*) broken. 10. Either the cat or her kittens (*has, have*) turned over the milk. 11. The principal or her assistant (*attends, attend*) every game. 12. Neither Trisha nor her friends (*is, are*) going to visit the ruins of ancient Rome. 13. We were told that either Jim or his friends (*has, have*) decided to buy the car. 14. Neither Dot nor Avery (*has, have*) suggested that we read this book. 15. Either the boys or their father (*was, were*) talking excitedly about the event. 16. Either Jerry or his brothers (*ask, asks*) more questions than is necessary. 17. Neither the boys nor the girl (*ask, asks*) many questions before the test. 18. We were surprised to learn that neither Jeremy nor the twins (*has, have*) been tardy all year. 19. We offered them advice, but neither the girls nor the boy (*was, were*) interested in our opinions. 20. Either Jeremy or the boys from the hiking club (*was, were*) responsible for losing the backpack.

Exercise 4. Complete the sentences with one of the following nouns and an appropriate form of the verb in brackets. If singular and plural verb forms are possible, give both.

audience class crew jury orchestra press team
the United Nations university United States council

1. The _____ _____ its first match of the season at its home ground. (*play*)
2. If the _____ _____ to host the conference, I just don't know where we will be able to hold it. (*refuse*)
3. The world-wide television _____ _____ for tomorrow's cup final _____ _____ expected to be 200 million. (*be*)
4. The _____ _____ classical concerts throughout the year. (*perform*)
5. The Waterman's Junior Book Prize _____ _____ three adults and three children. (*include*)
6. The _____ _____ all passed the end-of-year exam. (*have*)
7. The _____ _____ a picture of chaos in our schools, but it's just not like that at all. (*present*)
8. _____ _____ ordered an investigation of the capture of members of its peace-keeping force in eastern Africa. (*have*)
9. The _____ _____ top of the list of countries ranked by economic performance. (*come*)
10. The _____ _____ a decision on the new road. (*postpone*)

Exercise 5. Circle the best alternative to complete the sentences. Render the text into Ukrainian.

The EU (*is, are*) an economic and political union that (*involves, involve*) 28 European countries. It allows free trade, which means goods (*move, moves*) between member countries without any checks or extra charges. The EU also allows free movement of people, to live and work in whichever country they choose.

After the UK formally (*leaves, leave*) the EU on 31 January 2020, there (*is, are*) still a lot to talk about and months of negotiation will follow. While the UK has agreed the terms of its EU departure, both sides still (*needs, need*) to decide what their future relationship will look like.

The transition period and other aspects of the UK's departure (*was, were*) agreed in a separate deal called the withdrawal agreement. Supporters of the new customs arrangement (*says, say*) it will allow the UK to negotiate its own trade deals with other countries – something that would not have been possible under the backstop. The rest of the withdrawal agreement (*is, are*) largely unchanged from the one negotiated by Mrs. May.

Exercise 6. Circle the correct form of the verb tense.

1. Her friend and mentor (*were, was*) one of her college professors.
2. Neither a dog nor a cat (*offer, offers*) the same companionship as another person.
3. Three hours (*are, is*) not going to be enough time to travel that distance.
4. Everyone in the group (*was, were*) supposed to meet at the front gate at 7:00.
5. Each of these books (*was, were*) useful in my grammar review.
6. The professor, along with many of his students, (*is, are*) preparing for the end of the semester.
7. The criteria for passing the exam (*are, is*) becoming more difficult.
8. Athletics (*have, has*) been a matter of increasing interest among women.
9. According to the newspaper, there (*were, was*) three main suspects questioned.
10. The scissors (*is, are*) kept in the top desk drawer.
11. Neither the twins nor their older brother (*have, has*) ever seen snow.
12. The news reported by the president of the college (*are, is*) considered bad by most people.

13. The media (*are, is*) planning elaborate coverage of the event. 14. Over twelve gallons of gas (*are, is*) used each week because of our commute to work. 15. How much (*is, are*) twenty times fourteen? 16. The major concern, which is why we changed our plans, (*are, is*) the children. 17. Most of the school corridors, which are extremely old, (*are, is*) in need of paint. 18. Their high pressure sales tactics (*is, are*) resented by many people. 19. None of the Southern states (*have, has*) ever experienced much snow. 20. There (*are, is*) very strict criteria for passing the exam.

Exercise 7. Choose the best alternative to complete the sentences.

1. Two pounds of coffee (*is, are*) expensive. 2. "The Doctors" (*is, are*) my favourite soap opera. 3. The Beatles no longer (*sing, sings*) as a group. 4. Three-fourth of a cup of milk (*is, are*) enough. 5. Star Wars (*was, were*) my favourite movie. 6. Five dollars an hour (*is, are*) a very good salary for baby-sitting. 7. Fifty per cent of people (*agrees, agree*) with me. 8. Thirty cents (*is, are*) a good price for that product. 9. Ten days (*is, are*) the recommended recovery period. 10. One half of the apples (*is, are*) rotten. 11. "Gulliver's Travels" (*was, were*) written by Jonathan Swift. 12. Four quarts of oil (*was, were*) required to get the car running. 13. Fifty percent of the computers (*have, has*) CD-ROM drives. 14. One-third of the students (*have, has*) graduate degrees. 15. Ten percent of the population (*is, are*) bilingual. 16. Fifty percent of the job (*is, are*) routine. 17. All the information (*is, are*) current. 18. One-third of this article (*is, are*) taken up with statistical analysis. 19. Much of the book (*seem, seems*) relevant to this study. 20. A majority of Canadians (*has, have*) voted for change.

Exercise 8. Select the sentence that has an error in subject-verb agreement.

1. A. Most of the glasses were broken.
B. Most of the money was lost.
C. A number of soldiers has lost their lives on the border.
D. The number of soldiers at the border is large.
2. A. The committee is discussing the issue of safety in the neighborhood.
B. The committee is disagreeing on the issue on the installing street lamps.
C. The news from across the border is not encouraging.
D. Physics is a fascinating subject.
3. A. Paul or George is to blame for the mess, but not me.
B. The President as well as his brother was a guest.
C. Somebody have forgotten to turn off the TV.
D. Everyone has done the homework as expected.
4. A. Half of the cake was eaten.
B. Half of the cakes were eaten.
C. Two and three are five.

- D. Twelve miles is a long distance to run.
5. A. Neither fame nor money make you happy in life.
 B. Neither Christmas nor Easter was celebrated in his family.
 C. Either my sister or my brother has the front door key.
 D. Neither the plums, nor the pears are ripe yet.
6. A. The police chief, accompanied by his staff, hold a press conference every week.
 B. Ten kilometers to school and back makes for a very long day.
 C. The company does business in Asia and Europe.
 D. To exercise is essential for a healthy life.
7. A. To rest and to take your medicine is what you need to do now.
 B. Bridge of Spies is a movie directed by Steven Spielberg.
 C. My wife's family goes to their cabin every summer.
 D. Twenty dollars is too much to pay for a watermelon.
8. A. The student, as well as the committee members, is excited.
 B. Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.
 C. Each of the participants were willing to be recorded.
 D. Diabetes affects many people around the world.
9. A. The information obtained from the business owners was relevant to include in the study.
 B. The earnings for this quarter exceeds expectations.
 C. There is little administrative support.
 D. The proceeds from the sale go to support the homeless population in the city.
10. A. There are many factors affecting teacher retention.
 B. The dog, who is chewing on my jeans, is usually very good.
 C. Every man and woman are required to check in.
 D. Four quarts of oil was required to get the car running.

Exercise 9. Fill in the blanks with the correct form of the verb that agrees with the subject.

1. Either my mother or my father _____ (*come*) to the meeting. 2. George and Lucy _____ (*want, not*) to see that movie. 3. One of my sisters _____ (*go*) on a trip to France. 4. The movie, including all the previews, _____ (*take*) about two hours to watch. 5. Either answer _____ (*be*) acceptable. 6. Every one of those books _____ (*be*) fiction. 7. _____ (*be*) the news on at five or six? 8. Mathematics _____ (*be*) John's favorite subject, while Civics _____ (*be*) Andrea's favorite subject. 9. Eight dollars _____ (*be*) the price of a movie these

days. 10. _____ (*be*) the tweezers in this drawer? 11. There _____ (*be*) fifteen candies in that bag. Now there _____ (*be*) only one left! 12. The committee _____ (*debate*) these questions carefully. 13. The committee members _____ (*lead*) very different lives in private. 14. The Prime Minister, together with his wife, _____ (*greet*) the press cordially. 15. All of the CDs, even the scratched one, _____ (*be*) in this case.

Exercise 10. Translate the sentences into English.

1. Десяти хвилин не достатньо, щоб перекласти цей текст. 2. Чесність і щирість – це дві чесноти, якими повинна володіти кожна людина. 3. У класі вчитель і кілька учнів. 4. Чоловік із газетою в руках переходив дорогу. 5. Моя сестра, так як і її друзі, захоплюється сучасною музикою. 6. Ні у нього, ні у неї немає жодного бажання їхати у подорож. 7. Або ти, або твої друзі повинні зробити це. 8. Присяжні вважають, що підсудний невинний. 9. Сім'я зібралася за святковим столом. 10. Більшість людей нарешті задумалися про проблему глобального потепління. 11. Багато відвідувачів купують квитки на вистави заздалегідь у касі театру. 12. Жодне із цих занять мені не подобається. 13. Обидві сукні тобі дуже пасують. 14. Половина його книжок відсутня на прилавках магазинів. 15. Весь клас прийшов на концерт. 16. Одна-третья твоєї доповіді присвячена економічному аналізу. 17. Кілька студентів були відсутні. 18. Двадцять відсотків магазинів надає знижки у різдвяний період. 19. Гра на гітарі була його хобі. 20. Жити – це працювати.

THE CATEGORY OF CASE

Case is a morphological category which has a distinct syntactic significance, as it denotes relations of nouns towards other words in the sentence. This category is expressed in English by the opposition of the form in –’s [-z, -s, -ɪz], usually called the “**possessive**” case, or more traditionally, the “**genitive**” case, to the unfeatured form of the noun, usually called the “**common**” case.

FORM OF THE POSSESSIVE CASE

1) ’s is used with singular nouns and irregular plural nouns (i.e. not ending in -s): *a man’s job – men’s job, a woman’s intuition – women’s intuition, a child’s room – children’s room, the butcher’s (shop), the people’s choice.*

2) An apostrophe (’) only is used with plural nouns ending in -s: *a girls’ school, the parents’ house, the Smiths’ car.*

3) Classical names ending in -s usually add only the apostrophe: *Archimedes’ Law, Sophocles’ plays, Jesus’ words, Socrates’ thoughts.*

4) Other names ending in -s can take ’s [ɪz] or the apostrophe alone: *Yeats’s (or Yeats’) poems, Burns’s (or Burns’) verses, Dickens’s (or Dickens’) novels.*

5) With compounds, the last word takes the ’s: *my sister-in-law’s parents, the editor-in-chief’s office, a passerby’s remark(s).*

6) ’s may be added not only to a single word but to a whole group of words: *Henry the Eighth’s wives, Mr. and Mrs. Smith’s children, the Prime Minister of England’s residence.*

7) ’s can also be used after initials: *the MP’s speech, the VIP’s escort.*

Pronunciation of the possessive ‘s’

Noun ending sound	Pronunciation	Examples
voiceless: [f], [k], [p], [t], [θ]	[s]	a cat’s paw, Europe’s future
voiced: [b], [d], [g], [l], [m], [n], [ŋ], [r], [ð], [v], all vowel sounds	[z]	the dog’s kennel, a day’s leave, John’s studies
[s], [z], [dʒ], [ʒ], [ʃ], [tʃ]	[ɪz]	Tess’s misfortunes, the act-ress’s voice

USE OF THE POSSESSIVE CASE

As to its use the Possessive / Genitive Case falls into: 1) the **Dependent Genitive**, i.e. used with the noun it modifies and comes before it (*man’s work, a child’s voice*) and 2) the **Absolute Genitive**, i.e. used without any noun or be separated from the noun it modifies (*You can buy it at the chemist’s. We had dinner at my granny’s. She is going to the dentist’s*). The Possessive Case can be used in several different ways: to talk about possession, relationship, physical features and characteristics, non-physical qualities, and measurements. It is chiefly used of people (*Jim’s disc*), animals (*the lion’s cage, the dog’s barking*) and countries

(London's water supply, the company's production, the Geographical Society's gold medal). But it can be also used:

- 1) Of ships and boats: *the ship's bell*.
- 2) Such words as: *sun, earth, life, ocean, country (the sun's rays)*.
- 3) With activity expressions: *doctor's job, teacher's pen*.
- 4) In time expressions: *a week's holiday, today's paper, in two years' time, tomorrow's weather, ten minutes' break, two hours' delay*. "A ten-minute break, a two-hour delay" are also possible: *We have ten minutes' break / a ten-minute break*.
- 5) In expressions of money + worth: *\$1's worth of stamps, ten pounds' worth of ice-cream*.
- 6) With for + noun + sake: *for heaven's sake, for goodness' sake*.
- 7) With adverbs: *tomorrow's dreams, today's newspaper*.
- 8) In some set phrases: *a pin's head, journey's end, a needle's point, duty's call, at one's wit's end, at a stone's throw from, to one's heart's delight*.
- 9) With names of buildings (*a school, a church, a hospital, a house, a shop, an office, a surgery* etc.): *You can buy it at the chemist's. He went to the dentist's. Names of the owners of some businesses can be used in the same way: Sotheby's, Claridge's*. But some very well-known shops call themselves without the apostrophe: *Harrods*.
- 10) Names of people can be used similarly to mean '...s house': *We'll have a party at Bill's*.
- 11) Possessive case can be used as a pronoun, with no following noun (with the same kind of meaning as *mine, yours*, etc.): *'Whose is that?' - 'Virginia's. Escalation is neither in Russia's interests nor in the West's*.
- 12) **Double possessive** is expressed in the following construction: **of + possessive**: *He's a friend of my father's*. (=one of my father's friends). *He turned up wearing an old coat of Patrick's*.

USE OF OF + NOUN CONSTRUCTION

In other cases it is safer to use the **of + noun construction**:

- 1) When the possessor noun is followed by a phrase or clause: *I met the wife of the man who lent us the money*. (the underlined expression is too long to be followed by 's).
- 2) With inanimate 'possessors': *the walls of the town, the roof of the church, the covering of the table*.
Note! It is often possible to replace these expressions by the others: *the town walls, the church roof*. The first noun becomes an adjective and cannot be plural: *the roofs of the churches = the church roofs*. Unfortunately these replacements are not always possible so it is recommended to use of when in doubt.
- 3) With the beginning / end / top / bottom / front / back / middle / side: *the back of the car* (not *the car back*), *the beginning of the month*.
- 4) When we refer to a specific year or date: *It was destroyed in the fire of 1666*.

5) In certain fixed expressions and titles: *He's the President of the United States. The Prince of Wales is to visit Iceland.*

'S-FORM / OF-PHRASE

Both 's-form and the of-phrase can be used:

1) when the first noun is an organization (=a group of people): *the government's bill / the bill of the government, the party's platform / the platform of the party, the government's policy / the policy of the government.*

2) with places: *Britain's economy / economy of Britain; the world's coal resources / the coal resources of the world.*

3) with nouns denoting parts of the entity, or units of machines or mechanisms: *the company's department / the department of the company; the plane's engines / the engines of the plane.*

4) with nouns of special interest to human activity: *science's influence / influence of science.*

Note! When the noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used: Cf. *three pieces / three-piece suites; four courses / a four-course dinner; eight hours / the eight-hour day; six feet / a six foot tall boy; ten years / a ten-year-old boy* etc.

EXERCISES

Exercise 1. Put the following words in the correct column, according to the pronunciation of the possessive 's'.

The girl's bag, the horse's leg, John's book, Jack's room, the student's dictionary, the children's parents, the teacher's question, a month's holiday, the Jones's children, my sister-in-law's hat, Peter's brother, the students' desks, yesterday's meeting, for order's sake, at a stone's throw.

[z]	[s]	[ɪz]
The girl's book	Kate's hat	the judge's bag

Exercise 2. Use the nouns in italics in the possessive case.

1. The house of my *father*; 2. a meeting of *employees*; 3. the novels of *Dickens* (2 variants); 4. the father of *Bob*; 5. the rights of *women*; 6. the book of my *brother*; 7. the poems of *Keats* (2 variants); 8. the cat of the *girls*; 9. the child of her *sister*; 10. the flat of my *mother-in-law*; 11. the order of the *colonel*; 12. the room of my *mother*; 13. the interval of *three hours*; 14. the garden of my *family*; 15. the trousers of the *boys*; 16. rights of *judges*; 17. a book which belongs to James; 18. the hamster of *Ann*; 19. the pets of the *children*; 20. coats for *men*; 21. the sister of my *aunt*; 22. the money of my *brother*; 23. the hammer of a *worker*; 24. the plays of *Shakespeare*; 25. the cat of my *great grandmother*; 26. the orders of the *commander-in-chief*; 27.

the speech of a *MP*; 28. the boats of the *fishermen*; 29. the rights of *women*; 30. the poems of *Byron and Shelly*.

Exercise 3. Use 's or s' where possible.

1. An absence of ten years; 2. a voyage of a month; 3. the surface of the Earth; 4. the corner of the table; 5. the news of today; 6. the foot of the bed; 7. the end of the journey; 8. the top of the hill; 9. the branch of the tree; 10. theatres of London; 11. work of two years; 12. the salary of five months; 13. the crew of the ship; 14. the best museums of our city; 15. the success of the company; 16. a talk for an hour; 17. the mother of John and Marry; 18. the son of Zeus; 19. the opinion of somebody else; 20. the room of the editor-in-chief; 21. the freedom of the peoples; 22. paradoxes of Socrates; 23. a distance of a mile; 24. the voice of a passer-by; 25. the sons of the Joneses; 26. for the sake of convenience; 27. the children of Cronus; 28. the remark of a by-stander; 29. the suit of the boy; 30. poems of Byron and Shelley.

Exercise 4. Use a phrase with 's/' or a compound noun.

e.g. *The portrait of the Queen has caused much discussion and debate.*

The Queen's portrait has caused much discussion and debate.

1. The car of robbers was hidden behind the bank. 2. Where's the office of the barrister? 3. The keyboard of the computer was damaged during the fire. 4. She is a secretary of our director. 5. The detective spoke to the manager of the company. 6. The officers from the customs arrested George for smuggling. 7. The critic of the reform was wrong. 8. As it was the first offence of Ben he was let off with only a warning. 9. The bank at the end of the street was held up by masked men. 10. That's the witness for the defence. 11. The gate of the factory is shut. 12. It was the reign of Queen Elizabeth. 13. Plane trees are a common sight on the streets of London. 14. After a week of rest we resumed our work on this case. 15. The order of the commander-in-chief was announced on the radio.

Exercise 5. Paraphrase the following using the possessive case.

e.g. *I must sleep 9 hours a day to feel well.*

I must have nine-hours' sleep to feel well.

1. Every day in the morning we have classes, which last forty-five minutes. 2. I can't understand why he is so tired. The distance he covered is a mile only. 3. The walk to the station was short. It took us ten minutes. 4. Last year we spent two weeks in Croatia. The holiday was terrific. 5. If you want to get there, a trip will take you only five hours. 6. Take a training course that lasts a month. It will do you good. 7. I slept only five hours yesterday because my train came late. 8. Yesterday our lesson lasted thirty minutes because our teacher was to leave at 12 o'clock. 9. If you want to have a voyage round Europe, you will need at least three weeks. 10. My workweek lasts five days. 11. The storm last week caused a lot of damage. 12. There will be a big crowd at the football match this evening. 13. We have invited 25 people to our

wedding party this Sunday. 14. The meeting tomorrow has been cancelled. 15. We went on a cruise down the Nile which lasted one week.

Exercise 6. Combine the words in brackets using one of the three patterns (noun+noun, noun+'s'+noun, noun+preposition+noun). In some sentences there may be several possibilities.

1. Do you want _____ (*coffee, cup*)? 2. Your coat is on the _____ (*back, chair*). 3. Are there _____ (*cups, coffee*) in your bedroom? 4. You've just spilt the _____ (*milk, cat*). 5. The annual _____ (*rate, inflation*) is 4%. 6. Can you buy some _____ (*chocolate, milk*)? 7. The _____ (*government, economic, policy*) is confusing. 8. I never listened to my _____ (*advice, parents*). 9. The _____ (*company, success*) is due to its efficiency. 10. What did that _____ (*sign, road*) say? 11. It's _____ (*anniversary, parents, wedding*) next week. 12. It's just a mess in here. There are empty _____ (*wine, bottles*) everywhere. 13. What happened at the _____ (*film, end*)? 14. The _____ (*Prime Minister, duties*) include entertaining heads of state. 15. Can I borrow your _____ (*brush, hair*)?

Exercise 7. Correct the mistakes in the following sentences if there are any.

1. For goodness sake, try to keep out of harm's way. 2. We met just by chance at the hair-dresser this morning. 3. The lion was now within a stone's throw from us. 4. We're going to Linda's for the evening. 5. When the teacher had called out the girl's names, they all stepped forward. 6. We had to study Charles Dicken's early novels at school. 7. I went to the newsagent's to buy a paper. 8. There were hundreds of bird's nests in the trees. 9. They're my mother-in-law's favourite sweets. 10. I took the books to Lewis' house yesterday. 11. If they had been anyone else's paintings I wouldn't have gone to the exhibition. 12. She was a friend of my mothers. 13. The worlds airline's are moving towards a total ban on smoking. 14. The readers letters page in the newspaper is full of complaints about the article. 15. I met a cousin of the Duke of Edinburgh last week.

Exercise 8. Translate the following expressions into Ukrainian.

James's party, the Sun's article, Newton's law, the earth's surface, McDonald's, stars' navigation, Valentine's Day, next year's budget, in my mind's eye, the part of the galaxy, the beginning of the film, Notre Dame's tower, the rate of unemployment, at death's door, the Titanic's sail, the top of the page, my country's history, at arm's length, the side of the house, England's foreign trade, at a snail's pace, Charles's car, a stone's throw away, needle's eye, NATO's concept, cow's milk, Ann and Kate's room, the results of the match, London's museums, the history of the English language, Peter's and Helen's flat, two dollars' worth, three days' sick leave, Coca Cola's latest advertising campaign.

Exercise 9. Translate the following into English.

Закони природи, в пам'ять про минуле, через один рік, вага в один фунт, в овочевому магазині, дух лісу, сьогоднішня газета, обкладинка книги, відстань в одну милю, дома у мого друга, ніжка столу, населення Канади, в пекарні, сонячні промені, здоров'я нації, сонячна радіація, в стоматології, для видимості, грива лева, екіпаж корабля, у Браунів, тримісячні канікули, крило літака, підніжжя гори, вартість в один цент, вершина гори, театральні афіші, вчорашня вечірка, поверхня місяця, День матері, палац короля, дах будинку, улюбленці фортуни, накази головнокомандувача, львівські вулиці, традиції Молдови, одноденна робота, зимові ночі.

Exercise 10. Translate the sentences into English.

1. Ви знаєте телефон Марії? 2. Робочий день моєї сестри розпочинається о 9 годині ранку. 3. У Вас є карта Європи? 4. Заради бога! Давай заглянемо в рибний магазин. 5. Студенти послушалися порад викладача. 6. Табір був розташований на березі річки. 7. Джон все ще у свого друга. 8. Як звати власника Вашої компанії? 9. По дорозі додому ми купили великий букет троянд – улюблені квіти моєї мами. 10. Портрет жінки Рембрандта – один із шедеврів художника. 11. Населення Лондона складає більше восьми мільйонів. 12. Я дуже люблю п'єси Шекспіра. 13. Поради дядька завжди дуже корисні. 14. Дідусеві руки були повні черешень. 15. На цій карті намальована поверхня землі. 16. Ніжки стільця були зроблені з дерева. 17. Гілки яблуні були покриті цвітом. 18. Я почула дивний чоловічий голос і прискорила свою ходу. 19. Вечірка Чарльза була справді веселою. 20. Я випадково почула розмову перехожих. 21. То була татова тримісячна зарплата. 22. Ці новини є в сьогоднішній газеті. 23. Наша п'ятихвилинна розмова затяглася. 24. Моя тижнева відпустка переноситься на кінець наступного місяця. 25. Мені треба негайно до аптеки.

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