

MORFOLOGIE

SOUČASNÉ

ANGLIČTINY

SBÍRKA CVIČENÍ,

PŘÍKLADŮ A TEXTŮ

K MORFOLOGICKÉMU

ROZBORU

VERNICE

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ROUN NULOVÉ

AFORICKÝ

Morfologie současné angličtiny

Sbírka cvičení, příkladů a textů k morfologickému rozboru

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ÚVODEM

Tato sbírka cvičení, příkladů a textů k morfologickému rozboru obsahuje procvičovací materiál k morfologickým výkladům v *Mluvnici současné angličtiny na pozadí češtiny*. S *Mluvnici* je propojena odkazy uváděnými za záhlavím jednotlivých kapitol a podkapitol a označujícími příslušné oddíly v *Mluvnici*. Je především určena k probírání v seminářích morfologie jako základní materiál navazující na přednášky čerpající z *Mluvnice*, avšak vzhledem k povaze procvičovaných jevů a příkladového materiálu může posloužit každému pokročilému studentu angličtiny, který si chce procvičit a upevnit svou znalost morfologie.

Všechny texty a většina cvičných vět jsou autentické doklady z anglické literatury a slovníků. V menší míře, nebyl-li nalezen vhodný autentický doklad, byly příklady přejímány z gramatik, popř. byly dotvářeny nebo upravovány.

V úvodní části jsou cvičení týkající se morfematické struktury slova a přechodů mezi slovními druhy. Hlavní část příručky je věnována jednotlivým slovním druhům (substantivům, zájmenům, adjektivům, adverbium, slovesům a předložkám). Vedle cvičení zaměřených na formální prostředky realizace jednotlivých kategorií četná cvičení procvičují funkce a významy všech forem, a to jak z hlediska praktického ovládní, tak z hlediska funkčních a významových rozdílů. Texty na konci příručky mohou být použity ke komplexnímu morfologickému rozboru nebo jich lze využít k textové ilustraci jednotlivých probíraných jevů.

Příloha obsahuje doplňkové učivo ke kapitolám 2, 3 a 7, které má uživateli usnadnit probírání cvičení v příslušných oddílech. Na doplňovací materiál obsažený v příloze je v záhlaví těchto oddílů upozorněno odkazem.

K příručce je připojen česko-anglický a anglicko-český terminologický slovníček, který má sloužit jako pomůcka pro odborné vyjadřování a porozumění gramatickým výkladům.

V Praze v květnu 2000

ÚVODEM K 2. VYDÁNÍ

V druhém, revidovaném a upraveném vydání vychází původní text *Sbírký cvičení, příkladů a textů k morfologickému rozboru* bez podstatnějších změn. Dílčí úpravy spočívají zejména v přidání nebo výměně některých cvičení, přidání, výměně a opravě vět v některých cvičeních, zpřesnění některých formulací a návodů k provádění cvičení a zpřesnění či doplnění některých položek ve slovníčcích.

Provedené změny vyplynuly ze zkušeností získaných při probírání *Sbírký* ve výuce a mají sloužit k důkladnějšímu osvojení jevů působících stále obtíže.

V Praze v říjnu 2011

1. BASIC MORPHOLOGICAL UNIT

MORPHOLOGY – a structural language level between phonology and syntax
“The part of grammar (and lexicology) which analyses the structure of words. Morphology is a relatively unimportant part of English grammar because English words have relatively few **inflections** (that is, changes in the form of a word determined by its grammatical role)” (G. Leech, *A Glossary of English Grammar*, Edinburgh University Press, 2006)

inflectional morphology – the study of inflections

lexical or derivational morphology – the study of word-formation

Note: In traditional Czech grammatical theory, morphology is defined more broadly as “nauka o slovních druzích a jejich gramatických kategoriích, přičemž **sémantická m.** zkoumá gramatické významy a funkce morfému, **formální m.** kombinatoriku morfémů (deklinace a konjugace, popř. stupňování)” (*Encyklopedický slovník češtiny*, NLN, 2002)

Basic morphological units: morpheme, word

morpheme – a minimal language unit with distinctive form and meaning; it is realized by a **morph**, one of the variant realizations is called an **allomorph**

bound morpheme – a morpheme that cannot stand alone (all inflectional and derivational morphemes, and some lexical base morphemes, e.g. *-ceive* in *receive*)

free morpheme – a lexical (base) or grammatical morpheme which can occur separately

lexical morpheme – a derivational morpheme (affix) or a base morpheme (to which affixes and/or endings are attached)

grammatical morpheme – a bound or free morpheme with grammatical function (ending, article, conjunction, etc.)

morphemics, morphemic analysis – analyzing words into morphemes

Types of words:

word – the fundamental unit of language; it is used in the sense of (1) ‘word form’, a unit delimited in writing by blank spaces (orthographic word), in speech by phonological clues (phonological word); (2) ‘grammatical/semantic word’ (a form specified for grammatical categories/a unit with a specific meaning); (3) ‘lexeme’, an abstract unit subsuming all related grammatical forms (*sit, sits, sitting, sat*)

monomorphemic word – a word consisting of a single morpheme

polymorphemic word – a word consisting of two or more morphemes

variable (inflected) word – a word changing its form according to its grammatical function (ohebné slovo)

invariable (uninflected) word – a word without inflection, e.g. a preposition (neohebné slovo)

lexical or content word – a word having a lexical meaning on its own, e.g. *house* (autosémantikum, pl. autosémantika)

grammatical or function word – a word marking a grammatical function, e.g. *the, of* (synsémantikum, pl. synsémantika)

open-class word – a word belonging to a word-class (part of speech) with a large, potentially unlimited membership, i.e. noun, adjective, verb, adverb

closed-class word – a word belonging to a word-class which comprises a relatively small and fixed number of members (e.g. articles, pronouns, auxiliaries)

1. Determine which of the following words are synchronically monomorphemic and which polymorphemic, and identify the morphemic structure of the polymorphemic words:

smell, beast, aroma, amoral, alive, tempt, fling, tempting, earthling, benign, bevy, beget, behead, bedrock, under, undue, unerring, victory, envy, enrich, engine, enjoy, cone, confide, custom, customs, rear, rearm, reckon, reckless.

2. Divide the following words into lexical/grammatical:

the, then, if, every, all, to, too, can, stem, his, our, ours, hour, with, within, an, should, will, in, inn, no, none.

3. Revise what is meant by homographs, homophones, and diaphones:

a. Give the pronunciation and meaning of the following homographs:

tear, bow, row, entrance, invalid, wound, minute, desert, gymnasium.

b. Find homophones of the following words, give their graphemic form, and explain their meaning:

altar, ascent, beach, bear, berry, bore, cell, dam, earn, flour, foul, floor, fur, fort, flee, gate, heal, horse, herd, quay, leak, lessen, mail, morning, none, ring, rap, sale, scull, steal, team, wait, waist, cellar, cereal.

c. Give the diaphones of the following words:

again, against, holiday, towards, direct, either, year, organization, glacier, contents, magistrate, garage, penchant, abdomen, vertebrate, withdraw.

4. Revise what is meant by homonyms and synonyms:

a. Explain the meaning of the following homonyms:

date, long, yard, band, pupil, quarry, like, bark, bill, down, duck, race, rock, spell, port, sound, fine, plane.

b. Give synonyms of the following words:

desire, implore, annoy, terrified, hasten, vanish, tremble, diminish, mend, shout, hide, abandon, achieve, peril.

2. PARTS OF SPEECH / WORD CLASSES

Parts of speech (slovní druhy): a term based on notional criteria, e.g. nouns are names of persons, things, etc.

Word classes (slovní druhy): a term denoting a wider range of more precisely defined classes based on formal criteria, e.g. particles, auxiliaries

Classification criteria of word classes: grammatical (morphological, syntactic), semantic, phonological, morphemic properties

noun, pronoun, adjective, adverb, preposition, conjunction, interjection, article, numeral, particle (full verb, auxiliary verb, modal verb, determiner, quantifier, etc.)

Word classes distinguished by their morphemic structure (2.1)

Nouns, verbs, adjectives and adverbs are often distinguished by specific suffixes or prefixes.

Among the following words identify nouns, verbs, adjectives, and adverbs by means of the suffix or prefix. Note where the same suffix is found with more than one word class:

politely, heavenly, heavenwards, starvation, simplify, truthful, wooden, deepen, sideways, virtuous, arrangement, enrage, heroic, denial, accidental, otherwise, wealthy, apologize, dampness, pointless, equipment, testify, desirable, wholly,

childish, northern, northward, northwards, legalize, revival, woollen, stiffen, harmful, clarify, favourable, membership, only, delightful, enable, homewards, foolish, sanity, hardship, lengthways, widowhood, fasten, selfish, selfishness, encourage, alteration, clockwise, justify, measurement, humidity, jeopardize, resemblance, promoter, sooner.

Word classes without distinct morphemic structure (2.2)

Conversion between word classes: words functioning as more than one word class

1. The following words are used as **three or more different word classes**. Use each word showing its different word class functions:

back (noun, verb, adverb, adjective)

round (noun, verb, adverb, adjective, preposition)

sound (noun, verb, adjective)

bang (interjection, verb, noun, adverb)

like (verb, adjective, noun, preposition)

Conversion between verbs and nouns

2. The following words are examples of **verbs that convert into nouns**; use each word to show these two word-class functions:

want, fall, swim, laugh, shut-down, catch, find, bore, cheat, cover, walk, retreat.

3. The following words are examples of **nouns that convert into verbs**; use each word to show these two word-class functions:

bottle, corner, garage, butter, commission, hand, finger, thread, chaperon, nurse, cash, group.

Conversion of adjectives into verbs

4. Use each word as an adjective and a verb:

calm, dirty, humble, sour, soundproof, lower, dull, sober, narrow, weary.

Conversion between nouns and adjectives

5. The following words illustrate **full conversion of adjectives into nouns**; use each word as an adjective and as a noun:

bitter, daily, regular, comic, red, newlywed, female, drunk, chemical, savage, native, adult, outcast, human.

6. The following words illustrate **full conversion of nouns into adjectives**; use each word as a noun and as an adjective:

choice, commonplace, chief, top.

7. The following words illustrate **partial conversion of adjectives into nouns**; use each word as an adjective and as a noun:

the rich, the wicked, the English, the Dutch, the ignorant, the high and mighty, the mysterious, the inevitable, the unknowable, the latter.

8. The following examples illustrate **partial conversion of nouns into adjectives**; explain the effect of the order of the two nouns:

city life, life imprisonment, trouser pocket, pocket money, street gang, gang war, consumer goods, goods train, average speed, speed limit, dirt road, road dirt.

9. Show the conversion possibilities of the following words:

warm; English; dim; weather; mother; old; thin; empty; criminal; top; cause; offer; man; ship; light; repeat; brush; master; cough; down; fly; dead; glass; promise; love; correct; pretentious; mature; equal; dead; blush; cast; drive; wire; air.

10. Translate and comment on the converted word classes; in b. explain the difference between the noun and the adjective:

a. a computer model, a model student, language comprehension, child language, word meanings, machine translation, blood sample, sample questions, communication systems, a press photographer, a wine press, mother country, horse race, arms race, oil palm, palm oil.

b. mud-bath – muddy road, enemy forces – hostile feelings, danger signal – a dangerous criminal, an education programme – an educational establishment, sun-rays – sunny day, day nursery – daily journey.

c. 1. Her accent is very Harvard. 2. The story was not quite drawing-room. 3. The deceased had no relations. 4. The accused was found guilty. 5. The unambitious are the happy folk. 6. You must take the rough with the smooth. 7. This was the hour when even the taciturn relaxed into speech. 8. Some people have a taste for the spectacular. 9. But that is to seize on the inessentials and to ignore the essence. 10. The pretty and the popular often hold an attraction for the plain and despised. 11. Don't ask for the impossible. 12. Arrivals are requested to fill

in the customs declaration form. 13. The government gives to the haves, and ignores the have-nots. 14. His new novel is a must for all lovers of crime fiction. 15. She voiced her worries. 16. Give the coat a brush. 17. She dusted the cake with sugar and served it. 18. The plums have to be stoned. 19. The towers are surfaced with steel plates. The truth began to surface. 20. This treasure is a real find. 21. Let's make a move. 22. He pocketed the change. 23. They had to man the ship and woman the office. 24. The down train arrived. 25. She upped and threw the teapot at him. 26. 'Now, Olivia.' – 'Don't "Now Olivia" me'. 27. She had little inclination and less time for the fashionable. 28. There was a touch of the avuncular in his affection for her.

Word classes distinguished by

a) voicing of final consonants, b) change of stem consonant or vowel, c) stress shift (2.3 and Appendix)

(Slovní druhy lišící se alternací znělosti, hlásek a přízvuku)

1. Read paying attention to the voiced/voiceless quality of the final spirant:

1. What use is it? What do you use it for? 2. Excuse me. He made up some excuse. 3. The house is for sale. Where can one house old furniture? 4. He abused his power. The system is open to abuse. 5. Close the door, please. They kept a close watch. 6. The substance will then diffuse into the bloodstream. The argument has become somewhat diffuse. 7. They tend to overuse this structure. It suffers from overuse.

2. Read the following nouns, give the corresponding verbs, and state their meaning:

shelf; teeth; wreath; advice; practice; mouth; sheath; device; grief; relief; strife.

3. Give the nouns corresponding to the following verbs, paying attention to the change of the stem vowel or final consonant. State their meaning:

sell; shoot; sit; drip; feed; tell; sing; bind; strike; knit; bleed; ride; speak.

4. Read the following adjectives and give the corresponding verbs, paying attention to changes in the phonemic structure:

hot; full; close; loose; safe; (a)live, loath.

5. Read the following nouns and give the corresponding verbs, paying attention to changes of both vowels and consonants in each pair:

loss; life; bath; choice; glass; grass; breath; refuse; breach.

6. Word classes distinguished by vowel change and suffix: give the nouns corresponding to the following verbs and adjectives:

heal; steal; long; strong; wide; broad; wise.

7. Read the following words as verbs and nouns/adjectives, paying attention to the pronunciation of the suffix; state their meaning:

experiment; animate; compliment; separate; implement; estimate; supplement; graduate; ornament; moderate.

8. Read the following pairs, commenting on the pronunciation and spelling in British and American English with respect to the distinction of the word class:

prophecy – prophecy, practise – practice, license – licence.

9. The following words are distinguished as nouns/adjectives from verbs by stress shift. Read paying attention to the position of word stress:

1. Everybody protested. He complied under protest. 2. These goods are their chief export. What do they export? 3. What a nice present! Use the present tense. Who will present the prizes? 4. Imports rose in the last quarter. Young people prefer imported cars. 5. He was the chief suspect. I suspect he is a liar. 6. His actions contrast with his words. Such a contrast between the two sisters is surprising. 7. This dispute could lead to a conflict. Their account conflicts with ours. 8. The weather was perfect. He perfected his technique. 9. Ivory inlaid with gold; ivory with an inlay of gold. 10. He is a rebel. He always rebels. 11. An aircraft carrier with an escort of smaller ships; who will escort her to the ball? 12. A survey of public attitudes; the speaker surveyed the international situation. 13. Unprofessional conduct; a conducted tour. 14. In a state of ferment; the wine was beginning to ferment. 15. A chemical compound; a compound word; he compounded an error. 16. Mountains enveloped in mist; an envelope of mist. 17. Compressed air; she applied a cold compress. 18. Follow the dictates of your own conscience; I wrote down what he dictated. 19. The two subjects overlap; considerable overlap. 20. Farm produce; what do they produce? 21. Nobody objected; what is that object over there?

10. Many words functioning as different word classes have no stress shift, cf. *com'mand* (noun) and *com'mand* (verb), as against '*project* (noun) and *pro'ject* (verb). Read paying attention to the presence or absence of stress shift:

1. The coldest winter on record; the first recorded case. 2. At your request; what do they request? 3. He speaks English with an accent; this point was accented. 4. To my regret; you'll regret it. 5. A rude remark; did they remark on his absence? 6. Our sales are decreasing; a decrease in sales. 7. No comment; he refused to comment on the rumour. 8. Public transport; the coal is transported to the ports. 9. To live in comfort; I tried to comfort her. 10. An escaped convict; the accused was convicted. 11. In this respect; we must respect his wishes. 12. Insulting behaviour; he hurled insults at me. 13. A neglected garden; in a state of neglect. 14. The overthrow of the government; to overthrow the government. 15. A feeling of release; he was released from his suffering. 16. We need an import permit; smoking is not permitted. 17. She is making rapid progress; we progressed to the next stage. 18. He'll promise anything but he rarely keeps his promises. 19. She prefaced her account with a few apologetic words; a preface to the second edition. 20. Their patience was rewarded; in reward for his help. 21. Transfer passengers; we transferred from the train to a bus. 22. He profited by our mistake; they don't make much profit. 23. She was in torment; his guilt tormented him. 24. He is subject to ill health; let's change the subject; we were subjected to abuse. 25. A large supply of food; which firm supplies you? 26. He escaped punishment; she had a narrow escape. 27. In reply to your letter; what did she reply?

11. Read, translate, and comment:

1. "The console of my favourite shelf is broken," she cried.
"Don't cry, I'll buy you another one," he consoled her.

2. Her voice entranced him in such a way that he felt he was approaching the entrance to heaven.

3. I am very dependent on other people. When they refuse me, I feel like trash, garbage, refuse.

4. I am content with the money you are offering me. However, the content of the work is not clear to me.

5. After having most of his teeth extracted, he couldn't eat anything but protein extracts.

6. While reading the draft of the contract, she contracted her eyebrows.

7. I do not intend to object to your proposal. The object of this remark is to inform you that there are other possibilities.

8. The only defect to be found in his personal history was that he had defected worthy causes several times.
9. In his mind, he projected a vision of her, working on the project with him, and the mere thought made him tremble.
10. He frequents the Blue Dog Club. In fact, he is the most frequent visitor there.
11. Please, do not desert me! Do not leave me alone in the desert, I would die of thirst.
12. Ghosts are very incensed when a wrong incense is burnt.

12. Translate:

1. Kde bydlí? Znáám ho celý život. Přinesli ho víc mrtvého než živého. 2. Potřebuje praxi. Měl by cvičit několik hodin denně. 3. Mluvíte španělsky? Řeč se vyvinula dříve než písmo. 4. Má vysoký krevní tlak. Z nosu mu tekla krev. 5. Kde se to prodává? Není to na prodej. 6. Koho vybrali? Neměli jsme na vybranou. 7. Skleníky se v zimě vytápějí. Sotva jsme se v tom horku hýbali. Bylo příliš horko, abychom šli běhat. 8. Máme o její práci vysoké mínění. Bojíte se výšek? 9. Dal mi dobrou radu. Poradila nám, kam máme jít. 10. Nemáme důkaz. Jak to chcete dokázat? 11. Je to velká ztráta. Prsten je příliš volný, můžete ho ztratit. 12. Promoval v Oxfordu. Je to oxfordský absolvent. 13. Náklady se odhadují na několik milionů. Náš odhad byl skoro správný. 14. Doplnuje svůj příjem psaním povídek. Slovník má dva dodatky.

3. THE NOUN

Number (3.1 and Appendix)

1. Give the plural of the following nouns, paying attention to the distribution of the regular allomorphs [s], [z], [ɪz]:

cottage, boat, wish, loss, clock, hope, pub, road, leg, peak, cab, wheel, fellow, whim, wing, condition, pool, actor, pause, ditch, case, cause, trip, task, peg, mill, pillow.

2. Write the plural forms of the following nouns, paying attention to both spelling and pronunciation:

toy, valley, salary, ray, key, enemy, soliloquy, studio, kangaroo, dynamo, photo, tomato, hero, echo, cargo, zero, Negro.

3. Give the plural of the following nouns, noting the presence or absence of voicing of the final spirant (cf. 3.1 in the Appendix):

myth, roof, bath, calf, house, hoof, mouth, sheaf, cloth, proof, path, thief, Maple Leaf, oath, wreath, death, loaf, wolf, wharf, scarf, still life, safe, cliff, belief, turf, beef.

4. Give the plural forms:

a. mouse, man, tooth, foot, goose, woman, louse, brother, child, ox; Englishman, clansman, dormouse, German, militiaman, mongoose, fireman, policewoman.
You silly goose!

b. abacus, honorarium, brontosaurus, calculus, minimum, compendium, thorax, cranium, larynx, corpus, alumna, radius; periphrasis, genesis, oasis, phenomenon, trauma; enfant terrible, bourgeois, bon mot, chassis, bijou, beau, chamois; rabbi, espresso, duo, ratio, disco, casino, eldorado, contralto; Chinese, aircraft, means, species, offspring, sheep, Portuguese.

c. mafioso, emphasis, stylus, helix, accelerando, apotheosis, appendix, varix, addendum, aide-de-camp, streptococcus, ephemeron, amoeba, effluvium, pontifex, stigma, equilibrium, radix, polypus, précis, subgenus, vertex, arboretum, alluvium, epizoon, prognosis, solarium.

5. Put into the singular:

crematoria, colossi, consortia, loaves, series, dicta, chargés d'affaires, dialyses, tibiae, charismata, cicatrices, catharses.

6. Fill in the plural forms stating whether the noun takes only one plural form (regular or zero) or both; in the latter case explain the difference:

1. They saw some (bison, eagle, elephant, flounder, vulture, monkey, zebra).
2. John counted several (hawk, grouse, partridge, reindeer). 3. I've caught five (crab, shrimp, cod, pike). 4. We had (duck, fish, chicken, deer) for lunch.

7. Translate:

1. Na konferenci byli také dva Švédové, jeden Portugalec a tři Španělé.
2. V uneseném autobusu byli dva Korejci, pět Japonců a šest Kypřanů.
3. Zasedání se nezúčastnili Dánové, Nepálci a Iráčani.

8. Quantitative nouns take both the regular and the zero form of the plural. Fill in the appropriate form, noting instances in which both forms are possible:

three (dozen) candles, many (dozen) of candles, many (thousand) years, several (thousand) of supporters, two (million) years, they need several (million), Jill's five (foot) two, Jack's six (foot) tall, Tom's six (foot) too, a three (foot) ruler, six (brace) of (partridge), 300 (head) of cattle, the engine's got 50 (horsepower), lend me five (quid).

9. Choose the correct verb form:

1. Thirty miles (is/are) a long walk. 2. The youth of this country (is/are) ignored by politicians. 3. The contents of the talks (is/are) kept secret. 4. The police (has/

have) caught the burglar. 5. Cattle (is/are) selling at very poor prices this month. 6. Measles (is/are) not dangerous. 7. Draughts (is/are) a fairly easy game. 8. Fish and chips (is/are) a Northern favourite. 9. The odds (is/are) 10 to 1 that the horse will win. 10. Athens (is/are) situated on the coast of the Aegean Sea.

10. Translate paying attention to the number of the forms in -s; note where the forms with and without -s are semantically differentiated:

1. Staví nové kasárny. Postavili tam dvoje kasárny. 2. Vypustili několik vesmírných letadel. 3. Ukazují tam tradiční vesnická řemesla. 4. Objevil nový zvířecí druh. 5. Na křižovatkce odbočte doleva. Na obou křižovatkách byl provoz řízen světly. 6. Mnohé tyto údaje jsou neúplné. 7. Zrušili zde obrovskou ocelárnu. 8. Má sbírku cenných uměleckých děl. 9. To jsou vaše ratolesti? 10. Je nějaký prostředek na zbohatnutí?

11. Translate noting the element with the plural ending in the compound:
oba moji zeťové, její švagři, kolotoče, válečné lodi, řidičky, pomněnky, bratři Smithové, kolemjdoucí, staré erby, státní notáři, záběry z blízka.

12. Translate:

a. it took only a few minutes – read the minutes of the meeting; time-honoured customs – go through the customs; stomach pains – they gave him nothing for his pains – she took great pains with her work; to behave in an offensive manner – it's bad manners to stare at people; let's start from the following premise – there is a food shop on the premises; team spirit, nothing can break his spirit – he was in low spirits; clothes made to measure, a measure of weight – the government took strict measures; illustrations in colour, people of all colours – regimental colours, sail under false colours; irreparable damage – pay damages.

b. 1. Policie byla bezmocná. 2. Dobytek je hubený. 3. Peníze nejsou všechno. 4. Čekali jsem dalších pět minut. 5. Toto zboží je nedostatkové. 6. Zahrajme si šachy. 7. Příušnice jsou nakažlivé. 8. Statistika je oddíl matematiky. Tato statistika ukazuje vzrůstající trend. 9. Na to musíš mít mozek! 10. Kde mám hodinky? 11. Středověk je důležitým údobím evropské historie. 12. Okolí je tu překrásné. 13. Obsah rozhovorů není znám. 14. Ústředí bylo přeloženo do Brna. 15. Jakou máte mzdu? 16. Dáma se hraje se 24 figurkami. 17. Byl to čtyřhodinový let. 18. Naše mužstvo vyhrává. 19. Zarděnky jsou běžná dětská nemoc. 20. Oboje kalhoty potřebují vyžehlit. 21. Mám jedny brýle doma a druhé v kanceláři. 22. Dostal k Vánocům několikery pantofle. 23. Státní archiv je uzavřen.

Countability (3.2)

1. Make sentences illustrating the difference between the countable and uncountable use of the following nouns:

straw – a straw; copper – a copper; hair – hairs; beauty – a beauty; experience – an experience; wood – a wood; chocolate – a chocolate; coffee – coffees; wit – a wit; love – a love; food – foods; language – a language; acquaintance – an acquaintance; power – powers; fruit – fruits; demand – a demand; nature – a nature; paper – a paper; matter – a matter; toast – (drink) a toast; (bear) witness – a witness; iron – an iron; interest – an interest; reason – a reason; suicide – a suicide, advantage – an advantage.

2. Add an uncountable noun to the following partitives (e.g. *grain – a grain of truth*):

word, stroke, slice, shred, sheet, point, piece, loaf, item, flash, cake, fit, bar, article, act, block, chunk, lump, bit, square, drop, rasher, sliver.

3. Add a partitive to the following uncountable nouns:

good luck, advice, kindness, clothing, chocolate, information, anger, sugar, coal, earth, soap, furniture, counsel, knowledge, chalk, interest, cake, paper, cloth, metal, cheese, mercy, genius, news, energy, luggage, wit, wine, irony, faith, stone, originality, misfortune, friendliness, evidence, success, nonsense, lightning, inspiration, bread, meat, work.

4. Fill in articles where the nouns in italics have countable meaning:

1. He is (man) enough to stand his ground. He is (man) of high repute. 2. The letter was delivered by (hand). The child needs firm (hand). 3. The curtains seemed somewhat skimpy for the expanse of (window). A pane in (window) was broken. 4. A spread of evergreen (*oak*) offered shade from the sunlight. The place is memorable for ancient (*oak*). 5. It's a stretch of (*road*) from nowhere to nowhere. It's busy (*road*). 6. He lost (*leg*) during war service. The expanse of (*leg*) showing above the sock was pale and hairless. 7. The rain poured down and Snowdon was wreathed in (*cloud*). She watched small (*cloud*) move across the sky. 8. His is (*politeness*) which borders on the impolite. He rattled on, less from (*politeness*) than to cover the wooden silence. 9. She answered the question with (*calm*) she did not feel. She answered the offensive question with (*calm*). 10. She gave me a look of complete (*incredulity*). She told it with (*incredulity*) as if she herself did not believe it.