

**HAI PHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAPER

**A STUDY ON FORMATION OF PLURAL NOUNS
IN ENGLISH AND VIETNAMESE EQUIVALENTS**

By

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Class

NA901

Supervisor

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BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Mã sinh viên:

Lớp..... Ngành:

Tên đề tài:

.....
.....
.....

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ):

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2. Các số liệu cần thiết để thiết kế, tính toán

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ H- ỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Ng- ời h- ớng dẫn thứ nhất:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung h- ớng dẫn:

Ng- ời h- ớng dẫn thứ hai:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung h- ớng dẫn:

Đề tài tốt nghiệp đ- ợc giao ngày.....tháng.....năm 2009.

Yêu cầu phải hoàn thành tr- ớc ngày.....tháng.....năm 2009.

Đã nhận nhiệm vụ Đ.T.T.N

Sinh viên

Đã giao nhiệm vụ: Đ.T.T.N

Cán bộ h- ớng dẫn:Đ.T. T.N

Hải Phòng, ngày.....tháng.....năm 2009

Hiệu tr- ởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ H- ỚNG DẪN

1. Tinh thần, thái độ của sinh viên trong quá trình nhận đề tài tốt nghiệp:

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3. Cho điểm của cán bộ hướng dẫn (Điểm ghi bằng chữ số)

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Hải phòng, ngày.....tháng.....năm 2009

Cán bộ hướng dẫn chính

(Họ tên và chữ ký)

NHẬN XÉT ĐÁNH GIÁ
CỦA NG- ỒI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích số liệu ban đầu, cơ sở lý luận chọn phương án tối ưu, cách tính toán chất lượng thuyết minh và bản vẽ, giá trị lý luận và thực tiễn đề tài.

2. Cho điểm của cán bộ phản biện
(Điểm ghi bằng số và chữ):

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Ng- ời chấm phản biện

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Class NA901

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PART ONE: INTRODUCTION

1. Rationale

Each nation has their own language, custom and culture. To have a common voice, all nations in the world need have a common language and English is such a language. Nowadays, English is very important because it has become an effective medium and is used widely in many fields. Especially, in the integration process, English is a mean to communicate and exchange information, culture, technology and science among countries. Hence, learning English has become a great demand of most people. However, it is not easy work because English is very variety and complex. English learners have to face up with many difficulties such as vocabulary, pronunciation, grammar in which vocabulary is the most difficult problem. In English, a new word is normally created by adding prefix or suffix in preceed or after root word. Noun is the same, a singular countable form plural noun by adding “-s, -es” suffix after noun. It sometimes changes both form and even the meaning of root noun. This is not easy problem for learners.

I, myself, sometimes get confused at the formation of the plural nouns. Thus, I decided to choose “*the formation of the plural noun in English and Vietnamese equivalents*” as the topic for my graduation paper to compare the similarities and the differences between the ways of the formation of plural nouns and I hope that the study will help English learners know about the formation of the plural nouns in English and Vietnamese clearly and avoid making mistake when a singular noun changes into plural noun effectively.

2. Aims of the study

From the above illustrations, the study is aimed at:

- Introduction learners an insight into nouns (definitions, characteristics and types of noun)
- Giving the forming of the plural noun in English and Vietnamese equivalents
- Finding out problems made by Vietnamese learners when forming the plural noun and some suggested solutions.
- Providing learners some further exercises on the forming of the plural nouns in order to help learners understand deeply.

3. Methods of the study

To conduct this graduation paper, I spent much time on reference books and on the internet to select the valuable information relating to the theme “ *the forming of the plural nouns in English and Vietnamese equivalents*”. Therefore, the content of the study is collected from many opinions of the different grammarians and various grammar books in English and Vietnamese. Of course, this paper will not be persuasive without a system of theories and various examples from reference books and on the internet.

That are the ways I study my graduation paper.

4. Scope of the study

Studying on the formation of the plural nouns in English and Vietnamese equivalents, I find it is rather difficult but very interesting. It attracts me not only the ways to form the plural nouns but also the right usage of the plural nouns. Because of limited time, knowledge and experience it is difficult for me to cover all about nouns, that is why my study only focuses on “*the formation of the plural nouns in English and Vietnamese equivalents*”

5. Design of the study

This paper is divided into three parts:

The first is introduction: point out the rationale, aims, methods, scope and design of the study.

The second is development which consists of three chapters:

- The chapter one is theoretical background is given for the study.
- Chapter two focuses on the forming of the plural nouns in English and Vietnamese equivalents.
- Chapter three is the problems made by Vietnamese learners when forming the plural nouns and some suggested solutions are also given for learners to eliminate and avoid the mistakes.

The last part is conclusion which summaries the whole study mentioned in the previous parts.

PART TWO: DEVELOPMENT

Chapter one: Theoretical background

1.1.Nouns in English

1.1.1. Definition of a noun

We consider some following examples:

We have got three *children*, two *cats*, and a *dog*. (1)

I prefer *tea* to *coffee*. (2)

(Martin,1999:100)

John became a businessman. (3)

(Quirk & Greenbaum,1973:74)

In the three examples above, the Italic words are called noun. So what is a noun? There are many definitions about noun.

According to Logman Alexander (1988:34): “A *noun* tells us what someone or something is called”. For instance: A noun can be the name of a person (John, Peter); a noun can be the name of a thing (Radio, table, book); a noun can be the name of a place (London); a noun can be the name of a quality (courage); Or the name of an action (laughter/laughing).

“ Nouns are the names we give to people, things, place, etc.”

(Alexander, 1988:34)

There are another definition of a noun : “ A *noun* is a word used to refer to people, animal, objects, substances, states, events and felling.”

(www.using English.com/glossary/Noun.html-17k-)

Eg:

Mrs Jonhsons = refer to people

Cats = refer to animal

Books = refer to objects

According to Randolph Quirk and Sidney Greenbaum (1973:58): “ *nouns are the name of people, thing, concept, phenomenon, animal*”.

Eg:

Mai, Frank, Bill Clinton (denote people)

Cat, dog, tiger (animal)

House, book, computer (thing)

War, famine, hunger (phenomenon)

Time, the part, future (concept)

1.1.2. Characteristics of noun:

According to Nguyen Khue and L.G.Alexander the noun typically functions as subject, direct object, indirect object, object of a preposition, the complement , the prepositional object, and the object of preposition.

The subject of a verb

Eg:

A plane is taking off

(Khuê,1999: 27)

The direct object of a verb

Eg:

Frank sent *an urgent telex* from Cairo this morning

The indirect object of a verb

Eg:

Frank sent *his boss* a telex

The object of a preposition

Eg:

I read about it in *the paper*

(Alexander, 1988:34)

The complement of *be* or related verb like *seem*

Eg:

He is a *computer programmer*

(Khuê, 1999:27)

The prepositional object

Eg:

They are talking *about the football match*.

(Khuê, 1999:28)

The object of preposition (when combine with preposition to form prepositional phrases)

Eg:

She is a girl *with blue eyes*.

(Khuê, 1999:28)

1.1.3. Type of nouns

According to Quirk and Greenbaum (1973:59), it is necessary, both for grammatical and semantic reasons, nouns are divided into two kinds: common and proper noun.

1.1.3.1. Proper noun

“ Proper nouns are names of specific person, places, countries, months, days, magazine and so far.”

(Quirk, 1973:75)

Eg:

Shakespeare = name of people

Milwaukee = name of place

Australian = name of country

Categories of proper noun: proper nouns include the following type of nouns:

- . Name of people : Lillian, Martin , Nora Ephron
- . Name of places: Cities, oceans, rivers, lakes, mountains, park, etc.
- . Name of religions: Buddhism, Buddhist, Hindu, etc.
- . Name of courses in school and college: Philosophy, History of science
- . Historical periods and events: The middle Ages, The civil war.
- . Style of art and architecture: Victorian, Gothic, Cubist
- . Nationalities, languages, and associated words: Chinese, Japanese.
- . Days, months, special holidays: Christmas, New Year' Day .
- . Titles: Mr, Mrs, Miss, Dr

It is noted that proper nouns are written with initial capital letters.

Article which uses with proper nouns has few rules and many exception. Each time you come across a name, remember to learn whether it is used with “*the*” or not. For a very general rule of thumb (though it has a lot of exception), use the following guide:

Singular: Zero article Lake superior

Plural: The The Great lake

A general guideline for the use of singular proper nouns is to use no article (the zero article form). However, there are a lot of exceptions I list as follows:

ARTICLE WITH SINGULAR PROPER NOUNS

	Zero article(no article)	The
Names of people	Nora Ephron	
Titles of people	General Eisenhower President Harry Truman Lord Nelson	the president the prime minister the duke of York
Continents, parts of the Globber	Asia Central America	the south Pole the E quarter the West, the East
Countries	France Canada Greece	the United Kingdom the Soviet Union the Dominican Republic
State, Cities, Districs, Regions	Tokyo Hollywood	The Hague the Bronx the south end
Buidings	Westminster Abbey North station	the Chrysler Buiding The Eiffel Tower
Museums, Hotel		the Metropolitan Museum the Hilton Hotel
Schools	Washington University Kennedy High School	the University of Michigan
Streets, Parks	Fifth Avenu Lincoln Park	the New York Botanical Garden

	Zero article(no article)	The
Roadway	Rout 87	the Pennsylvania Turnpikke the Palisades Parkway
Lakes	Lake Superior Lake Temagami	
Seas, Oceans, River		the Pacific Ocean the Seine
deserts		the Sahara the Mojave
Islands	Trinidad Sicily	the Isle of wight
Months, Days	December Wednesday	
Languages	French Chinese	the French language the Chinese language

(Raim, 1990:41)

1.1.3.2. Common noun.

“Nouns that are not the name of particular persons, places, things or ideas are common nouns”

(Alexander, 1988:38)

1.1.3.2.1. Based on grammatical reasons.

According to Quirk and Greenbaum (1985:246) common nouns in English are divided into three kinds: countable noun, uncountable noun, both countable and uncountable noun.

Countable noun

“ Countable nouns are the name of count people or count things”

Eg:

Student, table, etc.

(khuê, 1999:15)

Countable nouns have both singular and plural forms. Nouns that are preceded by “a” or “an” are always countable and always singular.

Eg:

a book = *a* + Countable singular

an apple = *an* + Countable singular

In fact, a countable singular noun must appear with “a, an” or “the” (or some other determiner) in front of it.

Eg:

Singular

A promise (=one promise).

He made *a promise*

The promise (=one specific promise)

He made *the promise* I had asked for

But not * He made promise

Plural

The promises (= some specific promises)

He made *the promises* I had asked him for

(Raims, 1990: 39)

With countable nouns plural nouns beside “ *the*” we can add numerals or quantifiers before nouns:

Eg:

Two promises, *many* promises, etc.

But not *He made *a solemn promises*

Countable nouns have a plural and can used in the question “*How many...?*”

Eg:

How many stamps /envelopes?

- Four *stamps / envelopes*.

(Alexander, 1988:39)

We can use numbers before countables nouns

Eg:

one stamp, *two* stamp, etc.

Uncountable nouns are often found preceded by a noun phrase that serves to make them countable

A piece of furniture

Many pieces of furniture

A bit of information

Numerous bits of information

A bottle of wine

Three bottle of wine

A cup of sugar

Three cups of sugar

Uncountable nouns

Some nouns can not be counted in certain context in English . Nouns that are uncountable in their context.

Eg:

Paper is made from wood

Glass is made from sand

If a noun is uncountable we do not normally use “*a, an*” in front of it

Eg:

Sugar is expensive

(Alexander, 1988:39)

Uncountable nouns do not have a plural form and it can be used in question “*How much..?*”

Eg:

How much meat/oil?

– A lot of meat/ A little oil

(Alexander, 1988:39)

Uncountable nouns are often preceded by “*some, any, a little, no, etc.*” or by nouns such as “*a bit, a piece, ect*” + *of*

Eg:

A bit of news

A drop of oil

A bar of soup

A piece of paper

A sheet of paper

(Thomson & Martinet, 1998:28)

I do not want *any* advice or help. I want *some* information

(Alexander, 1988:39)

The frequently used nouns that are uncountable in most contexts are these:

<u>Uncountable nouns</u>	<u>Abstract noun</u>	<u>Disease</u>	<u>Annas</u>	<u>Subject of study</u>
Furniture	information	measles		physics
Luggage	knowledge	mumps		mathematics
Money	happiness	arthritis		political

Both countable and uncountable noun

Sometimes, nouns that are uncountable in one context become countable in another. When this occurs, the noun is preceded by an adjective they can take “*a, an*” in the singular and can be used in the plural.

Eg:

I love *chocolate* (uncountable noun)

Chocolate (uncountable noun) comes from the cocoa bean

But in the following examples:

Eg:

Would you like *a chocolate*? (countable noun)

(A chocolate= one piece of chocolate candy)

(Raims, 1990: 50)

Her *hair* (4) is black. Whenever she finds a grey *hair* (5) she pulls it out

(Alexander, 1988: 42)

“*Hair*” (4) = “all hair on one’s head” is considered uncountable . But if we consider hair separately we say “*one hair, two hairs, etc*”. Hence, “*hair*”(5)= “*one hair*” is considered countable

She drinks wine, but enjoys a good wine

Uncountable Countable

(Thomson &Martinet, 1998:28)

The division of nouns according to countability into countable & uncountable nouns in basic English. Yet the language makes it possible to look upon some objects from the point of view of both countable & uncountable nouns as in the case of “*cake*”:

A: Would you like *a cake*?

B: No, I do not like *cake*.

(Quirk & Logman, 1985: 247)

Such nouns may be said to have dual class membership .

In other case, there is no readily perceptible parallelism but a notable difference in meaning between the two nouns.

Eg:

I want an evening *paper* = (Newspaper)

Wrap the parcel up in brown *paper*=(Wrapping paper)

Some quantity words can be used with both countable and uncountable nouns. Other can be used with only one of two types. The accompanying box shows the words that can be used only with countable singular, countable plural, or

uncountable nouns. It also shows the words that can be used both with countable and uncountable nouns.

Quantity words		
Countable		Uncountable
Singular	Plural	Not much
Each	(not) many	Too much
Every	Too many	A little
Another	A few	(very) little
	Very few	A great deal of
	Several	A large amount of
	A great number of	less
	A large number of	
	Some	
	(Some) other	
	Any	
	A lot of	
	Lots of	
	No	
	Not any	

(Raims, 1990:52)

Eg:

She took *another* day off

She has *less* free time than Max does

She has *fewer* projects to work on but they are all big one

He has *no* clients

He has *no* money

If we use a countable noun, we also have to determine whether it is singular or plural. So it is important to distinguish those categories whenever we use a noun phrase (a noun along with its markers and modifiers). The box shows the categories and some of possible markers for both countable and uncountable

	Countable	Uncountable
Singular	A ring The ring One ring Each ring Every ring	Jewelry The Jewelry Some Jewelry A lot of Jewelry Not much Jewelry A little Jewelry
Plural	Rings Two rings Some Rings Several Rings A lot of Rings Not many Rings	

(Raims, 1990:46)

1.1.3.2.2. Based on semantic reason.

Cutting across the grammatical and semantic countable and uncountable distinction, there is a semantic into noun like *pig* which are concrete (ie accessible to the senses, observable, measurable, etc) and noun like *difficulty* which are abstract (typically nonobservable and nonmeasure)

The abstract nouns

“The abstract nouns are used to indicate concepts, situations that only imagine and feel”.

(www.Tieng anh online.com/content/view)

Eg:

Beauty, happiness, etc.

A few countable nouns are abstract :

Eg :

A hope, an idea, a nuisance, a remark

Many uncountable nouns are abstract

Eg :

anger, equality, honesty

Abstract nouns tend to be count and noncount according to whether they refer to unitary phenomena (such as events) on the other hand, or to state, qualities, activities, etc. The following illustrate typical count abstract nouns:

Meeting ~ Meetings

Arrival ~ Arrivals

Discovery ~ Discoveries

The following are typical uncountable abstract nouns

Employment, happiness, honesty, literature, sleep, information, etc.

Eg:

He did not give us *much information*.

(Quirk & Long man, 1985:251)

But the same abstract nouns can often switch between countable and uncountable use.

Eg:

She showed me *much kindness*.(uncountable)

She showed me *many kindnesses*.(countable)

Society must be changed by *revolution*.

Society must be changed by a *revolution*

(Quirk. &Long man, 1985:286)

In English, uncountable abstract nouns usually have no article when used generically:

Eg:

My favourite subject is *history*

Happiness is often the product of *honesty* and hard *work*

(Quirk & Long man, 1985:286)

Normally the zero article also occurs when the uncountable abstract noun is premodified:

Eg:

She's studying *European history*.

(Quirk & Long man, 1985:286)

But when the same noun is postmodified, especially by an of- phrase, the definite article normally precedes it:

Eg:

She's studying *history of Europe*.

She's studying *the history of Europe*.

(Quirk & Long man, 1985:286)

The Concrete nouns

“Things which can touch, see are called concrete nouns”.

(www.TiengAnh online/content/view)

Eg:

Table, chair, cat, dog, etc.

Many countable nouns are concrete (having an individual physical existence)

Eg:

Person, animals, plants	a girl, a horse, a geranium
Objects	a bottle, a desk, a type written
Groups	an army, a crowd, a herd
Units of measurement	a kilo, a litter, a metre

Concrete uncountable nouns sometimes having physical but not “individual” existence

Eg :

Materials, liquids, gases:	cotton, milk, air
Grain & power:	rice, dust, flour
Language :	Intalian, Japanese.

1.2. Noun in Vietnamese

1.2.1. Definition of a noun

“Noun are the names of people, things, phenomena, concepts or units, etc.”

(Thuyết, Hùng & Hạnh, 2007: 30)

Eg:

Ông cha ta có truyền thống yêu n- ớc

People

Sông H- ong n- ớc chảy, thuyền trôi lững lờ

thing

M- a nh- trút n- ớc

Phenomenon

1.2.2. Characteristics of nouns

ý nghĩa từ vựng khái quát hoá thành đặc tr- ng ngữ pháp của danh từ là ý nghĩa thực thể. Hiểu theo nghĩa rộng, ý nghĩa thực thể là ý nghĩa chỉ sự vật, khái niệm về sự vật.

(Vocabulary meaning generalize grammatical characteristic of noun is called entity meaning. Entity meaning denote thing, concept about thing)

Nouns can combine with demonstrative “ này, kia, ấy, nọ, etc.” after some other words form noun phrases

Eg:

Nhà kia =[Nhà]+[kia]

Thế kỉ này=[Thế kỉ]+[này]

Hai trận nọ=[Hai trận]+[nọ]

(Ban, 2009:26)

Nouns can combine with numeral directly or indirectly (denote quantity, unit, or the number of thing)

Eg :

Ba con trâu=[Ba]+[con trâu]

Sáu tạ thóc=[Sáu]+[tạ thóc]

(Ban, 2004:86)

Nouns can be both subject and predicate. When nouns are predicate, it must have “là” before.

Eg :

Lan t-ới rau

subject

Ng-ời có thành tích học tập tốt nhất là Hoa

Predicate

(Ban, 2004:28)

1.2.3. Type of nouns

Classify noun into small units is rather diversity and complex. It is a body in internal noun, the showing of classified characteristics is normally complex and unclear

Nouns are firstly divided into common noun and proper noun.

1.2.3.1. Proper nouns

Proper nouns include the proper name of people, and things (Hà Nội, Tr-ờng Sơn, etc.)

Name of people including three elements :

Họ + Đệm + Tên = Name of people

Eg:

Nguyễn Văn Việt = Nguyễn + Văn + Việt

(Ban & Thung, 1998:79)

The proper name of things are names of a concrete thing and definite.

Eg :

Trong tất cả các tiểu thuyết Đông Tây, có hai quyển tôi mê nhất là “*Tam Quốc*” và “*Đông Chu Liệt Quốc*”

(Ban, 2004:28)

1.2.3.2. Common nouns

Common nouns are the name of a generalized and abstract type, there is no identification between name and concrete things which are named

According to (Chừ, Nghiệu, Phiến, 1997:269) Common nouns can be divided into many kinds according to different criterions base on their grammatical characteristics.

1.2.3.2.1. Based on synthetic characteristics in content and meaning of synthetic noun.

“*Synthetic nouns are compound nouns that include two words (rarely more two words)*”

(Chừ, Nghiệu, Phiến, 1997:270)

Eg :

Quân áo = [quân] + [áo]

Binh lính = [binh] + [lính]

Unsynthetic nouns denote single thing

Eg :

Bàn, ghế, áo, etc.

1.2.3.2.2. *Based on material body of thing common nouns are divided:*

Nouns	Denote	Example
Material body	People, things, animal	Ngọc, lan, cá vàng
Abstract	Imaging things, concepts	T- t- ởng, đạo đức, tiên
Synthetic	Homogenous collection	Đàn, bầy, lũ, bọn

(Chừ, Nghiệu, Phiến, 1997:271)

1.2.3.2.3. *Based on the ability combined with numeral (hai, ba, bốn, etc.)*

Common are classified into two kinds: countable and uncountable noun

Countable nouns

Countable nouns are divided into two types: countable-directed noun and countable- indirected noun

In Vietnamese, nouns that combine directly with quantity word are ranked Countable- directed noun.

Eg:

Một tỉnh

Hai phút

Năm đấu

(Cần, 1977:218)

Countable- directed noun stands before numeral, specific as follows:

Kind of nouns	Numeral	Example
Types	Cái, con, cây, ng- ời,	<i>Cái này để ăn tr- a cho bác, cho cô và các bác lái xe.</i>
Colour, smell, sound	Màu, sắc, mùi, vị , tiếng	<i>Màu n- ớc biển</i> <i>Mùi ngò gai</i>
Synthetic	Bọn, bầy ,đàn, lũ	<i>Đàn vịt đang bơi trên sông</i>

(Chữ, Nghiệp, Phiến, 1997:268)

Countable-indirected noun can stand after numeral directly in some as follows:

Countable- directed noun	
Cases	Examples
List	Trong lồng có 3 gà, 4 vị
Numeral and noun are predicative	Nó thích đồng hồ 3 kim Con hổ này 3 chân
Normal case stand after noun of kind	Một (hai, ba, etc.) con gà Một (hai, ba) cái chân

(Chữ, Nghiệp, Phiến, 1997:268)

In this chapter, I have looked at the theoretical background of noun in English and Vietnamese equivalents. Their definitions, characteristics and types are also taken into this chapter. In the next chapter, my study will concentrate on the formation of plural nouns in English and in Vietnamese to help learners compare the differences between the formation of plural nouns in English and in Vietnamese

Chapter two: The formation of plural nouns in English and Vietnamese equivalents

In English, the English number system comprises singular, which “denotes one” and plural, which “denotes more than one”. The singular category includes common uncountable and proper noun. Countable nouns are variable, occurring with either singular or plural number (boy~boys), or have invariable plural (cattle).

But in this chapter my study will be concentrated on discussing on the formation of plural noun of variable nouns in English and the formation of plural nouns in Vietnamese with vivid examples rather than their definitions, classifications and characteristics.

2.1. The formation of plural nouns in English.

2.1.1. The simple nouns

The formation of plural nouns of variable nouns have two form: regular plural and irregular plural

2.1.1.1. Regular plural forms.

2.1.1.1.1. Singular countable noun + “-s”.

In English, plural nouns are normally formed by adding “-s” suffix after most singular nouns.

<u>Singular form</u>	<u>Plural form</u>
Cat	Cats
Friend	Friends
Tub	Tubs

Eg:

Friends are important

(Betty, 1989:198)

Cats have been domesticated for centuries

(Randolph, 2003:30)

In the two above examples, the Italic nouns are plural nouns which denote more than one friend and one cat.

2.1.1.1.2. Singular countable noun with ending “-o, -ch, -sh, -s, -x”.

Nouns ending in “-o, -ch, -sh, -s, -x” form their plural by adding “-es’ suffix.

<u>Singular</u>	<u>Plural</u>
Potato	Potatoes
Box	Boxes
Watch	Watches
Dish	Dishes

Eg:

He had boiled *potatoes* for his dinner

(Khuê, 1999:35)

But words of foreign origin or abbreviated words ending in “-o” adding “-s” only.

<u>Singular</u>	<u>Plural form</u>
Dynamo	Dynamos
Memo	Memos
Video	Videos

Some nouns with *ending* “-o” have both plural forms

Eg:

<u>Singular form</u>		<u>Plural form</u>
Manago	→	Managos
	Or →	Managoes
Volcano	→	Volcanos
	Or →	Volcanoes

2.1.1.2. Irregular plural forms.

2.1.1.2.1. Singular countable nouns with ending “-f, -fe”.

Nouns that end in “-f, -fe” form plural by dropping the “-f, -fe” and adding “-ves” suffix in plural.

<u>Singular form</u>	<u>Plural form</u>
Calf	Calves
Wife	Wives
Shelf	Shelves
Knife	knives

Eg:

The man and his *wives* live in a good house.

She cut flowers by the sharp *knives*.

(Khuê, 1999:118)

Except the following nouns end “-f” simply add “-s” to form the plural.

<u>Singular form</u>	<u>Plural form</u>
Belief	beliefs

Chief	chiefs
Roof	Roofs
Cliff	Cliffs
Muff	muffs

2.1.1.2.2. Singular countable noun with ending “-y”.

For nouns ending in consonant + y form plural by changing “-y” into “-i” + “-es” suffix.

<u>Singular form</u>	<u>Plural form</u>
Fly	<i>Flies</i>
Country	<i>Countries</i>
Duty	<i>Duties</i>

Eg:

Flies are insect

(Khuê, 1999:35)

But for nouns that end in vowels + y only “-s” is added to form plural.

<u>Singular form</u>	<u>Plural form</u>
Toy	Toys
Boy	Boys
Turkey	<i>Turkeys</i>

Eg:

Chickens, ducks, and *turkeys* lay eggs.

(Betty, 1989:200)

2.1.1.2.3. *Singular countable nouns form plural by changing the internal vowels.*

The following seven nouns form their plurals by changing the internal vowels are called mutation (this is a survival from old English)

<u>Singular form</u>	<u>Plural form</u>
<i>Foot</i>	<i>Feet</i>
<i>Tooth</i>	<i>Teeth</i>
<i>Man</i>	<i>Men</i>
<i>Woman</i>	<i>Women</i>
<i>Goose</i>	<i>Geese</i>
<i>Mouse</i>	<i>Mice</i>
<i>Louse</i>	<i>Lice</i>

Eg:

Are the *women* here today?

I asked the dentist to pull out my bad *teeth*.

Mice are small animal.

(khuê, 1999:35)

Other survivals from the past are a few nouns which form their plural with “ – *en*”. This occurs in three nouns: brother, child and ox

<u>Singular form</u>	<u>Plural form</u>
<i>Brother</i>	<i>Brethren</i>
<i>Child</i>	<i>Children</i>
<i>Ox</i>	<i>Oxen</i>

Eg:

She is a psychologist for *children*

(Betty, 1989:203)

“*Children*” in the above example are plural form of *child*, it forms with vowel changes /ai/~/I/

Some singular nouns form plural, it has different in meaning of nouns

Singular form

Plural form

Air (không khí)

Airs (điều bộ màu mè, vẻ ta đây)

Custom (thói quen)

Customs (hải quan)

Good (điều tốt)

Goods (hàng hóa), etc.

Eg:

The *air* here is quite fresh

He puts on *airs*

It is my *custom* to get up early

She is going through the *customs* now

What is the *good* of doing that ?

A merchant buys and sells *goods*

(Khuê, 1999:24)

For some singular nouns have two plural forms but they are different in the meaning

Singular

Plural form

Cloth →

Clothes (quần áo)

Or →

Cloths (những mảnh vải để lau chùi)

Brother	→	Brethren (giáo hữu)
	Or →	Brothers (anh em trai)
Penny	→	Pennies (nhiều đồng một xu)
	Or →	Pence (một đồng nhiều xu)

Eg:

Can you give me *six pennies* for a *six pence*?

(Khuê, 1999:26)

In the above example when we are referring to separate coins its regular plural is *pennies* or a collective plural *pence* when we are referring to a total amount.

2.1.1.3. Words borrowed from other languages

Some words which retain their original Greek or Latin forms make their plurals according to the rules of Greek and Latin

- ◆ Noun in “-us” (original Latin) the foreign plural is “-i” as in:

Eg:

<u>Singular form</u>	<u>Plural form</u>
Stimulus	Stimuli
Syllabus	Syllabi
Radius	Radii
Terminus	Termini

It is noted that the usual plurals of *corpus* and *genus* are *corpora*, *genera* although their endings are “-us”.

- ◆ Nouns in “-a” (Latin) the foreign plural is “-ae” as in

Eg:

<u>Singular form</u>	<u>Plural form</u>
<i>Alumma</i>	<i>Alummae</i>
<i>Vertebra</i>	<i>Vertebrae</i>

But some follow words are the English rule:

<u>Singular form</u>	<u>Plural form</u>
<i>Dogma</i>	<i>Dogmas</i>
<i>Formula</i>	<i>Formulas</i>

◆ Noun in “-um” (Latin) the foreign plural is “-a” as in:

<u>Singular form</u>	<u>Plural form</u>
<i>Curriculum</i>	<i>Curricula</i>
<i>Erratum</i>	<i>Errata</i>
<i>Addendum</i>	<i>Addenda</i>
<i>Stratum</i>	<i>Strata</i>

Eg:

The skeletons found in the lower *stata* taken at once to the museum

(Quirk & Greenbaum, 2003:33)

◆ Noun in “-ex, -ix” (Latin) the foreign plural is “-ices”. Sometimes there are two plural forms with different in meaning.

<u>Singular form</u>		<u>Plural form</u>
<i>Index</i>	→	<i>Indexes</i> (in books)
	Or	
	→	<i>Indices</i> (in mathematics)
<i>Appendix</i>	→	<i>Appendixes</i> (in book)

Or → *Appendices* (medical terms)

- ◆ Noun in “-is” (Greek) the foreign plural is “-es” as in

<u>Singular form</u>	<u>Plural form</u>
<i>Basis</i>	<i>Bases</i>
<i>Hypothesis</i>	<i>Hypotheses</i>
<i>Analysis</i>	<i>Analyses</i>
<i>Crisis</i>	<i>Crises</i>

Eg:

Crises often occur in the best regulated families
(Quirk & Greenbaum, 2002:33)

- ◆ Noun in “-on” (Greek) the foreign plural is “-a” as in:

<u>Singular form</u>	<u>Plural form</u>
<i>Criterion</i>	<i>Criteria</i>
<i>Phenomenon</i>	<i>Phenomena</i>

Eg:

Other *Criteria* are needed in analysing these *Phenomena*
(Quirk & Grenbaum, 2002:33)

Exception the following noun with ending “-on” has two plural forms:

Eg:

<u>Singular form</u>		<u>Plural form</u>
<i>Automaton</i>	→	<i>Automatons</i>
	Or →	<i>Automata</i>

◆ A few nouns in “-eu,- eau” retain the French “-x” when form plural beside the commoner “-s”.

Eg:

<u>Singular form</u>		<u>Plural form</u>
Audieu	→	Audieux
	Or →	Audieus
Plateau	→	Plateaux
	Or →	Plateaus

◆ Nouns in “-o” (Italian origin) the foreign plural is “-i” as in

Eg:

<u>Singular form</u>	<u>Plural form</u>
Tempo	Tempi
Solo	Soli
Libretto	Libretti

2.1.2. The compound nouns.

2.1.2.1. Plural in the first element

Compound nouns form plural in different ways, but plural in the first element is the most usual by adding “-s” suffix.

Eg:

<u>Singular form</u>	<u>Plural form</u>
Attorney general	Attorneys general
Notary public	Notaries public
Passer-by	Passers-by

Mother-in-law	Mothers-in-law
Mouthful	Mouthsful
Brother-in-law	Brothers-in-law
Runner-up	Runners-up

Eg:

My brothers-in-law have two houses

(Quirk, 1973:33)

The *runners-up* were given pound notes.

2.1.2.2. Plural mainly in the last element

The tendency is to :

Put a plural ending “-s,- es, etc. ”

- On the second noun in noun + noun combinations

Eg:

<u>Singular form</u>	<u>Plural form</u>
Boyfriend	Boyfriends
Bookself	Bookseves
Flowershop	Flowershops
Matchbox	Matchboxes

- And in gerund + noun combinations

Eg:

<u>Singular form</u>	<u>Plural form</u>
Frying pan	Frying pans

Put a plural ending on the last word when no noun is present.

Eg:

<u>Singular form</u>	<u>Plural form</u>
Breakdown	Breakdowns
Forget-me-not	Forget- me-nots
Lay-off	Lay-offs
Grown-up	Grown-ups

2.1.2.3. Plural both in the first and last element.

When the first element is *man* or *woman* then both parts are made plural

Eg:

<u>Singular form</u>	<u>Plural form</u>
Man student	Men students
Woman student	Women students
Manservant	Menservants
Woman doctor	Women doctors

We are also notable that compound nouns with “*lady*” plural in the last element by adding “-s” suffix in noun.

<u>Singular form</u>	<u>Plural form</u>
Lady friend	lady friends

Other compounds with *man* and *woman* form their plurals only in the second word.

<u>Singular form</u>	<u>Plural form</u>
Man-eater	Man-eaters
Woman- hater	Woman- haters

2.1.3. The plural of proper noun.

2.1.3.1. “The” before nouns

Proper nouns with definite article “the” before nouns form plural by adding “-s” suffix in nouns.

<u>Singular form</u>	<u>Plural form</u>
The Smith	The Smiths (the Smith family)
The Taylor	The Taylors (the Taylor family)

Eg:

The Smiths are living in the countryside.

(Alexander, 1989:66)

2.1.3.2. “Mr, Miss” into plural.

For proper nouns that have “Miss, Mr” stand before noun, form plural into two ways either “Miss, Mr” or proper nouns change plural form.

<u>Singular form</u>		<u>Plural form</u>
Mr Miller	→	The Mr Millers
	Or →	The <i>Messrs</i> Miller
Miss Brown	→	The Miss Browns
	Or →	The <i>Misses</i> Brown

It is noted that certain nouns describing nationalities ending “-ch,-se,” no change in plural noun.

<u>Singular form</u>	<u>Plural form</u>
A French	The French (những ng- ời Pháp)
A Vietnamese	The Vietnamese (những ng- ời Việt Nam)

A Japanese

The Japanese (những người Nhật)

Eg:

The Japanese work very hard

(Quirk, 1973:35)

The Vietnamese are studious

(Điền, 1999:40)

He is a Vietnamese. The Vietnamese are noted for their cookery.

(Điền, 1999:45)

Initials can be made plural, the final “-s” is a small letter.

Eg:

Singular form

Plural form

MP

MPs or MP's (member of parliament)

VIP

VIPs or VIP's (very important person)

Besides the above ways of formation the plural noun, we also note that some nouns don't change in plural form. These include:

- Name of certain animals, fish.

Singular form

Plural form

Sheep

Sheep

Salmon

Salmon

Deer

Deer, etc.

Eg:

This sheep is from Australia. *These sheep* are from Australia.

(Alexander, 1988:45)

- Craft or aircraft.

Eg:

The craft was sunk. All the craft were sunk.

(Alexander, 1988:45)

It is noted that some names of fish, etc can form a regular plural.

Eg:

Herrings (or Herring) were once plentyful.

Fish is the normal plural of *fish* (singular) but *fishes* can also be used, especially to refer to species of fish.

Eg:

My goldfish has died (5)

My goldfish have died (6)

You can see many kind of fishes in the fish market (7)

(Alexander, 1988:45)

In the three above examples *goldfish* (5) denotes one fish, *goldfish* (6) denote more than one fish and *fishes* (7) show species of fish.

There are some nouns that are usually plural form and take a plural verb as the follows:

- ◆ Tools, instruments, pieces of equivalents for instance: scissors, glasses, shears, pliers, etc.

Eg:

Her glasses were broken.

(Logman, 1989:50)

- ◆ Thing we wear, for instance: trousers, clothes, jeans, shorts, ect.

Eg:

My trousers are torn.

Two pair of your trousers are still at the cleaner's

The clothes were wet because of bad weather.

(Alexander, 1988:47)

2.2. The formation of plural noun in Vietnamese

In English, it is a difficult task for the English learners to form plural nouns because it is rather complex as the presented above. Whereas, in Vietnamese plural nouns are form more simple because of no changing in the form of singular nouns. We often add post-modified or pre-modified into noun to have different functions in a sentence.

According to Ban (1992:2003) nouns are principal component and modify have steady position in this following table:

Component	Tất cả	Những	Cái	Con mèo	đen	ấy
Position	-1	-2	-3	Principal component	-1	-2

(Ban, 1992:2003)

To form plural noun we only consider pre-modified of noun, specially position one and position two.

2.2.1. Position one

In the position one is total words as: *tất cả, hết thảy, tất thảy, cả*. these words stand before noun to form plural.

Eg:

Tất cả mọi ng- ời đã có mặt đầy đủ.

(Điền,1997:60)

Total words are disable to combine with predictable words (*vài, ba, dăm*). They usually appear before

- Definite numeral words: *hai, ba, bốn*, etc.

Eg:

Tất cả hai bàn và *sáu* ghế.

Hết thảy năm ng- ời đều có mặt.

(Ban, 1992:44)

- Collective noun: *đàn, lũ, bọn*, etc.

Eg:

Cả đàn gà đang ăn ngoài v- ườn.

(Ban, 1992:45)

we have some notes for total word *tất cả*

- *Tất cả* can stand after verb

Eg: Năm ng- ời có mặt *tất cả*.

- It appears before or after noun- principal component and it is different in the meaning in a sentence.

Eg:

Tất cả năm ng- ời đã có mặt.(11)

Có mặt năm ng- ời *tất cả*.(12)

(Cần,1996:234)

Tất cả (11) means that there is no one else exception five persons, *tất cả* (12) means there may be other person besides five persons.

2.2.2. Position two

In the above table, the position two is quantity words. These comprising:

2.2.2.1. "Những, các, mọi "words

These words stand before nouns- principal component to form plural noun.

Eg:

Những giáo s- này đang nghiên cứu.(8)

Thầy giáo đang hỏi *những học sinh* ch- a nộp bài.(9)

(Ban, 1992:48)

In the two example, *những* (8), (9) stand before noun phrase “*giáo sư*” and “*học sinh*” to denote more than one professor and student. And there is no change in form of noun. *Những* (9) is definite article and it compares with the students who had given exercises.

Eg:

Th- a *các* bạn trong lớp (10)

(Ban, 1992:49)

Xin mời *mọi* ng- ời đến tr- ớc ngôi vào trong.

(Ban, 1992:50)

Các (10) is definite article too and it appears before noun to indicate many people in the class.

2.2.2.2. *Numeral words: hai, ba, năm, etc.*

These words stand before nouns to form plural nouns

Eg:

Cần m- ợn thêm *hai* bàn và *sáu* ghế

Hai vợ chồng, *sáu* anh chị em.

(Ban, 1992:44)

2.2.2.3. *Predictable word: vài, dăm, dăm ba, vài chục, etc.*

Eg:

Còn *vài* quả trứng ch- a bán hết.

Dăm (cái) quần áo.

(Chừ, Nghiệu, Phiến: 1997:278)

We also have to pay attention to some as follows when use words in the position two.

- Synthetic nouns are allowed to appear after numeral if they stand before collective noun or measure noun form plural.

Eg:

Hai *bộ* quần áo, năm *đàn* trâu bò, ba *toa* thuốc men, hai *mẫu* ruộng.

(Chừ, Nghiệu, Phiến, 1997:278)

In the above example *bộ*, *đàn* are synthetic noun and *toa*, *mẫu* are measure noun. They stand before collective noun *quần áo*, *trâu bò*, *thuốc men* and after numeral.

- *Những*, *các* may stand before collective nouns to form plural

Eg:

Những thợ thuyền, các t- ống tá.

(Ban, 1992:52)

• when *cái* word is in position one as the above table, it is difficult to have *mọi* word before to denote plural

Eg:

Mọi cái con mèo đang nô đùa ngoài sân.

(Ban, 1992:63)

We only can say

Cái con mèo đang nô đùa ngoài sân.

2.2.2.4. *Mấy* word.

In Vietnamese, *mấy* word is pre-modified of noun and when it stands before noun form plural it has some uses and there is the difference between the meaning of those uses.

Eg:

Đây về nhà anh *mấy* km?

(Điền, 1997:60)

Mấy in the above example asks about quantity. It is no clear about the distinction between big amount or small amount but forward to small quantity.

“*Mấy*” compares with “*vài, ba, m- oi, vài trăm*” as follow:

Eg:

Trên đ- ờng về tôi gặp *mấy* ng- ời bạn cũ.

(Ban, 1992:51)

“*Mấy*” can use as *các, những*

Eg:

Mời *mấy* anh vào nhà tôi chơi.

(Ban, 1992:52)

In position *mấy* we can replace by *các* word to form plural, for instance

Eg:

Mời *các* anh vào nhà tôi chơi.

Or in the example

Eg:

Trong giờ giải lao tôi nói chuyện với *mấy* vị đại biểu.

(Ban, 1992:52)

We can take *các, những* in the *mấy*'s position to form plural.

Eg:

Trong giờ nghỉ giải lao tôi nói chuyện với *các (mấy)* vị đại biểu.

(Ban, 1992: 52)

In this chapter, I have presented some typical ways which help learners form plural nouns in English and Vietnamese equivalents. As presented above, learners can see the formation of plural noun in Vietnamese is rather simple. Whereas, in English it is very complex and difficult. When singular countable nouns change into plural nouns, they sometimes change the form of the root words or even the meaning of them. Hence, it makes learners get confused and mistakes are unavoidable. As a result, some common errors made by Vietnamese learners will be mentioned in the next chapter; some suggested solutions as well as some exercises are also given in order to help learners avoid mistake in the process of using plural nouns.

Chapter three: Problems made by Vietnamese learners when forming plural nouns and some suggested solutions

3.1. Problem made by Vietnamese learners when forming plural nouns.

3.1.1. Subject- verb agreement.

In English, a plural noun is normally formed by adding “-s, -es” suffix after noun. By this way, it is clear for us to take a singular or a plural verb in a sentence. However, there are some following cases which Vietnamese learners make mistakes:

- ❖ Case one: misuse of the singular verb with a collective noun of plurality as in the following example:

Eg:

People is never satisfied (1)

People are never satisfied (2)

(Khuê, 1999:35)

The police has caught the burglar (3)

The police have caught the burglar (4)

(Fitikides, 2000: 129)

In the above examples, we can see *people* and *police* don't take plural form (add -s, -es suffix after) so many English learners will choose example (1) and (3) are correct and example (2) and (4) are wrong. However, the correct form should be (2), (4) because *people* and *police* are collective nouns and they denote individual members of the group and not the groups as a whole. Hence, they always take plural verb *are* and *have*.

❖ Case two: misuse of taking a plural verb

In English, some nouns always have plural form but generally take a singular verb but some learners take a plural verb as following examples:

Eg :

Mathematics are compulsory subject at school. (5)

(Alexander, 1988:125)

I am glad that *the news are* good. (6)

(Fitikides, 2000: 130)

Mathematics and *news* in the example (5) and (6) look as if they are plural but learners have to take a singular verb because *Mathematics* is the name of a subject and *news* is uncountable noun. So, the correct form is:

Mathematics is compulsory subject at school

I am glad that the *news is* good

❖ Case three: misuse of some name of things consisting of two parts (like *scissors, trousers, spectacles, shears, glasses*).

Those words are always have a plural form but English learners occasionally do not add “-s” after them and they take a singular verb.

Eg:

The scissor is lying on the table.(wrong)

(Thomson, 1999:30)

The scissors are lying on the table. (right)

3.1.2. Pronunciation of the plural nouns.

For English learners, it is difficult in not only the formation of plural nouns but also the pronunciation of them. So mistakes of the pronunciation are unavoidable too.

Normally, a singular noun form plural noun by adding “-s, -es” suffix after nouns. English learners often pronounce /s/ with all plural nouns ending “-s” suffix and /-iz/ with the plural nouns ending “-es” as the list below:

Suffix	Example	Pronunciation of the plural nouns	
		Right	Wrong
-s	boys	/bɔɪz/	/bɔɪs/
	tables	/'teɪb(ə)lz/	/'teɪb(ə)ls/
	books	/bʊks/	/bʊkz/
	baths	/ba:ðz/	/ba:ðs/
-es	houses	/'haʊzɪz/	/'naɪvɪz/
	knives	/naɪvz/	
	dishes	/'dɪʃɪz/	

As the above table we can see that plural nouns end in “-s, -es” suffix, English learners sometimes pronounce /-s/ or /-iz/ in all plural nouns. But they make mistake because some plural nouns end in “-s”, “-es” have to pronounce /-z or -s/ and /-iz or -z/

3.2. Some suggested solutions.

3.2.1. Overcome the mistake of subject-verb agreement.

To avoid the mistakes above English learner should pay attention to some as follows:

◆ Firstly, for some collective nouns such as: *goverment, audience, committee, shool, crew, family*, etc can be use both singular and plural verb. In this case, learners had better base on the meaning or the context to take a plural verb or singular verb.

- Based on the context.

Eg:

The committee usually raise their hands to vote

In the above example learners can't say: *raises its hand* as committee is something that individuals do, not *the committee* as a whole group. Hence, collective noun will take a plural verb.

In other, a singular form is preferred

Eg:

The school is to close next year.

In the above example learners also should not say: *the school are* because we are taking about something which happens to the school as a building or institution not to the individuals that comprise it.

- Base on the meaning.

Eg :

My family is large (gia đình tôi đông ng- ời)

My family are early risers (gia đình tôi là những ng- ời dậy sớm)

In the above example, there is the difference in a point of view: the singular of *family* stresses the nonpersonal collective of the group so it takes a singular verb and the plural of *family* stresses the personal individuality within the group and it takes a plural verb.

◆ Secondly, for the nouns are the name of sciences and subjects ending *-ics* like *mathematics, physics, politics, gymnastics* general take a singular verb.

Eg:

Physics is taught at school.

Mathematics is not easy to learn.

(Fitikides, 2000:125)

However those words ending in “*-ics*”, such as *economics, acoustics, economics, ethnics, phonetics and statistics* take a singular or plural verb.

Eg:

Acoustics is branch of physics

In the above example, *acoustics* (= the scientific study of sound) it refers to an academic subject then the verb must be singular.

Eg:

The acoustics in the festival hall are extremely good.

(Alexander, 1989:46)

“*Acoustics*” (= sound quantity) it refers specifically so it must take a plural verb

◆ finally, learners have to remember the plural form of some names of consisting two parts and names of some sports such as: *scissors, trousers, spectacles, shears, glasses and billiards, draught, darts*. These words always take a plural verb.

Eg:

Billiards is a very difficult game.

(Fitikides, 2000:126)

His trousers were torn as he was climbing the tree.

(Khuê, 1999:25)

But when we combine those nouns with *a pair of* they will take a singular verb

Eg :

A pair of glasses costs quite a lot

(Alexander, 1989: 68)

3.2.2. Overcome the mistake of pronunciation of the plural nouns.

To avoid mistake of pronunciation of plural, English learners had better distinguish any sounds are voiced and voiceless consonants.

When we pronounce consonant sounds, if the vocal cord vibrates they are voiced consonants.

Here is the list of some voiced consonants: /v/, /b/, /d/, /l/, /r/, /z/, /m/, /n/, /ŋ/, /w/, /y/, /ð/, /j/.

When we pronounce consonant sounds and fell no vibration in our throat, they are called voiceless consonants.

Here is the list of some voiceless sounds: /p/, /t/, /k/, /s/, /ʃ/, /tʃ/, /θ/, and// /f/

When learners know any sounds are voiced and voiceless consonant, to overcome mistakes they had better memorize some rule as follows:

◆ The regular “-s” plural has different pronunciations: /s/, /z/, depend on the final sounds of the base.

The first, learners should remember “-s” suffix is pronounced /s/ after base ending in voiceless consonants (/f/, /k/, /p/, /t/, /θ/) other than sibilants.

Eg:

<u>Plural nouns</u>	<u>Pronunciation</u>
bets	/bets/
books	/bʊks/
stamps	/stæmps/
roofs	/ru:fs/

The second, /s/ is pronounced /z/ after bases ending in vowels and voiced consonants : /b/, /y/, /l/, etc other than sibilants.

Eg :

<u>Plural nouns</u>	<u>Pronunciation</u>
tubs	/tubz/
boys	/bɔɪz/
tables	/ˈteɪb(ə)lz/
chairs	/tʃeəz/
girls	/gɜ:lz/

◆ “-es” suffix is pronounced /ɪz/ after noun ending in voiceless sibilants sounds: /s/, /tʃ / / ʒ/, /z/, /dʒ/, and /x/.

Eg:

<u>Plural nouns</u>	<u>Pronunciation</u>
<i>glasses</i>	<i>/ˈglæsɪz/</i>
<i>witches</i>	<i>/ˈwɪtʃɪz/</i>
<i>phases</i>	<i>/ˈfeɪzɪz/</i>
<i>judges</i>	<i>/ˈdʒʌdʒɪz/</i>
<i>dishes</i>	<i>/ˈdɪʃɪz/</i>
<i>boxes</i>	<i>/ˈbɒksɪz/</i>
<i>mirages</i>	<i>/ˈmɪrɑːdʒɪz/</i>

For the plural nouns, nouns which in the singular end in the voiceless fricative / -*θ*/ with a consonant letter before the “-*th*”. The pronunciation of the plural is regular /*s*/

Eg:

<u>Plural nouns</u>	<u>Pronunciation</u>
<i>births</i>	<i>/ bəːθs/</i>

With a vowel before the “-*th*” the plural, has again, often regular pronunciation, as with

Eg:

<u>Plural nouns</u>	<u>Pronunciation</u>
<i>moths</i>	<i>/mɔθs/</i>
<i>healths</i>	<i>/helθs/</i>

However, in a few such cases the ending of the following nouns is changed and /*θ*/ changes into /*ð*/ and /*s*/ changes into /*z*/

Eg:

<u>Plural nouns</u>	<u>Pronunciation</u>
<i>baths</i>	/ba:ðz/
<i>mouths</i>	/mauðz/

For the irregular singular nouns ending in the voiceless fricative /f/ (spelled “-f, -fe”) form plural with the corresponding voiced fricative /v/ followed by /z/ and pronounced /vz/

Eg:

<u>Irregular plural nouns</u>	<u>Pronunciation</u>
<i>Calves</i>	/ka:vz/
<i>knives</i>	/naivz/

3.3. Some exercises for further practice.

Exercise 1. Give the plural form of these following nouns:

- | | |
|-----------|---------------|
| 1. Wife | 11. Glass |
| 2. Bus | 12. Proof |
| 3. Key | 13. Foot |
| 4. City | 14. Shelf |
| 5. Child | 15. Passer-by |
| 6. Brush | 16. Woman |
| 7. Mouce | 17. Appendix |
| 8. Knife | 18. Tempo |
| 9. Potato | 19. Index |
| 10. Photo | 20. Tooth |

21. Basis

25. Alumla

22. Sheep

26. Curriculum

23. Mother-in-law

27. Manservant

24. Stimulus

28. woman doctor

29. Goose

30. House

Exercise 2: make the right concord between subject and verb by selecting one member of each pairs of verb in the following sentences:

1. There(is / are) people waiting to see you.
2. The people wholeheartedly..... (support / supports) you.
3. Ours(is, are) a great people,..... (isn't it /aren't they) ?
4. The police.....(has/have) unenviable.
5. You old ford(doesn't/don't) know anything about us.
6. Splendid cattle..... (was/were) grazing on the hillside.
7. The youth(was/were) more serious than my generation was.
8. The youth(was/were) more serious than his uncle.
9. The news, I'm afraid,(has/have) got much worse.
- 10.Mumps..... (is/are) an unpleasant ailment.
11. Linguistics..... (has/have) developed rapidly in modern times.
12. The acoustics of this hall..... (is/are) excellent.
13. The archives of this society(is/are) kept in the basement.
14. (Do/does)..... people always believe what you say?

15. Bacteria of the harmful kind(cause/causes) disease.

Excercise 3: Fill in the branket : *is* or *are*, *has* or *have*, *was* or *was*.

1. A flock of sheep.....grazing all over the field. (is/are)
2. The whole gang.....arrested .(was/were).
3. The herd of cattle.....sold for a good price.(was/were).
4. The audience.....too large for this small hall. (was/were).
5. The audience.....very enthusiastic about the playing of the pianist. (is, are)
6. The audience.....the biggest we have ever had. (was, were)
7. The team.....trying on the new boots. (is, are)
8. The crowd.....cherring, shouting, and singing. (was, were)
9. This class.....the best in the school. (is, are)
10. The staff.....quarrelling about what was to be done. (was, were)
11. A bunch of flowers.....offered to the visitor. (was, were)
12. The crewall seasick. (was, were)
13. The crew.....made up of thirty sailors. (is, are)
14. Oranges.....good to eat. (is/are)

Exercise 4 : Pronounce of these following plural nouns.

- | | |
|-------------|------------|
| 1. knives. | 5. Brushes |
| 2. Classes | 6. Women |
| 3. Potatoes | 7. Boys |
| 4. Boxes | 8. Oranges |

9. Baths

10. Mouths

11. Cats

12. Flies

13. Lives

14. Buses

15. Maps

PART THREE: CONCLUSION

In my graduation paper, I have tried my best to give out the definitions, characteristics and types of noun in English and Vietnamese equivalents in the theoretical background. Especially, in the main chapters the study has dealt with:

- The formation of plural noun in English and Vietnamese.
- Problems made by Vietnamese learners
- Some suggested solutions to overcome the mistakes
- Some exercises for farther practice

Vivid examples are also given point out to inllustrate for the study which makes the study become more persuasive.

In short, I have summarized what I have been presented in my graduation with the hope that it will provide English learners with useful knowledge of the formation of plural nouns and some possible mistakes made by English learners in the process of using plural to help learners avoid mistakes.

To complete my graduation paper, I have collected a lot of reference books about vocabulary and English grammar and on the internet. However, because of limited time, knowledge, especially experience, mistakes and shortcoming are unavoidable.

Although my graduation paper is not really sucessful, I feel rather satified with what I have done. I expect to make a small contribution to helping English learners understand about the correct ways to form plural nouns and avoid the possible mistakes.

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APPENDIX

Key to exercises

Exercise 1:

1. Wives
2. Buses
3. Keys
4. Cities
5. Children
6. Brushes
7. Mice
8. Knives
9. Potatoes
10. Photos
11. Glasses
12. Proofs
13. feet
14. Shelves
15. Passers- by
16. Women
17. Appendices/ Appendixes
18. Temples
19. Indices
20. Teeth
21. Bases
22. Sheep
23. Mothers-in-law
24. Stimuli
25. Alumnae
26. Curricula
27. Menservants
28. Women doctors
29. Geese
30. Houses

Exercise 2:

- | | |
|---------------------|-----------|
| 1. Are | 9. Has |
| 2. Support/supports | 10. Is |
| 3. Is/ isn't it | 11. Has |
| 4. Have | 12. Are |
| 5. Don't | 13. Are |
| 6. Were | 14. Do |
| 7. Are | 15. Cause |
| 8. Was | |

Exercise 3:

- | | |
|--------|----------|
| 1. Are | 8. Were |
| 2. Was | 9. Is |
| 3. Was | 10. Were |
| 4. Was | 11. Was |
| 5. Are | 12. Were |
| 6. Was | 13. Is |
| 7. Are | 14. Are |

Exercise 4:

- | | |
|-----------------|--------------|
| 1. /naɪvz/ | 4. /bɔɪz/ |
| 2. /klæsɪz/ | 5. /'brʌʃɪz/ |
| 3. /pə'teɪtəuz/ | 6. /'wɪmɪn/ |

7. /bɔɪz/

8. /'Drɪndʒɪz/

9. /ba:ðz/

10. /mauðz/

11. /kæts/

12. /flaɪz/

13. /laɪvz/

14. /bʌsɪz/

15. /mæps/

16. /'læŋwɪdʒɪz/

