

UNIT 1 : What is an Operating System?



An **operating system** is the **most important software** that runs on a computer. It manages the computer's **memory**, **processes**, and all of its **software** and **hardware**. It also allows you to **communicate** with the computer without knowing how to speak the computer's "language." **Without an operating system, a computer is useless.**

The Operating System's Job

You've probably heard the phrase **boot your computer**, but do you know what that means? **Boot**ing is the process that occurs when you press the power button to turn your computer on. During this process (which may take a minute or two), the computer does several things:

- It **runs tests** to make sure everything is working correctly.
- It **checks for new hardware**.
- It then **starts up the operating system**.

Once the operating system has started up, it **manages all of the software and hardware on the computer**. Most of the time, there are many different programs running at the same time, and they all need to access your computer's **Central Processing Unit (CPU)**, **memory**, and **storage**. The operating system coordinates all of this to make sure that each program gets what it needs. Without the operating system, the software wouldn't even be able to talk to the hardware, and the computer would be useless.



Windows 7, after starting up

Types of Operating Systems

Operating systems usually come **preloaded** on any computer that you buy. Most people use the operating system that comes with their computer, but it is possible to upgrade or even change operating systems.

The three most common operating systems for personal computers are **Microsoft Windows**, **Apple Mac OS X**, and **Linux**.



The Windows, OS X, and Linux logos

Modern operating systems use a **Graphical User Interface**, or **GUI** (pronounced "gooey"). A GUI lets you use your mouse to click on **icons**, **buttons**, and **menus**, and everything is clearly displayed on the screen using a combination of **graphics** and **text**.

Each operating system's GUI has a different look and feel, so if you switch to a different operating system it may seem unfamiliar at first. However, modern operating systems are designed to be **easy to use**, and most of the basic principles are the same.



The Windows GUI



The OS X GUI

Before GUIs, computers had a **command-line interface**, which meant the user had to type every single command to the computer, and the computer would only display text.

Microsoft Windows

Microsoft created the **Windows** operating system in the mid-1980s. Over the years, there have been many different versions of Windows, but the most recent ones are **Windows 8** (released in 2012), **Windows 7** (2009), and **Windows Vista** (2007). Windows comes **preloaded** on most new PCs, which helps to make it the **most popular operating system** in the world.

If you're buying a new computer or upgrading to a newer version of Windows, you can choose from several different **editions** of Windows, such as **Home Premium**, **Professional**, and **Ultimate**. You may need to do some research to decide which edition is right for you.



Windows 7

Visit Microsoft's [Windows page](#) to learn more about this operating system.

Check out our tutorials on [Windows 8](#), [Windows 7](#), and [Windows XP](#) f

Apple Mac OS X

According to [StatCounter Global Stats](#), Mac OS X users account for **7.5%** of the operating systems market as of January 2013 - much lower than the percentage of Windows users (over **90%**). One reason for this is that Apple computers tend to be more expensive. However, many people prefer the look and feel of Mac OS X.



Linux

Linux is named after **Linus Torvalds**, who created the **Linux kernel** in 1991. The **kernel** is the computer code that is the central part of an operating system.

According to [StatCounter Global Stats](#), Linux users account for less than **1%** of the operating systems market as of January 2013. However, most **servers** run Linux because it's relatively easy to customize.



Ubuntu Linux

Operating Systems for Mobile Devices

The operating systems that we've been talking about were designed to run on **desktop** or **laptop** computers. **Mobile devices** such as phones, tablet computers, and mp3 players are very different from desktop and laptop computers, so they run operating systems that are designed specifically for mobile devices. Examples of mobile operating systems include **Apple iOS**, **Windows Phone**, and **Google Android**.

Operating Systems for mobile devices generally aren't as fully-featured as those made for desktop or laptop computers, and they aren't able to run all of the same software. However, you can still do a lot of things with them, such as watching movies, browsing the internet, managing your calendar, playing games, and more.



Apple iOS running on an

iPad

Challenge!

- What is an **operating system**? Is it software?
- Do you know what **operating system** your computer uses? If not, find out.
- Visit the [Microsoft](#) and [Apple](#) websites to learn more about each operating system.
- Search the internet for articles that **compare** Windows and Mac OS X.
- Visit the [Ubuntu](#), [Mint](#), and [Fedora](#) websites to learn more about each Linux distribution.
- If you have a **PC** and currently use an older version of Windows, such as Windows XP, search for articles comparing **Windows 8** with **Windows XP**. You may want to read our lesson on [Upgrading to Windows 8](#) to help you decide if you should upgrade.

GRAMMAR FOCUS 1

What is a Noun?

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The **highlighted** words in the following [sentences](#) are all nouns:

Late last **year** our **neighbours** bought a **goat**.

Portia White was an **opera singer**.

The **bus inspector** looked at all the **passengers' passes**.

According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C.

Philosophy is of little **comfort** to the **starving**.

Noun Gender

Many common nouns, like "engineer" or "teacher," can refer to men or women. Once, many English nouns would change form depending on their [gender](#) -- for example, a man was called an "author" while a woman was called an "authoress" -- but this use of **gender-specific nouns** is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

David Garrick was a very prominent eighteenth-century actor.

Sarah Siddons was at the height of her career as an actress in the 1780s.

The manager was trying to write a want ad, but he couldn't decide whether he was advertising for a "waiter" or a "waitress"

Noun Plurals

Most nouns change their form to indicate [number](#) by adding "-s" or "-es", as illustrated in the following pairs of sentences:

When Matthew was small he rarely told the **truth** if he thought he was going to be punished.

Many people do not believe that **truths** are self-evident.

As they walked through the silent house, they were startled by an unexpected **echo**.

I like to shout into the quarry and listen to the **echoes** that return.

He tripped over a **box** left carelessly in the hallway.

Since we are moving, we will need many **boxes**.

There are other nouns which form the [plural](#) by changing the last letter before adding "s". Some words ending in "f" form the plural by deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies," as in the following pairs of sentences:

The harbour at Marble Mountain has one **wharf**.

There are several **wharves** in Halifax Harbour.

Warsaw is their favourite **city** because it reminds them of their courtship.

The vacation my grandparents won includes trips to twelve European **cities**.

The children circled around the headmaster and shouted, "Are you a **mouse** or a man?"

The audience was shocked when all five men admitted that they were afraid of **mice**.

Other nouns form the plural irregularly. If English is your first language, you probably know most of these already: when in doubt, consult a good dictionary.

Possessive Nouns

In the [possessive case](#), a noun or [pronoun](#) changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an [apostrophe](#) and the letter "s."

You can form the possessive case of a [singular](#) noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:

The red suitcase is **Cassandra's**.

The only luggage that was lost was the **prime minister's**.

The exhausted recruits were woken before dawn by the **drill sergeant's** screams.

The **miner's** face was covered in coal dust.

You can form the possessive case of a singular noun that ends in "s" by adding an apostrophe alone or by adding an apostrophe and "s," as in the following examples:

The **bus's** seats are very uncomfortable.

The **bus'** seats are very uncomfortable.

The film crew accidentally crushed the **platypus's** eggs.

The film crew accidentally crushed the **platypus'** eggs.

Felicia Hemans's poetry was once more popular than Lord Byron's.

Felicia Hemans' poetry was once more popular than Lord Byron's.

You can form the possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:

The **children's** mittens were scattered on the floor of the porch.
The **sheep's** pen was mucked out every day.
Since we have a complex appeal process, a **jury's** verdict is not always final.
The **men's** hockey team will be playing as soon as the **women's** team is finished.
The hunter followed the **moose's** trail all morning but lost it in the afternoon.

You can form the possessive case of a plural noun that *does* end in "s" by adding an apostrophe:

The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.
The **janitors'** room is downstairs and to the left.
My uncle spent many hours trying to locate the **squirrels'** nest.
The archivist quickly finished repairing the **diaries'** bindings.
Religion is usually the subject of the **roommates'** many late night debates.

Using Possessive Nouns

When you read the following sentences, you will notice that a noun in the possessive case frequently functions as an adjective modifying another noun:

The **miner's** face was covered in coal dust.

Here the possessive noun "miner's" is used to modify the noun "face" and together with the [article](#) "the," they make up the [noun phrase](#) that is the sentence's subject.

The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.

In this sentence, each possessive noun modifies a [gerund](#). The possessive noun "dogs'" modifies "barking," "ducks'" modifies "quacking," and "babies'" modifies "squalling."

The film crew accidentally crushed the **platypus's** eggs.

In this example the possessive noun "platypus's" modifies the noun "eggs" and the noun phrase "the platypus's eggs" is the direct object of the [verb](#) "crushed."

My uncle spent many hours trying to locate the **squirrels'** nest.

In this sentence the possessive noun "squirrels'" is used to modify the noun "nest" and the noun phrase "the squirrels' nest" is the [object](#) of the [infinitive phrase](#) "to locate."

Types Of Nouns

There are many different types of nouns. As you know, you capitalise some nouns, such as "Canada" or "Louise," and do not capitalise others, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, *and* countable or non-countable or collective.

Proper Nouns

You always write a **proper noun** with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organisations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are **highlighted**:

The **Marroons** were transported from **Jamaica** and forced to build the fortifications in **Halifax**.

Many people dread **Monday** mornings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and in the **Koran**.

Last year, I had a **Baptist**, a **Buddhist**, and a **Gardnerian Witch** as roommates.

Common Nouns

A **common noun** is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are **highlighted**:

According to the **sign**, the nearest **town** is 60 **miles** away.

All the **gardens** in the **neighbourhood** were invaded by **beetles** this **summer**.

I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.

The road **crew** was startled by the **sight** of three large **moose** crossing the **road**.

Many child-care **workers** are underpaid.

Sometimes you will make proper nouns out of common nouns, as in the following examples:

The tenants in the **Garnet Apartments** are appealing the large and sudden increase in their rent.

The meals in the Bouncing **Bean Restaurant** are less expensive than meals in ordinary restaurants.

Many witches refer to the Renaissance as the Burning **Times**.

The **Diary of Anne Frank** is often a child's first introduction to the history of the **Holocaust**.

Concrete Nouns

A **concrete noun** is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun.

The **highlighted** words in the following sentences are all concrete nouns:

The **judge** handed the **files** to the **clerk**.

Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.

The real estate **agent** urged the **couple** to buy the second **house** because it had new **shingles**.

As the **car** drove past the **park**, the **thump** of a disco **tune** overwhelmed the string **quartet's** rendition of a **minuet**.

The **book binder** replaced the flimsy paper **cover** with a sturdy, cloth-covered **board**.

Abstract Nouns

An **abstract noun** is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. The **highlighted** words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an **afterthought**.

Tillie is amused by people who are nostalgic about **childhood**.

Justice often seems to slip out of our grasp.

Some scientists believe that **schizophrenia** is transmitted genetically.

Countable Nouns

A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Since he inherited his **aunt's** library, Jerome spends every **weekend** indexing his **books**.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

Over the **course** of twenty-seven **years**, Martha Ballard delivered just over eight hundred **babies**.

Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The **highlighted** words in the following sentences are non-countable nouns:

Joseph Priestly discovered **oxygen**.

The word "oxygen" cannot normally be made plural.

Oxygen is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

We decided to sell the **furniture** rather than take it with us when we moved.

You cannot make the noun "furniture" plural.

The **furniture** is heaped in the middle of the room.

Since "furniture" is a non-countable noun, it takes a singular verb, "is heaped."

The crew spread the **gravel** over the roadbed.

You cannot make the non-countable noun "gravel" plural.

Gravel is more expensive than I thought.

Since "gravel" is a non-countable noun, it takes the singular verb form "is."

Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognise collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the **highlighted** word is a collective noun:

The **flock** of geese spends most of its time in the pasture.

The collective noun "flock" takes the singular verb "spends."

The **jury** is dining on take-out chicken tonight.

In this example the collective noun "jury" is the subject of the singular compound verb "is dining."

The steering **committee** meets every Wednesday afternoon.

Here the collective noun "committee" takes a singular verb, "meets."

The **class** was startled by the bursting light bulb.

In this sentence the word "class" is a collective noun and takes the singular compound verb "was startled."

<http://www.writingcentre.uottawa.ca/hypergrammar/nouns.html>

Noun Type	Examples
<u>Common Nouns</u> name people, places or things that are not specific.	<i>man, mountain, state, ocean, country, building, cat, airline</i>

<u>Proper Nouns</u> name specific people, places, or things.	<i>Walt Disney, Mount Kilimanjaro, Minnesota, Atlantic Ocean, Australia, Empire State Building, Fluffy, Sun Country</i>
Abstract Nouns name nouns that you can't perceive with your five sense.	<i>love, wealth, happiness, pride, fear, religion, belief, history, communication</i>
Concrete Nouns name nouns that you can perceive with your five senses.	<i>house, ocean, Uncle Mike, bird, photograph, banana, eyes, light, sun, dog, suitcase, flowers</i>
Countable Nouns name nouns that you can count.	<i>bed, cat, movie, train, country, book, phone, match, speaker, clock, pen, David, violin</i>
Uncountable Nouns name nouns that you can't count.	<i>milk, rice, snow, rain, water, food, music</i>
Compound Nouns are made up of two or more words.	<i>tablecloth, eyeglasses, New York, photograph, daughter-in-law, pigtails, sunlight, snowflake</i>
<u>Collective Nouns</u> refer to things or people as a unit.	<i>bunch, audience, flock, team, group, family, band, village</i>
Singular Nouns name one person, place, thing, or idea.	<i>cat, sock, ship, hero, monkey, baby, match</i>

Count and Non-Count Nouns

What are COUNT NOUNS?

Look around the room or the classroom you're sitting in — the more "stuff" in the room, the better. Name some things that somebody must have carried into the room.

desks, chairs, flag, clock, computers, keyboards, projector, books, bookcases, pens,



notebooks, backpacks, lights, students (Well, maybe the students walked in under their own power!)

Now name some things that are part of the room itself.

floor, wall, ceiling, windows, door, chalkboard

You can imagine there being more than one of everything you've named so far — although you might have to have more than one room to have more than one floor or ceiling. These are all **COUNT NOUNS**, things that you can count.

Usage Notes:

- Count nouns can be pluralized when appropriate. See the section on [Plurals](#) for help with the proper formation of noun plurals.
- We can use expressions such as
 - many bottles
 - few bottles
 - a few bottles
- These nouns, both singular and plural, can be preceded by the appropriate [definite and indefinite articles](#) — *the* with both singular and plural, *a* or *an* with singular count-nouns.
- Singular count nouns can be preceded by *this* and *that* and by *every*, *each*, *either*, and *neither*.
- Plural count nouns can be preceded by *these* and *those* and by *some*, *any*, *enough*, and the *zero article*. The phrase *number of* is accompanied by count nouns.
- Count nouns cannot be preceded by *much*. The phrase *amount of* is also a sure sign that you are *not* dealing with a count noun.

What are MASS (NON-COUNT) NOUNS?



Here is a list of **MASS NOUNS** for you to consider.

Can you count any of these things? Do we use the plural form of any of these words in common speech and writing? What do the things in the first column have in common? the second column? In the first section, above, we named things in the classroom that we could count. What are some things in the same room that we can't count?

wood	water	reading	Chinese
cloth	milk	boating	Spanish
ice	wine	smoking	English
plastic	beer	dancing	luggage
wool	cake	soccer	equipment

steel	sugar	hockey	furniture
aluminum	rice	weather	experience
metal	meat	heat	applause
glass	cheese	sunshine	photography
leather	flour	electricity	traffic
porcelain		biology	harm
hair		history	publicity
dust		mathematics	homework
air		economics	advice
oxygen		poetry	

Usage Notes:

- Are there categories of things in the third and fourth columns as well?
- Generally, these nouns cannot be pluralized. The non-count nouns of the second column (foodstuff) are pluralized when we use the word to express a "type":
 - a. There are new wines being introduced every day.
 - b. The waters of the Atlantic are much warmer this time of year.
 - c. The Dutch are famous for their cheeses.
 - d. The spring rains came early.
- We can use expressions such as
 - a. much harm
 - b. little harm
 - c. a little harm
- It is appropriate to precede these nouns with a definite or indefinite article.
 - a. the sunshine
 - b. an experience
 - c. a wine

But they frequently appear with zero article:

- d. Smoking is bad for you.
 - e. Poetry is beautiful.
 - f. Sugar is sweet.
 - g. Experience is the best teacher.
- These nouns can be preceded by *some, any, enough, this, that, and much*.
 - Because they are not countable, these nouns cannot be preceded by *these, those, every, each, either, and neither*.

What are ABSTRACT NOUNS?

Here is a list of **ABSTRACT NOUNS** for you to think about. Can you touch or see any of these things in the physical sense? Can you count any of them? Can you create sentences in which some of these words can be used as *plurals*?



peace conduct speed taste

warmth	courage	experience	evil
hospitality	leisure	time	liberty
information	knowledge	friendship	democracy
anger	safety	trouble	death
education	shopping	work	grief
melancholy	justice	culture	piety
softness	chaos	virtue	
violence	progress		

Usage Notes:

- Because they refer to ideas, concepts, it is difficult to see how abstract nouns can be pluralized. In fact, many of them cannot be. The abstract nouns in the first two columns (above) cannot be pluralized; the abstract nouns in the second two columns can be. The section below discusses what happens to an abstract noun when it is pluralized.
 - The griefs of the nation are too much to bear.
 - The editors took liberties with our prose.
 - She formed many friendships at college.
- In terms of quantifiers and words that precede these words, what we say about the non-count nouns, above, can be said about abstract nouns.

Exercise 1 Write in the blank *concrete* or *abstract* to identify the type of noun in italics.

abstract The boys had great *sympathy* for Juan's situation.

- Why did Sharon begin playing the *tuba*?
- The entire house was decorated with excellent *taste*.
- Barry's adoration for his grandmother brought her much *joy*.
- The hissing of the *radiator* distracted him.
- The barbershop quartet rehearsed in the *cafeteria*.
- The spectators saw the entire production on a huge *monitor*.
- Cleanliness* is important to my mother.
- If anyone has a better *idea*, I'll support it.
- Dad enjoyed listening to *music* on his new car CD player.
- My friend brought some *oranges* back from Florida.
- The *success* of the recycling program depended on everyone's cooperation.
- Margit's new *bedspread* is very colorful.
- It took *courage* to sing the solo in front of so many people.
- Aside from one *baby*, the audience was extremely quiet
- Bella showed great *ability* for solving logic problems.

Exercise 2 Draw two lines under the verb that agrees with the collective noun subject.

The band (is, are) polishing their instruments before the competition.

1. A new committee (has been, have been) formed to plan the field trip.
2. The team (selects, select) their officers by secret ballot.
3. The Audubon Society (promote, promotes) the conservation of wild birds.
4. The audience (is, are) aware that they were lucky to get tickets.
5. Because it is fed only once daily, the flock (eats, eat) very fast.
6. The trio (performs, perform) at many local festivities.
7. My family (begin, begins) the holiday at six o'clock.
8. The jury (is, are) all members of the community.
9. The team (has, have) an awards banquet at the end of the regular season.
10. A panel of judges (presides, preside) over the Supreme Court.
11. Although it is small, our orchestra (is, are) well rehearsed.
12. The school club (provides, provide) assistance to local charities.
13. The committee (disagrees, disagree) with each other about proper procedure.
14. Outside my bedroom window, the swarm of bees (buzzes, buzz) loudly.
15. The matinee audience (is, are) usually smaller than the evening crowd.

Exercise 3. Write in the blank the correct plural form of the compound noun in parentheses.

grandmothers During the holidays, we visit both of my (grandmother).

1. The (teardrop) fell from her cheek as she sobbed. teardrops
2. (Moonbeam) cut through the trees of the forest. moonbeams
3. After school, we hurled (snowballs) at our friends.
4. (Earthworms) improve the soil in our garden.
5. At the end of the contest, the (runner-ups) collected their awards.
6. This Olympics is filled with (record holders).
7. My Aunt Minya collects (nutcrackers).
8. Before bedtime, Carla's father reads her two (nursery rhymes).
9. Our family tradition calls for all (mother-in-laws) to bake a pie at Thanksgiving.
10. Just before sunrise, the (morning stars) twinkle beautifully.
11. (Lighthouses) protect the coastline of Maine.
12. The (lifeguards) at the amusement park do a noble job.
13. The city is repairing several (overpasses).
14. Old houses have (keyholes) that you can look through.
15. My little sister has a whole collection of (music boxes).

Exercise 4. Write *possessive*, *contraction*, or *plural* to identify the type of noun in italics.

possessive The Old *West's* method of delivering mail was the Pony Express.

1. The Pony *Express's* name comes from the mail carriers riding ponies.
2. The *service's* route stretched between St. Joseph, Missouri, and

Sacramento, California.

3. The Pony Express was around in the early *1860s*.
4. *Senator William H. Russell's* freighting firm funded the Pony Express.
5. *Russell's* better known than Senator Willam Gwin, the man who helped him.
6. The mail *price's* once cost five dollars for a one-half-ounce letter.
7. However, the *costs'* soon dropped to only one dollar.
8. The *rider's* equipment included a special mailbag and sometimes a weapon.
9. Some famous Pony Express *riders'* included historical figures like "Buffalo Bill" Cody.
10. Another of the *Express's* famous riders was "Pony Bob" Haslam.
11. It was amazing the way the *riders'* could change horses so quickly.
12. As a result, the Pony *Express's* average speed was two hundred miles per day.
13. Although they faced many *troubles*, few riders were seriously hurt.
14. After the transcontinental telegraph opened, the Pony Express shut down in two *days*.
15. The Pony Express—*that's* the basis for the modern American postal system.

Exercise 5. Underline the noun in parentheses that best completes each sentence.

(Telephones, telephone's) have changed greatly over the past few years.

1. Speaker (phones, *phone's*) are already commonplace in some American homes.
2. The cellular (phones, *phone's*) mobility is very convenient.
3. Many (*satellites*, satellite's) have replaced familiar phone lines.
4. Satellite communication eliminates many (*delays*, delay's).
5. New (*horizons*, horizon's) are upon us as we enter the twenty-first century.
6. Telephones that include video (*images*, image's) are already being perfected.
7. These (*videophones*, videophone's) may soon become standard communication.
8. Many (*computers*, computer's) regulate the phone lines.
9. Business (*executives*, executives') travels are simplified with this technology.
10. Can you imagine the (*problems*, problem's) people used to have with the old phones?
11. Now salespeople can show their (*products*, products') on television.
12. Then, (*payments*, payment's) can be completed over the phone.
13. A regular telephone (*visits*, visit's) a good cure for loneliness.
14. Taking place over phone lines, online data (*services*, service's) connect people across.
15. Soon, most people will have access to all (*types*, type's) of communication.

Write a short paragraph about selecting officers for a club to which you belong. Use examples of concrete, abstract, and collective nouns.

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