

Chapter I : GENERAL REVIEW



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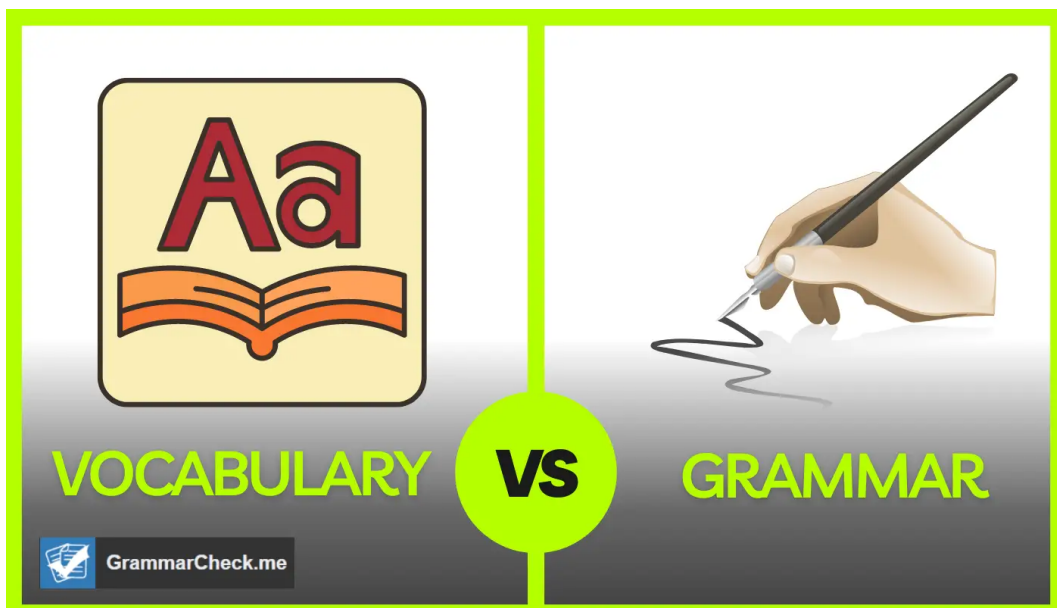
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I Chapter I : GENERAL REVIEW

1. VOCABULARY AND GRAMMAR ACQUISITION



1.1. Definition of noun

Nouns the most important words in English language- without them, cannot speaking and writing about anything. Nouns are divided into five different kinds:

1.1.1. kinds of noun in English

There are four kinds of noun in English:

- Common nouns: * man, cat
- Proper nouns: Celine, France
- Abstract nouns: beauty, fear
- Collective nouns: team, group
- Material nouns: Iron, wood, gold

1.1.2. Plurals of noun

A/- The plural of a noun is usually made by adding s to the singular:

E.g: Day-days house-houses

B/- Nouns ending in o or ch, sh, ss or x forms their plural by adding es:

E.g. tomato→tomatoes church→ churches brush→ brushes kiss→ kisses
box→boxes

But words of foreign origin or abbreviated words ending in o add s only:

E.g. photo→photos piano→ pianos kilo→ kilos

C/- Nouns ending in y following a consonant form their plural by dropping the y and adding ies:

E.g: country-countries lady-ladies

D/- Twelve (12) nouns ending in f or fe drop the f or fe and add ves. These nouns are: calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf.

E.g. life→ lives wife→ wives

E/- A few nouns form their plural by a vowel change:

E.g. foot→ feet man→ men tooth→ teeth woman→ women louse→ lice

*The plurals of child and ox are children and oxen.

F/- Collective nouns, crew, family, team etc. can take a singular or plural verb; singular if we consider the word to mean a single group or unit: e.g. our team is the best.

or plural if we take it to mean a number of individuals: e.g. our team are wearing their new jerseys.

G/- Compound nouns:

1-Normally the last word is made plural: e.g. boy-friend→ boy-friends

2- The first word is made plural with compounds formed of noun+preposition+noun.

e.g. Sisters-in law

1.2. COMPARATIVES AND SUPERLATIVES

Adjectives with two syllables can form the comparative either by adding -er or by preceding the adjective with more. These adjectives form the superlative either by adding -est or by preceding the adjective with most

See ""

1.2.1. Comparatives

Comparative adjectives enable us to express the difference between two people or things. In order to say that someone or something has a superior quality, size, or characteristic, you need to use 'more'. Instead, when you want to say that someone or something has an inferior quality, size, or characteristic, you must use 'less'.

a) More for long adjectives

If an adjective has two or more syllables, we add the word 'more' in front to create the comparative form.

For example:

- This hotel is more expensive than the last hotel we stayed at.

- Reading is more interesting than watching television.
- The sea here is more beautiful than the sea in my country.

b) er for short adjectives

If an adjective has one syllable, or two syllables with -y as the second syllable, we add -er to create the comparative.

For example:

- Your house is bigger than mine.
- Taking the bus is cheaper than taking the car.

 **Note**

As you can see in the first example, if an adjective ends in a vowel and consonant (e.g. big) you need to double the final consonant.

For example: bigger, fatter, and thinner

c) Irregular comparatives

as is often the case in English, there are some adjectives that are irregular and do not follow these rules. Here are the irregular comparatives:

Good	Better
Bad	Worse
Far	Further(U.K) / farther (U.S)
Fun	Fun

 **Example**

-
- Your cooking is better than my cooking.
 - Arriving late is worse than arriving early.
 - Their house is further from here than our house.
 - Going out is more fun than staying at home.

1.2.2. Superlative

We use superlatives to compare one person or thing to several others.

For example:

- Paris is the most beautiful city I've ever seen.

This means that I've seen several cities and I consider Paris as the number one in terms of being beautiful.

In a similar way to comparatives, there are two ways to use superlatives. When you want to say that one person or thing is superior to all others in that group, you need to use 'the most'. When you want to say that one person or thing is inferior to all others in that group, you need to use 'the least'.

a) The most

similarly to comparatives, we use 'the most' in different ways according to the length of the adjectives:

1) *-the most for long adjectives.*

If an adjective has two or more syllables, we add 'the most' in front to create the superlative form (3)*.

For example:

- She is the most determined candidate we've seen today.
- It is the most difficult part of my job.

b) est for short adjectives:

If an adjective has one syllable, or two syllables with -y as the second syllable, we add -est to create the superlative.

For example:

- It's the shortest route to the stadium.
- What's the longest flight you've ever taken?
- He's the nicest guy I've met here.

As with comparatives, if an adjective ends in a vowel and consonant (e.g. sad) you need to double the final consonant.

For example: saddest, fittest, hottest.

c) Irregular superlatives

The same adjectives that are irregular for comparatives are also irregular for the superlative form:

good	Best
bad	Worst
far	Furthest/farthest
fun	Fun

Here are some examples:

- Is this the best place to eat in town?
- Yesterday's performance was my worst ever.
- Alaska is the furthest state from Florida.
- That was the most fun I've had in a long time

2. ORAL COMPREHENSION AND EXPRESSION



2.1. Definition

Oral expression is the ability to convey wants needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures.

Oral language: importance to learning

- Oral language provides the foundations for literacy development; which leads to success in reading and writing (1)*.
- Both comprehension and expression are essential to academic achievement in all content areas
- Communication skills are critical for overall success in any studies

2.2. Paragraph Writing

2.2.1. Definition

A paragraph is a sentence or group of sentences that support one main idea. It is a series of sentences that are organized and coherent, and are all related to a single topic.

In academic writing, a paragraph is often between five and ten sentences long but it can be longer or shorter, depending on the topic.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence

Fundamental

A paragraph has three basic parts: the topic sentence^{*}, the supporting sentences, and the concluding sentence.

- The topic sentence
- The supporting sentences
- The concluding sentence

2.2.2. Qualities of a Good Paragraph

1. Unity: A good paragraph possesses unity when all the sentences develop the main idea. Unity in the paragraph is achieved by the use of a topic sentence with its controlling idea, supporting details, and concluding sentence.

2. Coherence: all the sentences and ideas in the paragraph flow smoothly together to make clear and logical points about the topic. Coherence can be achieved through the use of:

- a. Natural or easily recognized order.
- b. Transition words and phrases - used to show the connection from one sentence to another, or to signal a new train of thoughts.
- c. Repetition of Key Words - important words or phrases (and their synonyms) may be repeated throughout a paragraph to connect the thoughts into a coherent statement.

3. Order: Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.

4. Completeness: completeness means a paragraph is well developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

3. Quiz: Test

Write a short paragraph (6-8 lines) giving the advantages of Electric cars.

4. Exercice : Test

[solution n°1 p.10]

Which word is a noun in the following sentence?

1. I decided to catch the bus because I was late.

- Catch
- Late
- Bus

5. Exercice : Test

[solution n°2 p.10]

choose the material nouns:

- A) - wood
 - B) - France
 - C) - team
 - D) - gold
 - E) - cat
-
- wood
 - France
 - team
 - gold
 - cat

6. Exercice : Test

[solution n°3 p.10]

What is the definition of verb?

Exercises solution

> **Solution n° 1**

Exercice p. 9

Which word is a noun in the following sentence?

1. I decided to catch the bus because I was late.

- Catch
- Late
- Bus

> **Solution n° 2**

Exercice p. 9

choose the material nouns:

- A) - wood
- B) - France
- C) - team
- D) - gold
- E) - cat
- wood
- France
- team
- gold
- cat

> **Solution n° 3**

Exercice p. 9

What is the definition of verb?

Verb is a word indicating action or a state

Glossary

Common nouns

Common nouns are words for types of things, people, and places, such as “dog,” “professor,” and “city.” They are not capitalized and are typically used in combination with articles and other determiner

The topic sentence

it is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph

References

- 1 Griffiths, R. (1992)
- 3 <https://byjus.com/english/verbs/>