

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research



UNIVERSITY OF BISKRA  
DEPARTMENT OF TECHNOLOGY  
MODULE: TECHNICAL ENGLISH

# ENGLISH LECTURE REPORT

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FOR SECOND YEAR STUDENTS LICENCE  
TECHNOLOGY

## ABSTRACT

The English program includes the following main parts. Example texts are used to familiarize students with scientific and technical English as well as for the acquisition of scientific and technical vocabulary and grammar.

The texts are selected based on built vocabulary, familiarization with scientific and technical subjects in English and deepening of understanding. Each text is therefore followed by a set of vocabulary concepts, a set of special sentences (idioms) and comprehension questions.

There is also terminology that refers to the translation of certain words from English to French. Additionally, the texts are followed at the end by a translation of long statements selected from the texts.

# SEMESTER 1: ENGLISH 2



## ***SUMMARY***

### ***CHAPTER I***

#### **PART I/ GENERAL REVIEW**

##### **VOCABULARY AND GRAMMAR ACQUISITION**

- I-1 Noun: definition, kind, singular, plural, compound nouns ...
- I-2 Verb and tenses: definition, transitive, negative form, interrogative form, regular, irregular
- I-3 Adjectives and Adverbs.
- I-4 Comparatives and Superlatives.
- I-5 Pronouns and possessives

#### **PART II/ ORAL COMPREHENSION AND EXPRESSION**

- II-1 Definition
- II-2 Paragraph writing



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

Country→ countries                      lady→ ladies

\* Nouns ending in **y** following a vowel form their plural by adding **s**:

E.g. boy→ boys                              day→ days

**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

\*The nouns *hoof*, *scarf* and *wharf* take either **s** or **ves** in the plural:

E.g. hoofs or hooves scarf or scarves wharfs or wharves

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

E.g. **foot**→ **feet** **man**→ **men** **mouse**→ **mice** **tooth**→ **teeth** **woman**→ **women** **goose**→ **geese**  
**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.

#### **1-4- Uncountable nouns (also known as non-count nouns or mass nouns)**

\**Names of substances* considered generally: e.g. bread, cream, oil

\**Abstract nouns*: e.g. advice, beauty, courage, fear

Uncountable nouns are always singular and are not used with a/an: e.g. I don't want (any) advice or help. I want (some) information.

These nouns are often preceded by *some*, *any*, *no*, *a little* etc.

**a love+of/ a dislike+ of**

E.g. a love of music.

**Examples:**

**Example one:** Give the plural of each word:

1- girl→ **girls**

2- city→ **cities**

3- box→ **boxes**

4- tooth→ **teeth**

5- life→ **lives**

**Example two:** Find the nouns that correspond to the following verbs:

Infiltrate    test    compress    develop    infect    distill    produce

**Infiltration / test/ compression/ development/ infection/ distillation/ production/**

## LECTURE 2: VERBS AND TENSES

**2-1- Definition:** A verb is any action (walk), occurrence (happen), or state of being (be).

A word indicating action or a state [2].

**2-2- Categories of verbs:** there are different types of verbs corresponding closely to different types of Object and Complement.

**1- Extensive verbs** can be either **transitive or intransitive**. They are intransitive if they don't permit any of the four objects and complement types i.e. Od, Oi, Cs, Co  
E.g. It (s) rained (v) steadily (A) all day (A).

**A/- Transitive verbs** take a direct object. Some in addition, permit an indirect object. A few verbs take an object complement.

### - Negative form

- The simple present tense: third person singular does not/ doesn't+ infinitive; other persons do not/ don't+ infinitive.
- The simple past tense negative for all persons is did not/ didn't+ infinitive.
- Contractions are usual in speech
- He does not/ doesn't answer letters.
- They do not/ don't live here
- I did not/ didn't phone her.
- The negative for all other tenses is formed by putting not after the auxiliary.
- He has not/ hasn't finished / - He would/ wouldn't come.

### - Interrogative form

.Simple present tense interrogative: do I/ you/ we/ they + infinitive

Does he/ she/ it + infinitive

e.g. Does Peter enjoy party?

.Simple past tense interrogative: did + subject+ infinitive.

e.g. Did he enjoy Ann's party?



**A/- Wh –questions** : the wh- questions ( which, when, why, where, what, who, whose and how) are a special set of pro- forms used in questions to ask for the identification of subject, object, complement, or an adverbial of a sentence.

**e.g.** They (1) make him (2) the chairman (3) every year (4).

- (1) **Who** makes him the chairman every year?
- (2) **Whom** do they make the chairman every year?
- (3) **What** do they make him every year?
- (4) **When** do they make him the chairman?

**B/- Yes- no questions:** Besides wh questions, which elicit information on particular parts of a sentence, there are questions which seek a yes or no response in relation to the validity of an entire predication.

- (1) Is the girl now a student?
- (2) Did John search the room carefully?
- (3) Has he given the girl an apple?

- **Interrogative negative form**

Isn't the girl a student? OR Is the girl not a student?

Didn't John search the room? OR Did John not search the room?

Hasn't he given the girl an apple? OR Has he not given the girl an apple?

**2-3- Regular and irregular verbs**

John *searched* the big room and the small one. (Regular verb)

I *found* him working. (Irregular verb).

**Exercise:** Write the past simple and the past participle of these verbs:

Verb	Past Simple	Past Participle
Find	found	found
ask	asked	asked
break	broke	broken
listen	listened	listened
begin	began	begun
cut	cut	cut

## LECTURE 3: ADJECTIVES AND ADVERBS

**3-1- Adjective** is a word that describes or modifies a noun.

E.g. The *unhappiest, richest* man / A *solid* commitment [3].

### **3-2- Attribute and predicative adjectives**

The major syntactic function of adjectives is attribute and predicative.

A/- **Determiner – adjective- noun,**

e.g. a **pleasant** holiday. (Attribute adjective).

B/- **Subject- verb- subject complement** (adjective),

e.g. The holiday is pleasant (predicative adjective)

C/- **Subject- verb- object- object complement** (adjective),

e.g. we made him happy (predicative adjective).

The large majority of adjectives may be used attributively and predicatively.

\*\* However such adjectives are attribute only e.g. (only, Roman)

E.g. A Roman holiday.

\*\* The adjectives “ill” and “afraid” are predicative only.

E.g. The soldier is afraid.

\*\* Some adjectives change their meaning when moved from one position to the other.

E.g. A small farmer is a man who has a small farm, but the farmer is small means that he is a small man physically.

**3-3- Adverb** is a word that modifies a verb, an adjective, another adverb, or a sentence.

### **3-4- Kind of adverbs:**

- **Manner:** e.g. bravely, fast, hard e.g. He works hard
- **Place:** away, everywhere, here, nowhere, there etc **e.g.** She went away.
- **Time:** afterwards, eventually, lately, recently, tomorrow **e.g.** I will wait till tomorrow.
- **Frequency:** always, continually, frequently, once, repeatedly, never **e.g.** He can never understand.
- **Degree:** almost, barely, so, too, fairly, extremely **e.g.** I am almost ready.
- **Sentence:** these modify the whole sentence or clause and normally express the speaker’s opinion:

certainly, definitely, luckily, surely e.g. He certainly works hard.

**3-5- Interrogative adverbs:** why, when, where, how, e.g. Why was he late?

**3-6- Relative adverbs:** when, where, why e.g. The year when he was born.

	Used as adverbs	Used as adjectives
Back	Come back soon	The back door
Hard	They work hard	The work is hard
Fast	The train went fast	A fast train
Right	Turn right here	The right answer
Straight	She went straight home	A straight line
Wrong	He led us wrong	This is the wrong way

**Example:**

- a- He looked at me **suspiciously**. : fill in the gaps with the right word: only, suspiciously, ever, old, obviously, where
- b- Have you **ever** ridden a camel?
- c- He is **obviously** intelligent.
- d- The hotel **where** they were staying.
- e- He is my **only** son.
- f- This house is **old**

## LECTURE 4: COMPARATIVES AND SUPERLATIVES

### 4-1- 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' [4].

#### 4-1-1- More

The way we make a comparative with 'more' depends on the length of the word. There are three different cases:

##### 1) *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.*

## 2) -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.*
- *This box is heavier than that one.*

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.*

## 3) Irregular comparatives

As is often the case in English, there are some adjectives that are irregular and don't follow these rules. Here are the irregular comparatives:

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

For 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.*

### 4-1-2- Using 'than'

When you refer to the two people/things you are comparing, you need to use 'than'.

For example,

- *Living in the city is better than living in the country.*

But if it's clear what you're referring to, it's also possible to make a comparison without repeating one of the things, and in this case you don't need to use 'than'.

For example,

- *Living in the city is more expensive.*

### **4-1-3 Less**

We use 'less' to say that someone or something has an inferior quality, size or characteristic. It's easy to use because you simply put 'less' in front of any adjective.

For example:

- *Walking is less tiring than running.*
- *Australia is less populated than China.*
- *Hamburgers are less healthy than vegetables.*

### **4-2- Superlative**

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

For example:

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

This means that I've seen several cities and I consider Algeria 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'.

#### **4-2-1- 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.

For example:

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

- This is the most successful year the company's ever had.

## 2) *-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.*

## 3) 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!

### 4-2-2- The least

We use 'the least' to say that someone or something has an inferior quality, size or characteristic compared to all others of its type. Simply put 'the least' in front of any adjective.

For example:

- Cleaning the floor is my least favorite type of housework.
- The least difficult tense in English is the present simple.
- He's the least active person I know. He's very lazy.

**4-2-3- As ... as**

There is another way to compare people and things in English which is using *as* + adjective + *as*. We use this form to say that things are or aren't the same.

For example:

- I'm as tall as my brother. (We are the same height.)
- This book isn't as good as that one. (The quality of the books is not the same.)
- Are you as hungry as I am? (Are we hungry in the same way?)

**LECTURE 5: PRONOUNS AND POSSESSIVES**

	<b>Personal pronouns</b>		<b>Possessive</b>		<b>reflective pronouns</b>
	<b>subject pronouns</b>	<b>complement pronouns</b>	<b>Possessive adjectives</b>	<b>Possessive pronouns</b>	
<b>Singular</b>	I	me	My	mine	myself
	You	you	Your	yours	yourself
	He	him	His	his	himself
	She	her	Her	hers	herself
	It	it	Its	*	itself
<b>Plural</b>	We	us	Our	ours	ourselves
	You	you	Your	yours	yourselves
	they	them	Their	theirs	themselves

## Part II: ORAL COMPREHENSION AND EXPRESSION



### II-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.



- Both comprehension and expression are essential to academic achievement in all content areas
- Communication skills are critical for overall success in any studies

## **II-2 Paragraph Writing**

### **II-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 [5].

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.

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

- 1. 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.
- 2. The supporting sentences:** these are the sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3. The concluding sentence:** this may be found as the last sentence of the paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

### **II-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.

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