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Faculty of Arts and Languages.

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Course: Foreign Language.

Level: 1st Year LMD.

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Course of the First Semester

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NOUNS

1. Proper & Common Nouns

Definition:

A *noun* is a word that names a person, place, thing, or idea.

- ❖ **Common nouns** name any person, place, thing, or idea. They are not capitalized unless they come at the beginning of a sentence.
- ❖ **Proper nouns** are the names of specific people, places, things, or ideas. Proper nouns should always be capitalized.

Common	Proper
boy ⇒	James
river ⇒	Mississippi River
car ⇒	Ford
doctor ⇒	Doctor Jefferson
town ⇒	Rockledge
candy bar ⇒	Baby Ruth

Hint:

Don't forget to capitalize all parts of proper nouns. Many people forget to capitalize words like *river* and *county* in proper nouns like Yellow River and Orange County.

2. Concrete & Abstract Nouns

1. Concrete nouns name people, places, or things that you can touch, see, hear, smell, or taste.

Person	Place	Thing
man	river	dog
Mrs. Jones	Paris	book
doctor	mountains	sports car
Maddie	home	Ferrari

2. Abstract nouns name ideas, concepts, or emotions. These nouns are intangible, which means you cannot touch, see, hear, smell, or taste them using your five senses.

Idea	Emotion
love	happiness
intelligence	anger
justice	excitement
religion	fear
time	surprise

3.Singular & Plural Nouns

Singular means only one. **Plural** means more than one.

Rule		Examples
Most nouns	Add <i>s</i> to form the plural.	<i>cat</i> ⇒ <i>cat<u>s</u></i> <i>truck</i> ⇒ <i>truck<u>s</u></i> <i>bug</i> ⇒ <i>bug<u>s</u></i>
Nouns that end in <i>s, sh, x, ch, or z</i>	Add <i>es</i> to form the plural. For words that end in <i>z</i> , add an extra <i>z</i> before the <i>es</i> . Hint: It is too hard to pronounce the words without the <i>e</i> . Try it – buss, brushs, foxs... You sound like a snake!	<i>bus</i> ⇒ <i>bus<u>es</u></i> <i>brush</i> ⇒ <i>brush<u>es</u></i> <i>fox</i> ⇒ <i>fox<u>es</u></i> <i>beach</i> ⇒ <i>beach<u>es</u></i> <i>quiz</i> ⇒ <i>quizz<u>es</u></i>
Nouns ending in <i>f</i> or <i>fe</i>	Some nouns ending in <i>f</i> or <i>fe</i> . Sometimes it is necessary to change the <i>f</i> to a <i>v</i> . With the Exception of : roofs, dwarfs	<i>knife</i> ⇒ <i>kniv<u>es</u></i> <i>life</i> ⇒ <i>liv<u>es</u></i> <i>leaf</i> ⇒ <i>leav<u>es</u></i>

Rule		Examples
Nouns that end in <i>vowel + y</i>	Add <i>s</i> to form the plural.	<i>donkey</i> ⇒ <i>donkey<u>s</u></i> <i>highway</i> ⇒ <i>highway<u>s</u></i>
Nouns that end in <i>vowel + o</i>	Add <i>s</i> to form the plural.	<i>oreo</i> ⇒ <i>oreo<u>s</u></i> <i>scenario</i> ⇒ <i>scenario<u>s</u></i>
Nouns that end in <i>consonant + y</i>	Change the <i>y</i> to <i>i</i> and add <i>es</i> to form the plural.	<i>family</i> ⇒ <i>famil<u>ies</u></i> <i>trophy</i> ⇒ <i>troph<u>ies</u></i>
Nouns that end in <i>consonant + o</i>	<u>Easy rule:</u> Usually add <i>es</i> except for musical terms. <u>Complicated rule:</u> Some nouns that end in consonant + <i>o</i> add <i>es</i> . Many can be spelled either way. Look in the dictionary if you want to be sure. These nouns always add <i>es</i> : potato, tomato, hero, echo, banjo, embargo, veto, torpedo. Here are the preferred spellings of some plural nouns: buffaloes, dominoes, mosquitoes, volcanoes, tornadoes, ghettos, mangos, mottos, cargos, halos, mementos.	<u>Regular examples:</u> <i>potato</i> ⇒ <i>potato<u>es</u></i> <i>dingo</i> ⇒ <i>dingo<u>es</u></i> <i>piano</i> ⇒ <i>piano<u>s</u></i>

Irregular nouns form plurals in unusual ways. Dictionaries will give you the plural spelling if it is irregular.

one child ⇒ two children
one foot ⇒ two feet

one tooth ⇒ two teeth
one man ⇒ two men

Some nouns are spelled the same way whether they are singular or plural.

one fish ⇒ two fish/ NB: fishes: If we refer to the types of fishes
one sheep ⇒ two sheep
one deer ⇒ two deer

Nouns with Latin and Greek origins form plurals in strange ways. Because Latin and Greek plural endings are so unusual, *es*. Applying the English rules is acceptable for some nouns, but using the original spelling is usually better.

-a ⇒ -ae	-us ⇒ -i	-is ⇒ -es	-on ⇒ -a and -ie ⇒ -ce
amoeba ⇒ amoebae	alumnus ⇒ alumni	analysis ⇒ analyses	criterion ⇒ criteria
antenna ⇒ antennae	cactus ⇒ cacti	axis ⇒ axes	phenomenon ⇒ phenomena
alumna ⇒ alumnae	fungus ⇒ fungi	diagnosis ⇒ diagnoses	die ⇒ dice
	nucleus ⇒ nuclei	hypothesis ⇒ hypotheses	
	octopus ⇒ octopi	parenthesis ⇒ parentheses	

❖ Some nouns exist only in the plural form. So, we may add adjectives to refer to a singular form ex: a Pair:

Binoculars	pants
Clothes	pajamas
Glasses	scissors
Goggles	shorts
Jitters	tweezers

Note: This is not a complete list.

4. Compound & Collective nouns

1. A compound noun is a noun made up of two or more words. Each word makes up part of the meaning of the noun.

Compound nouns can be written three ways:

A single word	Two words	Hyphenated
Haircut	rain forest	self-esteem
Toothpaste	ice cream	brother-in-law

2. Collective nouns: comes from the same root as *collection*. A **collective noun** names a group, which is like a collection of people or things.

family , team , choir, Jury, Committee, Herd, Pod,

Hint:

Put the word in this test sentence to see if it works: *One _____ is a group.*

One team is a group.

One jury is a group.

One herd is a group.

Beware of plurals! *Students* can be a group, but that doesn't make the word collective. It is plural. Remember to use the test sentence *One _____ is a group.*

One student is **not** a group.

5. Possessive nouns

❖ **Possessive nouns** show ownership. *Possessive* comes from the same root as *possession*, something you own.

a. Singular Possessives

Add 's to singular words to show possession.

Dog's collar	sister's backpack	car's engine
(dog + 's)	(sister + 's)	(car + 's)

- If a singular word ends in *s*, it is still necessary to add 's.

Charles's sneakers	Bess's dresses	bus's tires
(Charles + 's)	(Bess + 's)	(bus + 's)

b. Plural Possessives

- If you have added an *s* to make a word plural (for example, cat ⇒ cats), adding 's will sound ridiculous (cats's). In that case, add only the apostrophe to the end of the word.

Dogs' collars	sisters' backpacks	cars' engines
(dogs + ')	(sisters + ')	(cars + ')

- Just like singular possessives, plural possessives that don't end in *s* add 's.

Children's homework	/fish's bowls / octopi's tentacles
(children + 's)	(fish + 's) (octopi + 's)

MODIFIERS: Adjective & Adverb

i. Definition :

✓ Adjective & Adverb are **Modifiers** ; they make clearer other words in the sentence.

1. Adjective: is a word that modifies a **noun** or **Pronoun only**. Examples:

The **new** student has arrived ; **She** is nice

1. the **new** is the adjective that describes the noun *student*.

2. **Nice** is the adjective that describes the Pronoun *She*.

2. Adjective's formation:

We generally form the adjective from a noun, or a verb:

History→ Historic / beauty→ beautiful / depend→ dependent / effect →effective /

Anger → angry / danger→ dangerous

3. The Categories of Adjective :

1. Attributive Adjective: it's an adjective that precedes the noun eg: the **blue** dress is mine.

2. Predicative Adjective: it's an adjective that follows the verb. Predicative adjective acts as a **complement to a stative verb**. Eg: the dress is **blue**.

Comparative and superlative adjectives

1 Form and use

We use comparative adjectives to compare two (or more) things or people, and superlative adjectives to distinguish one thing or person from a number of others.

	<i>Comparative adjectives</i>	<i>superlative adjectives</i>
one syllable* <i>large</i>	adjective + <i>-er</i> (+ <i>than</i>): <i>Los Angeles is larger (than San</i>	<i>the</i> + adjective + <i>-est</i> : <i>The Twin Towers Correctional Facility is the largest prison in the</i>
two or more syllables* <i>expensive</i>	<i>more</i> + adjective (+ <i>than</i>): <i>Gold is more valuable (than silver).</i>	<i>the most</i> + adjective: <i>Platinum is the most valuable metal.</i>
irregular adjectives <i>good/bad, far, old</i>	<i>better/worse, further /farther, older/elder</i>	<i>the best/worst, the furthest /farthest, the oldest / eldest</i>

2. Adverb: Adverbs are words which modify or give extra information about verbs, adjectives, other words or whole clauses. Here are some common examples:

We progress slowly → The Adverb **Slowly** describes the action of **progress**.

He is an incredibly amazing cook → the adverb **incredibly** tells more about the adjective **amazing**.

He cooks really amazingly → the adverb **really** describes to what extent he is **amazing**.

Interestingly, he comes from England → the adverb **interestingly** describes the whole sentence.

1. Adverb's Formation

Adjective +	-ly	quick > quickly, accurate > accurately, social > socially	
	-le > -ly	simple > simply, ample > amply	but: whole > wholly
	-y > -ily	easy > easily, busy > busily	but: dry > dryly/drily
	-ic > -ically	basic > basically, economic > economically	but: public > publicly
	-ical > -ically	typical > typically, economical > economically	
	-ful > fully	useful > usefully, helpful > helpfully	but: full > fully

Notes:

- Adjective : good

His English is good.

Adverb: well

He speaks English well.

- Some adverbs have the same form as adjectives, e.g. early, fast, likely, straight.

Adjective

He is an **early** riser.

He is a **fast** driver.

What do you think is the most **likely** cause of the problem?

Draw a **straight** line.

Adverb

He gets up **early**.

He likes to drive **fast**.

If I was in your place, I'd very **likely** do the same thing.

The pen is on the desk **straight** in front of you

The following adverbs have two forms with different meanings:

- free: You can get the book **free** if you win the competition.
freely: You can move **freely** throughout the whole building.
- hard: He works **hard**.
hardly: I can **hardly** believe that.
- high: They live **high** up in the mountains.
highly: He is a **highly** educated man.
- late: I have to work **late** tonight.
lately: I haven't seen him **lately**.
- near: He lives quite **near**.
nearly : The project is **nearly** finished.
- wide: The window was **wide** open.
widely: The opinions of these two research teams differ **widely**.

NB1: Some words in -ly are adjectives, not adverbs, e.g. friendly, lively, silly, likely motherly, lovely

NB2: The verbs seem, sound, look, feel, smell, taste (sensitive verbs) are usually followed by an adjective not an adverb.

2. types of adverbs:

manner	well, badly, accurately, quickly
place	here, there, in the laboratory
time	now, yesterday, in 2000
indefinite frequency	often, seldom, usually
definite frequency	monthly, never, once a year
degree/extent	slightly, considerably, totally
probability	possibly, probably, certainly
attitude/opinion	naturally, surprisingly, in my opinion
aspect	technically, politically, scientifically

3. Irregular Adjectives and Adverbs

Positive	Comparative	Superlative
bad	worse	worst
badly	worse	worst
far (distance)	farther	farthest
far	further	furthest
good	better	best
ill	worse	worst
late	later	later or
little	less	least
many	more	most
much	more	most
some	more	most
well	better	best

Good and **well** are especially tricky. Follow these guidelines:

- **Good** is always an adjective.

You should read this novel: It has a **good plot**.

adj. noun

Rory traded in her old car for a **good one**.

adj. noun

- **Well** is an adjective used to describe good health.

- You **look well** in that gorilla suit.

verb adj.

You **sound well**—for someone who has laryngitis.

verb adj.

- **Well** is an adverb when used to describe anything **but health**.

- Chef Big Hat **cooks well**.

verb adv.

Conjunctions

What is a conjunction?

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions are considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

Types of Conjunctions

✓ There are several different types of conjunctions that do various jobs within sentence structures. These include:

- Subordinating conjunctions Also known as subordinators, these conjunctions join dependent clauses to independent clauses.
- Coordinating conjunction Also known as coordinators, these conjunctions coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance.

Conjunction Rules

- ✓ There are a few important rules for using conjunctions. Remember them and you will find that your writing flows better:
- Conjunctions are for connecting thoughts, actions, and ideas as well as **nouns**, clauses, and other parts of speech. For example: *Mary went to the supermarket **and** bought oranges.*
- Conjunctions are useful for making lists. For example: *We made pancakes, eggs, **and** coffee for breakfast.*
- When using conjunctions, make sure that all the parts of your sentences agree. For example: “*I work busily **yet** am careful*” does not agree. “*I work busily **yet** carefully*” shows agreement.

Conjunctions List

✓ There are only a few common conjunctions, yet these words perform many functions: They present explanations, ideas, exceptions, consequences, and contrasts. Here is a list of conjunctions commonly used in American English:

- A coordinating conjunction is a single connecting word. These seven words are : *for, and, nor, but, or, yet, and so.*
 - The boys *and* girls worked at the fair. (*And* joins the names *boys* and *girls.*)
 - Paula *or* Jeannine can go with you tonight. (*Or* joins the names *Paula* and *Jeannine.*)
 - I would like to help you, *but* I will be busy tonight. (*But* joins two sentences or complete ideas.)
 - We must leave early *so* we can get to the wedding reception on time. (*So* joins two sentences or two complete ideas.)

✓ Remember the made-up word **FANBOYS** when you memorize the coordinating conjunctions.

Each letter in this word (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o) stands for a coordinating

- Subordinating conjunctions are therefore, hence, as a result, consequently, though, due to, provided that, because of, unless, as a result of, while, when, whenever, where, wherever, before, and after.

Examples of Conjunctions

- ✓ In the following examples, the conjunctions are in bold for easy recognition:
 - I tried to hit the nail **but** hit my thumb instead.

- I have two goldfish **and** a cat.
- I'd like a bike **for** commuting to work.
- You can have peach ice cream **or** a brownie sundae.
- Neither the black dress **nor** the gray one looks right on me.
- My dad always worked hard **so** we could afford the things we wanted.
- I try very hard in school **yet** I am not receiving good grades.

Conjunction Exercises

- The following exercises will help you gain greater understanding about how conjunctions work. Choose the best answer to complete each sentence.

1. My brother loves animals. He just brought a puppy _____ a kitten home with him.
 1. But
 2. Or
 3. Yet
 4. And
2. I'd like to thank you _____ the lovely gift.
 1. Or
 2. For
 3. And
 4. Yet
3. I want to go for a hike _____ I have to go to work today.
 1. But
 2. Yet
 3. Or
 4. For
4. I want to go for a hike _____ I have to go to work today.
 1. But
 2. Yet
 3. Or
 4. For
5. They do not smoke, _____ do they play cards.
 1. And
 2. Or
 3. Nor
 4. Yet
6. I'm getting good grades _____ I study every day.
 1. Or
 2. Yet
 3. But
 4. Because