

## Morpheme

A morpheme is the smallest grammatical unit in a language. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. The linguistics field of study dedicated to morphemes is called morphology. When a morpheme stands by itself, it is considered as a root because it has a meaning of its own (e.g. the morpheme *cat*) and when it depends on another morpheme to express an idea it is an affix because it has a grammatical function (e.g. the *-s* in *cats* to indicate that it is plural).<sup>[1]</sup> Every word comprises one or more morphemes. The morpheme smallest meaningful unit in a word. For example, “boys” has two morphemes “boy” and “-s.”

## Word

A word is the smallest element that can be uttered in isolation with objective or practical meaning. Words combine to form phrases. The word “the” combines with “girl” to form the phrase: “The girl”

## Phrase

A phrase may be any group of words, often carrying a special idiomatic meaning; in this sense it is roughly synonymous with expression. In linguistic analysis, a phrase is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence, a single unit within a grammatical hierarchy. A phrase typically appears within a clause, but it is possible also for a phrase to be a clause or to contain a clause within it.

## Types of phrases

**Noun phrase** A phrase that acts like a noun in the sentence is called a noun phrase. It contains a noun and another associated words (usually determines & modifier) which modify the noun.

1. She bought a decent black shirt.
2. A woman in the window shouted for help.

**Verb phrase** a verb phrase is the group of main verbs and helping-verbs (auxiliaries) within a sentence.

1. She is writing a letter.
2. He has taken his annual exam.
3. Students must reach in time for the class.
4. They have been playing game since morning.

**Adjective phrase** a phrase that acts like an adjective in a sentence is called adjective phrase. Like an adjective it modifies (adds to meaning of) a noun or a pronoun. It comprise of adjectives, modifiers and other words modifying the noun or pronoun.

1. The guy on the roof is looking at the sky.
2. The boy in the shop is my friend.
3. She brought a beautiful brown chair.
4. A lady with long hair is walking in the garden.
5. She gave me a cup full of tea.

**Adverb phrase** a phrase that acts like an adverb in a sentence is called adverb phrase. Like an adverb, it modifies (add to meaning of) a verb or other adverb in the sentence. It contains an adverb and other words (i.e. noun, preposition, modifier) which, as a whole, act as an adverb phrase.

1. He drives a car in a very high speed.
2. The racer was running very fast.
3. She always speaks in a respectful way.
4. They walked along the wall.

**Infinitive phrase** an infinitive phrase contains an infinitive ( to+ root) and modifier or other related words linked to the infinitive. An infinitive phrase will always acts as a noun, an adjective or adverb in the sentence.

1. I enjoy to drive a car.
2. To get success in exam is an ambition of every students.
3. Government made a plan to help the poor.
4. She sang a song to please the audience.

**Gerund phrase** a gerund phrase is a group of a gerund (verb+ ing), modifier and other related words linked to the gerund. A gerund phrase functions as a noun in a sentence.

1. I enjoy listening to the music.
2. He started writing the letter.
3. Crying of the baby disturbed me a lot.

**Prepositional phrase** a phrase comprising a preposition and object of preposition ( noun or pronoun) is called a prepositional phrase. It may also contain other modifiers.

1. The kids were laughing at the joker.
2. They were sleeping on the carpet.
3. He drives the car in a high speed.

**Sentence** a sentence is a textual unit consisting of one or more words that are grammatically linked. In functional linguistics, a sentence is a unit of written texts delimited by graphological features such as upper case letters and markers such as periods, question marks, and exclamation marks. This notion contrasts with a curve, which is delimited by phonologic features such as pitch and loudness and markers such as pauses; and with a clause, which is a sequence of words that represents some process going on throughout time.<sup>[1]</sup> This entry is mainly about *sentence* in its non-functional sense, though much work in functional linguistics is indirectly cited or considered such as the categories of Speech Act Theory.

1. “The boy chased the ball, and he didn’t catch it.”

(Alouache.B)

# Elements of a Paragraph

## Topic sentence

The topic sentence is usually the first sentence of the paragraph and states the main idea of the paragraph. A good

topic sentence makes a point that will be developed in the rest of the paragraph.

## Body of the paragraph

The body of the paragraph consists of sentences that support the topic sentence. They can provide explanations,

reasons, facts and examples. There can be both major and minor supporting details. Major details support the topic

sentence. Minor details expand on, or provide reasons and examples of, the major details.

## Sentences that are linked together

Sentences in a paragraph are connected to each other so that a reader can easily read through the paragraph.

This can be achieved by effectively using:

### Transitions:

words and phrases that express connections between two or more ideas. Examples of transitions include: for instance, on the other hand, moreover, as a result, first, and then.

### Pronouns that refer to something/someone in a previous sentence:

For example,

My sister used to brush my hair each night. This small gesture created a strong bond .

The pronoun **This** in this example refers to brush my hair at night, and connects the two sentences.

### Parallelism:

Parallelism can refer to using similar parts of speech (such as verb forms or nouns) in sentences.

Using parallel structures makes sentences grammatically correct.

In class, I practise speaking, writing, reading and to listen (should be listening).

I try to write carefully and accurate (should be accurately).

Parallelism can also refer to repeating a similar sentence structure in a paragraph, which can create cohesion and make a paragraph smoother and easier to read. Consider the two pairs of sentences below. Although both are grammatically correct, the second is easier to read.

In class, I practise speaking and listening. I usually read and write a lot at home.

In class, I practise speaking and listening. At home, I practise reading and writing.

## Concluding sentence

A concluding sentence sums up the paragraph and appears at its end. It is used to signal that the writer has completed what he/she wanted to say.

## The notions of the English language

Every language has its own notions and fields when it comes to teaching & learning it scientifically which are Linguistics, phonetics, phonology, morphology, syntax, discourse analysis, semantics, pragmatics, sociolinguistics, psycholinguistics.

**Linguistics** is the scientific study of language - how it is put together and how it functions. Various building blocks of different types and sizes are combined to make up a language. Sounds are brought together and sometimes when this happens, they change their form and do interesting things. Words are arranged in a certain order, and sometimes the beginnings and endings of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand. Linguistics is the study of all of this. There are various branches of linguistics which are given their own name, some of which are described below. Linguists are people who study linguistics.

**Phonetics** is the study of the sounds of speech. It includes understanding how sounds are made using the mouth, nose, teeth and tongue, and also understanding how the ear hears those sounds and can tell them apart. A study of phonetics involves practicing producing (sometimes exotic) sounds, and figuring out which sound you heard. The wave form of each sound can be analysed with the help of computer programs. In sign language, phonetics refers to the the possible shapes, movements and use of physical space.

**Phonology** makes use of the phonetics in order to see how sounds or signs are arranged in a system for each language. In phonology, it matters whether sounds are contrastive or not, that is, whether substituting one sound for another gives a different, or "contrastive," meaning. For example in English, [r] and [l] are two different sounds - and the words "road" and "load" differ according to which of these sounds is used. But in some languages, [r] and [l] are variations of the same sound. They could never make a meaning difference in words that differ by only that sound. Phonologists describe the contrastive consonants and vowels in a language, and how pronunciation is affected by the position of the sound in the word and the sounds that are nearby. They are also interested in syllables, phrases, rhythm, tone, and intonation.

## The simple text technique

**The text** is an ensemble of paragraphs gathered to transfer a message to the readers

➤ We call a text's writings that have the form of:

1. **Introduction** (introductory paragraph)

- Be sure to make it clear and short ( introductory stce + concluding stce)

2. **Development** (details citation paragraph)

- Be sure to use short sentences to help keep on the track for the whole paragraph (introductory stce + developing stces + concluding stce)

3. **Conclusion** (to sum-up your details and center your ideas )

- Be sure to close the detailing door by a concluding idea ( introductory stce + concluding stce)

**Whenever we aim to write a scientific or witnessed text you should keep your writing objective**

- Be specific instead of vague or general.
- Do not use opinionated, prejudiced, or exclusive language.
- Avoid using first person to keep it more professional and less about you.
- Try not to over exaggerate your **writing**.

## The word

**The word** in the English language is either a Verb or a Noun

❖ The Noun in English is either:

- The verb can be **simple** (eats, sleep, talked)
- The verb can be **compound** (was happy, have been working, sit-down, climb-up)

➤ A compound verb can be of two types:

Compound to form a tense: were sad, has been trying.

Compound to form an action: stand-up, warm-up.

❖ The Noun in English is either:

- The noun can be simple (kid, lady, book )
- The noun can be compound (back-bag, flip-flops, snow-flicks)

➤ A compound noun could be mistaken as a noun phrase & a noun phrase could be mistaken as a compound noun so make sure the compound noun is one word.