

English

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جامعة حماة

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السنة الثانية - الفصل الثاني

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الآنسة بسمة دعاس
2018-2017

1

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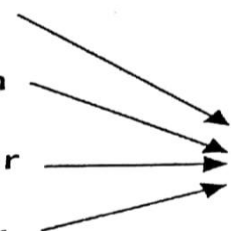
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Common nouns

- ▶ Nouns for things:
- ▶ pen \ table \ bus \ printer \ book
- ▶ ship \ sofa \ computer \ bed \ tree
- ▶ door \ car \ train \ television
- ▶ phone \ chair \ bicycle \ room

Animals and their youngs

- | ▶ <u>Animal</u> | <u>its young</u> |
|-----------------|------------------|
| ▶ dog | puppy |
| ▶ cat | kitten |
| ▶ cow | calf |
| ▶ horse | foal |
| ▶ sheep | lamb |
| ▶ fox | |
| ▶ Lion | |
| ▶ Tiger | |
| ▶ Bear | |
- cub
- 

Nouns for places

- ▶ school home bank hotel
- ▶ library theatre hospital airport
- ▶ university park zoo office
- ▶ farm shop museum mall
- ▶ restaurant mosque church supermarket

Lexical semantics

The study of word meaning in language.

The subfield of semantics concerned with the meanings of words and the meaning of relations among words is called lexical relations.

Synonyms

Synonyms are different words with same or nearly the same meaning such as 'couch' and 'sofa'

- ▶ There are words that sound different but have the same meaning for example,

▶	home	/	house	sick	/	ill
▶	big	/	large	begin	/	start
▶	difficult	/	hard	try	/	attempt
▶	fast	/	quick			
▶	father	/	Dad	mother	/	Mum

Antonyms

► Words that are opposite in meaning.

► For example,

- | | | |
|---|--------------|--------------|
| ► | big \ small | tall \ short |
| ► | fast \ slow | sad \ happy |
| ► | come \ leave | easy \ hard |

► Homophones and homonyms:

Homophones are different words that have the same pronunciation.

For example, write / right

meat / meet

flour / flower

sew / so

pail / pale

to / too / two

Homonyms: are words that are spelt and pronounced the same but that have different meanings.

For example,

bank (of a river) - bank (financial institution)

bat (flying creature) - bat (used in sport)

mole (in skin) - mole (small animal)

pupil (school) - pupil (in the eye)

race (contest of speed) - race (ethnic group)

► Homonyms can create ambiguous sentences that can be understood in more than one way.

► For example, 'I'll meet you by the bank' may mean

“ I'll meet you by the riverside.”

or “I'll meet you by the financial institution.”



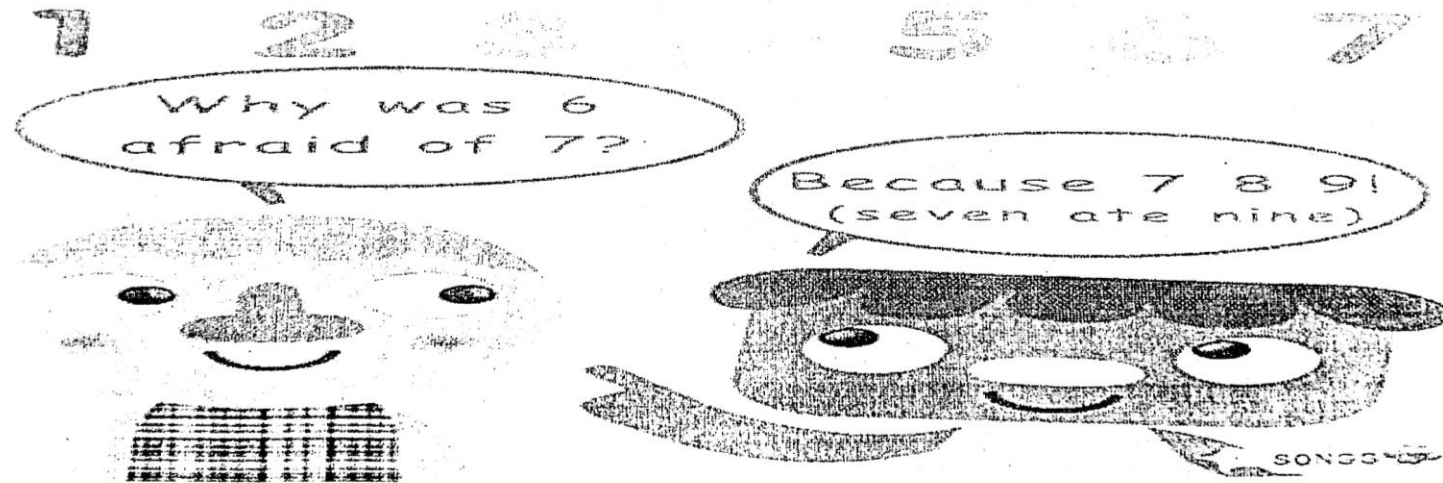
Word play:

- ▶ The last three lexical relations are the basis of a lot of word play, usually for humorous effects.
- ▶ For example,

Mary had a little lamb, we think of a small animal.

But in the comic version,

Mary had a little lamb, some rice and vegetables, we think of a small amount of meat.



We can understand why the answer is funny by identifying the homophones.

Metonymy:

A word used in place of another word or expression to convey the same meaning.

-For example, the use of Moscow to refer to the Russian government.

- A sentence like

‘He drank the whole bottle’, means that:

He drank the liquid, not the glass object.

► We use metonymy when we talk about

- filling up the car
- answering the door
- giving someone a hand

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المحاضرة الثانية

9

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THE FOUR TYPES OF TEETH AND THEIR FUNCTIONS IN YOUR MOUTH

Many people take their teeth for granted. Your teeth help you chew food, which makes it easier to digest. There are four main types of teeth, and each one has a different shape and function.

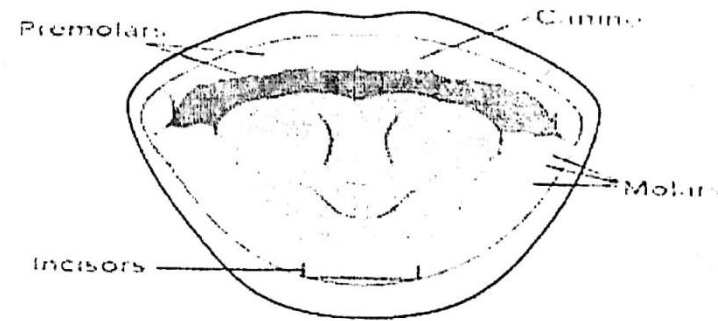
The four main types of teeth are:

Incisors - Your incisors are eight teeth in the front center of your mouth (four on both bottom and top). These are typically the first adult teeth that a child will get, coming in when the child is between six and eight years old. Incisors are the teeth that you use to bite into your food.

Canines - Your canines are the next teeth that develop in your mouth. You have four of them and they are your sharpest teeth, used for tearing apart food.

Premolars - Premolars are used for tearing and crushing food. Unlike your incisors and canines, premolars have a flat surface. You have eight premolars in total.

Molars - Your molars are your largest teeth. Their function is similar to that of the premolars, to grind, tear, and crush food. Molars have a large flat surface which makes them perfect for this job.



The Development of teeth

Human have two sets of teeth: primary (or baby) teeth and permanent (adult) teeth, which develop in stages. Although the timing is different, the development of each of these sets of teeth is similar. Here are some facts about how the teeth develop:

- According to Shantanu Lal, doctor of dental surgery and associate professor of dental medicine at Columbia University Medical Center in New York City, teeth tend to erupt in a symmetrical manner, meaning that the top molar on your left side should grow in at about the same time as the top molar on the right.
- "Tooth development begins long before your first tooth becomes visible. For example, a baby's first tooth appears at around six months, but development of those teeth actually begins during the early second trimester of pregnancy," says Dr. Lal.
- The crown of a tooth forms first, while the roots continue to develop even after the tooth has erupted.
- The 20 primary teeth are in place between ages 2 ½ and 3 and remain until around age 6. Between ages 6 and 12, these primary teeth begin to fall out to make way for the permanent set of teeth

• Adult teeth start to grow in between ages 6 and 12. Most adults have 32 permanent teeth

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13

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Present Simple (I do)

- ❖ We use the present simple to talk about
 - 1 - Facts :
Example : The sun rises from the east .
 - 2 - Habits and routines :
Example : 1. I usually help my mother (habit).
2. Every day she gets up at six o'clock (routine).
 - 3 - In general things :
Example : I live in Homs
- ❖ Some words that are used with present simple
(usually-sometime – always – often –never) .
(Everyday – Every week – Every month – Every year) .
- ❖ Negative (don't - doesn't)
EX : she doesn't like apple .
I don't play football .

Present continuous (I am doing)

❖ We use the present continuous to talk about actions that are happening now :

- (he –she –it) → is
- I → am
- (We – They – You) → are

Some words That are used with present continuous :
(Now –right now – at the moment)

Examples :

1. I am watching T.V now
2. She is playing basketball at the moment

15

Negative :

- I am doing
- She is not playing

Past Simple (I did)

- ❖ We use the past simple to talk about action that happened and finished in the past :
 1. I ate an apple
 2. She played basketball
- ❖ Some words that used with the past simple :
(yesterday – ago – last week – last month) .
 - (I- he –she –it) → was → She was very happy
 - (We – They – You) → were → We were at school .
- ❖ In regular verbs we add (ed) in the past simple
- ❖ Negative : (didn't)
 - I didn't play
 - She didn't eat

Present continuous (I was doing)

We use the past continuous to talk about actions that were in progress at a particular time in the past

- (I- he -she -it) → was
- (We – They – You) → were

Example :

1. She was writing
2. You were talking

To talk about an action that was in progress when some thing else happened :

- Using (While – When)

Example :

1. While I was eating ,the telephone rang
2. We were having breakfast when she came



verbs**Present**

Drink

Play

Write

Eat

Read

Open

Watch

watched

Talk

Study

Like

See

Past

drank

played

wrote

ate

read

opened

talked

studied

liked

saw



The passive

- ❖ Use the passive when you do not know who performed the action or when this information is not important

Form :

- | | |
|-----------------------|--------------------------------|
| 1. Present passive | : is -are + past participle |
| 2. Past passive | : was – were + past participle |
| 3. Present continuous | : is – are + being + P.P. |
| 4. Past continuous | : was – were + being + p.p. |

Examples :

1. The letter is written .
2. The window was (broken – broke - break) .
3. New hospitals are being built

- ❖ When it is important to say who did the action use by

Examples :

The painting was painted by Monet .



prepositions In –at –on

❖ In :

- Months : (in January - in October) .
- Season : (in summer -in spring) .
- Years : (in 2009 -in 1991) .
- Periods of the day : (in the morning) .

❖ On :

- **Days** : (on Monday – on Tuesday) .
- On the table – on the bus .

❖ At :

- **Time** : (At 06:00 - At half past three) .
- (At school – At work) .



English Idioms

1-To be under the weather

To feel a little sick

2- Keep an eye on

To take care of

3-Break a leg

To wish someone good luck

4- Cost an arm and a leg

Be very expensive

5-Give a hand

To help someone do something

6- To eat like a horse

To eat a lot

7- To break someone's heart

To cause someone to feel bad

8- To hit the roof

To become very angry

9- Ball is in your court

To make the next decision

10- Not my cup of tea

You are not interested in

11- A piece of cake

Very easy to do

12- Burn the midnight oil

To work late at night

CONDITIONAL SENTENCES

There are three types of conditional sentences:

Type1: If + simple present , S + will + inf.

E.G. If I have enough time, I will visit my friend.

Type2: If + simple past , S + would + inf.

E.G. If I had enough time, I would visit my friend.

Type3: If + past Perfect , I would + have + V3

E.G. If I had had enough time, I would have visited my friend.

Exercise 2: Choose the best answer to complete the sentence:

1. If she rich, she would travel around the world.
A. would be B. is C. has been D. were
2. If you had taken my advice, you in such difficulties.
A. won't be B. hadn't been C. wouldn't be D. wouldn't have been
3. My cat would not have bitten the toy fish it was made of rubber.
A. if she has known B. if she should know
C. had she known D. if she knew
4. They will stay there for some days if the weather fine.
A. would be B. was C. is D. will be
5. If the ball the line, that would have been the end of the game.
A. would cross B. will cross C. had crossed D. crossed
6. The world would be a better place if everyone as much cooperation as John.
A. shows B. showed C. had shown D. would show
7. If he hadn't wasted too much time, he in his examination.
A. would fail B. wouldn't fail C. wouldn't have failed D. won't fail
8. If the earth warmer, the ice at the North and South Poles will melt.
A. get B. got C. gets D. had got
9. Had you told me that story, I it.
A. wouldn't believe B. didn't believe C. wouldn't have believed D. would haven't believed

English

10. If someone knocked the candle over, it a fire.
A. will start B. started C. would have started D. would start
11. You will pass your exam you work hard.
A. if B. unless C. until D. when
12. If she can make such stories, she certainly a very imaginative girl.
A. was B. were C. had been D. is
13. What if you had been there at that time?
A. would you do B. did you do C. would you have done D. will you do
14. If he attended the class regularly, he to sit for the exam.
A. would allow B. allowed C. would be allowed D. would have allowed
15. If they didn't live so far away, I them every week.
A. visit B. visited C. will visit D. would visit

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Countable and uncountable nouns

Count Nouns

What is a count noun?

Count nouns can be separated into individual units and counted. They usually have both a singular and a plural form. Most English nouns are count nouns.

- one phone, two phones
- one dog, two dogs
- one shirt, two shirts

However, a few countable nouns only have a plural form in English. Here are a few examples:

- clothes
- pants
- jeans
- shorts
- pajamas

These are often used with some sort of quantifier, or quantity word, to show how they are counted (e.g., *a pair of pants*, *two pairs of pants*, *some pants*).



How are count nouns made plural?

Count nouns are usually made plural by adding an **-s** or an **-es**.

- one boy, two boys
- one folder, two folders
- one box, two boxes
- one church, two churches

If the noun ends in **-y**, change the **-y** to **-ies** to make it plural.

- one family, two families
- one party, two parties

However, if a vowel proceeds the **-y**, add an **-s** to make it plural.

- one toy, two toys
- one donkey, two donkeys

If the noun ends in **-o**, add **-es** to make it plural.

- one potato, two potatoes
- one tomato, two tomatoes

If the noun ends in *-f* or *-fe*, change the *-f* to a *-v* and add *-es*.

- one thief, two thieves
- one hoof, two hooves

Some count nouns have irregular plural forms. Many of these forms come from earlier forms of English.

- one foot, two feet
- one person, two people
- one tooth, two teeth
- one criterion, two criteria

Important: Singular count nouns must have a word in the determiner slot. This could be an article, a pronoun, or a possessive noun (i.e., *a/an*, *the*, *this*, or a possessive noun).

UNCOUNTABLE NOUNS

What is a UNCOUNTABLE noun?

UNCOUNTABLE (or uncountable) nouns exist as masses or abstract quantities that cannot be counted. They have no plural form. Although most English nouns are count nouns, UNCOUNTABLE nouns frequently occur in academic writing.

Here are some common categories of UNCOUNTABLE nouns. Like all things in English (and language in general), there may be exceptions.

A mass: *work, equipment, homework, money, transportation, clothing, luggage, jewelry, traffic*

A natural substance: *air, ice, water, fire, wood, blood, hair, gold, silver*

Food: *milk, rice, coffee, bread, sugar, meat, water*

An abstract concept: *advice, happiness, health, education, research, knowledge, information, time*

A game: *soccer, tennis, basketball, hockey, football, chess, checkers*

A disease: *diabetes, measles, polio, influenza, malaria, hypothyroidism, arthritis*

A subject of study: *economics, physics, astronomy, biology, history, statistics*

A language: *Arabic, Chinese, Spanish, English*

An activity (in the -ing form): *swimming, dancing, reading, smoking, drinking, studying*

Important: UNCOUNTABLE nouns do not use the indefinite articles *a/an*. They can, however, use the definite article *the* if what is being referred to is specific.

They can also use no article if what is being referred to is general (generic) or nonspecific.

Quantity Words

Quantity words are used to add information about the number or amount of the noun. Some quantity words can only be used with countable singular nouns (e.g., computer, pen, and crayon), some can only be used with countable plural nouns (e.g., printers, , and keyboards), some can only be used with uncountable nouns (i.e., paper, ink), and some can be used with both plural countable nouns and with uncountable nouns.

With countable singular nouns (e.g., computer, pen, crayon):

- each
 - *each* computer
- every
 - *every* computer
- another
 - *another* computer



❖ With countable plural nouns

(e.g., printers, , and keyboards):

- **several**
 - *several* printers
- **a large/small number of**
 - *a large number of* printers
 - *a small number of* printers
- **(not/too) many**
 - *not many* printers
 - *too many* printers
 - *many* printers

• **a few***

- *a few* printers

• **(very) few***

- *very few* printers
- *few* printers

• **fewer**

- *fewer* printers

With uncountable nouns (e.g., paper or ink):

• **a great deal of**

- *a great deal of* paper

• **a large/small amount of**

- *a large amount of* paper
- *a small amount of* paper

• **(not/too) much**

- *not much* paper
- *too much* paper
- *much* paper

• **a little***

- *a little* paper

• **(very) little***

- *very little* paper
- *little* paper

• **less**

- *less* paper

❖ With countable plural nouns and with uncountable nouns (e.g., printers, keyboards; paper, or ink):

- **some**
 - *some* printers
 - *some* ink
- **any**
 - *any* printers
 - *any* ink
- **a lot of**
 - *a lot of* printers
 - *a lot of* ink
- **hardly any**
 - *hardly any* printers
 - *hardly any* ink

- **(almost) all**
 - *(almost) all* printers
 - *(almost) all* ink
- **no**
 - *no* printers
 - *no* ink
- **none of**
 - *none of* the printers
 - *none of* the ink
- **not any**
 - *not any* printers
 - *not any* ink
- **other**
 - *other* printers
 - *other* ink

❖ Note the difference between **few/little** (*almost none*) and **a few/a little** (*some, but not many/much*).

Few/little tend to have a negative connotation.

A few/a little tend to be more positive.

- There are **few** solutions. (There are not many solutions.)
- There are **a few** solutions. (There are some solutions.)
- He received **little** education. (He did not receive much education.)
- He received **a little** education. (He received some education.)

The Difference Between Look Seem Sound

- ❖ we use "Look" when we are talking about something that we can physically see with our eyes .
| **For example** |
 - I saw a picture of Bill's new house.
 - It looks very nice.
- ❖ "Seem" we use seem when we are talking about a situation that we have experienced for a very short time and we want to give our impression.
- ❖ I only talked to the new manager for a couple of minutes, but she seems really nice .
- ❖ "Sound" we use "Sound" when are listening to another person talking about certain situation, and we want to give our impression.
- ❖ My new apartment has three rooms, kitchen and there's a great view from the balcony, It sounds like a great place.

Ed / ing adjectives

- ❖ we often talk about feelings in three different ways, either by using a verb or by using ed/ing adjective.

Ing : describe thing.

Ed : describe the person.

- ❖ I get very frustrated when I speak French and people don't understand me.
- ❖ that noise is really annoying.

English Proverbs:

1_ A bird in the hand is worth two in the bush

عصفور باليد أحسن من عشرة على الشجرة

2_ A friend in need is a friend in deed

الصديق وقت الضيق

3_ A hungry man is an angry man

الرجل الجائع دائماً غاضب

4_ A man is known by the company he keeps.

يعرف المرء من أصدقائه قل من تصاحب أقول لك من أنت

5_ Better late than never

أن تصل متأخراً خير من ألا تصل

6_ Bad news has wings.

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THE END

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