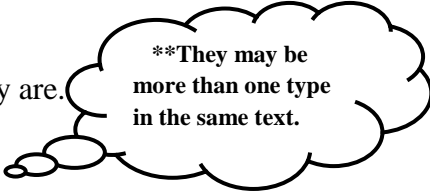


General English revision for 3rd year classes

- Types of texts:

- **Descriptive:** Texts that describe people, places, things etc...
- **Expository:** Texts that explain how things work, why and what they are.
- **Narrative:** Texts telling the story of something or someone.
- **Argumentative:** Texts which defend points of view.
- **Prescriptive:** Texts which give instructions.



****They may be more than one type in the same text.**

- Asking and answering questions with "ago":

- **How long ago** did the Chinese civilization start? - It startedago.

- Articles:

{	1. Definite article: The
	2. Indefinite article: a / an
	3. Zero article: ø

1. Definite article: "The"

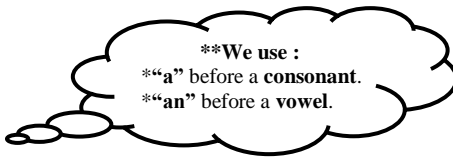
"The" is used:

- When clear from the context what particular person, thing or animal we are talking about.
Ex: I saw her not far from **the** post office.
- Before a noun already mentioned.
Ex: I bought a very expensive car, **the** car is not comfortable.
- Before adjectives for specific category of people.
Ex: **The** rich... **The** jobless... **The** poor

2. Indefinite article: "a" / "an"

"a" / "an" are used:

- Before singular countable nouns.
Ex: He works in **a** British company.
- With names of professions and occupations.
Ex: He is **a** lawyer. She is **an** executive.



****We use :
**"a" before a consonant.
"an" before a vowel.

3. Zero article: ø

We put **no article** :

- Before uncountable nouns.
Ex: **Money** is the root of all evil.
- before abstract nouns
Ex: peace ... honesty... freedom.....

- Using: "it's time", "it's high time", "it's about time"

They indicate that something should happen soon. (use the **past tense**)

Ex: It's about time; Rachid found a job and settled down.

- Expressing:

Expressing	Using	Examples
Certainty	Will + stem	*Algerian consumers will boycott the Chinese products.
Probability	May + stem	*GMF may disappear. *Food safety may be one of the biggest problems.
Possibility	Can + stem	*Flavourings can cause skin irritations.
Remote possibility	Might + stem	*GMF might have harmful effects.
Advice	Should / you'd better / ought to + stem if I were you .. I would	*You should not cheat at exams. *You ought not to cheat *You'd better stop cheating. *If I were you, I would stop cheating *I advice you to stop cheating.
Obligation (necessity)	Must + stem Have to + stem	*All pupils must do their home-works. *You have to do your home-work.
Prohibition	Mustn't + stem	*Pupils mustn't smoke in the class.
Absence (lack) of obligation	Don't have to + stem Don't need to + stem	*You don't need to be stressed, the exam is not difficult.
Obligation in the past	Had to + stem Was obliged to + stem	
Ability in the past	Were able to + stem	
Past habit	Used to + stem	*He used to be a heavy smoker when he was a child. (Now, he is no longer a smoker)
Purpose		*It is used to cut paper = it's for cutting.
Function	Used for + Gerund	*The telescope is used for observing the stars and distant objects.
Concession	Though / although / in spite of / the fact that/ despite the fact that / while	* Thought Andalusia had an extremely diverse population, it maintained its social harmony.
Time	When / after / before / as soon as / until	* As soon as the plane had landed, we left the Airport. *We didn't leave the Airport until the plane had landed.
Reason/cause	Because / because of / due to / owing to / since / as /	
Results/ consequence	*As a result / consequently /so / therefore / as a consequence * So + adj + that * Such + noun phrase + that	*Counterfeits are so perfect that it is difficult to distinguish between a fake and a genuine product. *counterfeits are of such perfection that it is difficult to distinguish between both.
Purpose (aim/ goal)	To / in order to / so as to / so that	
Condition	*Provided that / providing that *As long as = only if + present simple → future simple	*You <u>will pass</u> your exams provided that you <u>work</u> harder. *She <u>will pass</u> her exam as long as she <u>studies</u> harder.

***N.B:** Stem = infinitive form of the verb

- Expressing wishes and regrets:

- Past situation: I wish + past perfect

Ex: I wish I had worked harder last year. (But I didn't)

- Present situation: I wish + past simple (was → were)

Ex: I wish I had a car. (But I don't have)

- Future situation: I wish + would + stem

Ex: I wish we would live in a free-corruption society one day.

*We can use "if only" instead of "I wish" for a stronger feeling.

- Using *unless*:

It is a linking word which means: **except if**

It expresses:

- **Condition:** * I won't forgive him, unless he apologizes
- **Warning (threatening):** *You will fail, unless you work harder.

- Expressing similarities and differences:

- **Differences (contrast):** Using “ But / however / while / whereas / unlikely / conversely / unlike / different from / in contrast to / contrary to / on the other hand”

Ex: The current Algerian educational system is different from the previous one..

- **Similarities:** Using “ like / similar to / both...and... / as ... as / the same as / neither ...nor / alike..”

Ex: Like the U.S.A, Algeria provides free education to its pupils.

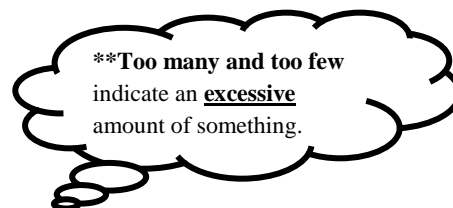
Both Algerian and British children start school at 5.

- Comparatives and superlatives:

	Comparatives of	Superlatives of
Inferiority	Less + adj + than Ex: *Teachers in primary schools are less patient than teachers in middle schools.	The least / the fewest
Equality	As + adj + As Ex: *Buldings of middle schools are as old as primary schools.	
Superiority	(Short Adj+ er)+ than More + long adj +than Ex: * *Classes in primary schools are more crowded than in secondary schools.	The (short adj + set) The most + long adj

- Quantifiers : → Quantity expressions

<u>With Countable nouns</u>	<u>With Uncountable nouns</u>
-Many -Few -Several	-Much -Little -A great deal of
<u>With both:</u> -A lot of -Some -Enough -No -Any....	



- Comparatives and superlatives of quantifiers:

	Countable	Uncountable
Inferiority (few / little)	-Fewer than -The fewest	-Less Than -The least
Equality	-As (many, few ...) as	
Superiority (many / much)	-More Than -The most	

- The Gerund: = The "ing" form of the word

Can be:

- **Verb**: → People prefer **eating** organic food.
- **Noun**: → The **eating** of GMF is harmful.
- **Adjective**: → Organic food are less **damaging** for the environment.

- Forming nouns, adjectives and adverbs:

*Verb + suffixe → Noun

*Noun + suffixe → adjective

*Adjective + suffixe → Adverb

Forming nouns	
Suffixes	Examples
ity	Responsibility
ment	Development
tion	Civilization / Production
or	Inventor
ist	Psychologist
er	Astronomer / Consumer
ing	Meeting

Forming adjectives	
Suffixes	Examples
Ive	Inventive / Educative
Ing	Enriching
Able	Achievable
Ic	Scientific
Al	Cultural
Ed	Improved
Y	Salty

Forming adverbs	
Suffixe	Examples
ly	Inventively Carefully

- Forming the plural:

1. We add 's' to singular nouns. Ex: *Boy → Boys *Girl → Girls
2. We add 'es' to singular nouns. Ex: *Hypothes → Hypotheses
3. We change the **vowel** of some nouns to form the plural. Ex: *Man → Men *Crisis → Crises
4. We change the consonant 'F' to 'V' (sometimes). Ex: *Life → Lives *Knife → Knives

- Conditional:

- **Type 0**: If + present simple → present simple

→ General truth.

Ex: If we boil water, it evaporates.

- **Type I**: If + present simple → will + stem (future simple)

→ Probable condition or speaking about what will happen in the future.

Ex: If you eat too much, you will put on weight.

- **Type II**: If + past simple → would + stem

→ Probable Impossible to happen, unreal, imagined conditions.

Ex: If he went to an Art school, there would be no guarantee that he could get a job afterward.

- **Type III**: If + past perfect → would have + past participle.

→ Regret about the past.

Ex: I wouldn't have been a teacher if I had had my34354354.

- Active and passive voice:

- Active and passive sentences have the **same meaning** but different focuses.
- The **object of the active** sentence become the **subject of the passive** sentence

Active: Subject + Verb + Object	Active: My father painted the house.
Passive: Subject + To be + Past participle + By + Object	Passive: The house was painted by my father

- The passive sentence is formed by putting **to be in the same tense as the active verb and adding the past participle of the verb of the active sentence.**

Tense	Active	Passive
Present simple	<u>Example:</u> *English people drink a lot of tea.	Object + (am ,is ,are) + P.P *A lot of tea is drunk by English people.
Present continuous	<u>Example:</u> *She is cooking dinner.	Object + (am , is , are) + being + P.P *Dinner is being cooked .
Past simple	<u>Example:</u> *The boy threw the rock.	Object + (was , were) + P.P *The rock was thrown by the boy.
Past continuous	<u>Example:</u> *They were cleaning the rooms.	Object + (was , were) + being + P.P *The room were being cleaned
Present perfect	<u>Example:</u> *He has done his homework.	Object + (has , have) + been + P.P *His homework has been done .
Past perfect	<u>Example:</u> *The managers had already made the decision.	Object + (had)+ been + P.P *The decision had already been made by the managers.
Future simple	<u>Example:</u> *They will arrest him sooner or later.	Object + (will)+ be + P.P *He will be arrested sooner or later.
Models	<u>Example:</u> *Drivers must obey Traffic regulations.	(Can, could, must, may, might, shall, would, should, may, ought to ,have to ,has to ,had to) + be + P.P *Traffic regulations must be obeyed by drivers.

- Direct and indirect speech:

Reported speech (indirect speech) is used to communicate what someone else said, but without using the same words. A few changes are necessary:

- Punctuation and capitalization:

Direct speech	Indirect speech
He said : "My friend...." Or "My friend..." , he said.	He said that his friend....

- Pronouns:

Direct speech	Indirect speech
I	He / she
Me	Him / her
My	His / her / the
Mine	His / hers
We	They
Us	Them
Our	Their / the
You	They / them
Your	Their / the
This	That / the
these	Those / the

▪ **Place and time expressions:**

Direct speech	Indirect speech
Here	There
Today / tonight	That day / that night
Yesterday	The day before
Tomorrow	The next day
Now	At that moment
This (this morning, this week ...)	That (that morning /that week ...)
Next month/year / week...	The next month/year / week...
Last month/year / week...	The month/year / week... before
A year ago	The year before

**If the reporting verb is in present simple, there is no change in the tense of the verb in the indirect speech.

▪ **Tenses**

Tense in "Direct speech"	Tense in "Indirect speech"
<u>Present simple</u> Cindy said: "I like watching TV."	→ <u>Past simple</u> Cindy said that she liked watching TV.
<u>Present continuous</u> Frank declared: "I am thinking about moving."	→ <u>Past continuous</u> Frank declared that he was thinking about moving.
<u>Past simple</u> She said: "I did my homework."	→ <u>Past perfect</u> She said that she had done her homework.
<u>Past continuous</u> He told them: "I wasn't expecting your visit."	→ <u>Past perfect continuous</u> He told them that he hadn't been expecting their visit.
<u>Present perfect</u> She said: "I have just seen an old friend of mine."	→ <u>Past perfect</u> She said that she had just seen an old friend of hers.
<u>Past perfect</u> He said: "if we had arrived two minutes later, there would have been no cake left."	→ <u>Past perfect</u> He said that if they had arrived two minutes later, there would have been no cake left.
<u>Future simple (will)</u> I said: "they will spend their holidays in Italy."	→ <u>Conditional (would)</u> I said that they would spend their holidays in Italy.
<u>Would</u> Tony said: "I would like something to eat. I wouldn't mind a drink either."	→ <u>Would</u> Tony said that he would like something to eat and wouldn't mind a drink either.

➤ **Questions:**

Direct questions	Reported questions
<u>Wh – questions:</u> He said: "question word+ auxiliary + subject +stem +rest of sentence + ?" <u>Example :</u> The teacher said to her pupil: "what do you want to study at the university?"	He asked + question word + subject + verb + rest of sentence + . The teacher asked her pupil what he wanted to study at the university.
<u>Yes- no questions:</u> He said, "Auxiliary + subject + stem + rest of sentence?" <u>Example:</u> The teacher said to the pupil: "have you done your homework?"	He asked if / whether + subject + verb + rest of sentence + The teacher asked the pupil if he had done His homework.

➤ **Requests, advice, orders....:**

To report orders, requests, advice..., we use:

*He + **asked/ordered/advised/warned** + the person addressed + **(not) to + stem** + rest of sentence.

Examples: a) The headmaster said to Mr. Harris: "Sit down , please."(**a request**)

b) The headmaster **asked** Mr. Harris to **sit down**.

a) The headmaster said to Mr. Harris: "you should not stand in your s way." (**an advice**)

b) The headmaster **advised** Mr. Harris **not to stand** in his son s way.

• **Stressed syllables:**

➤ **Stress on the first syllable** —→ Nouns and adjectives with two syllables.

Ex : lady / happy

➤ **Stress on the last syllable** —→ Verbs with two syllables.

Ex : enjoy / invite

➤ **Stress on the second syllable from the end** —→ Wording ending in "ic"/ "tion"/ "sion".

Ex : geologic / television / revelation

➤ **Stress on the third syllable from the end** —→ Wording ending in "cy"/ "ty"/ "gy"/ "al"/ "phy".

Ex : democracy / dependability / geology / critical / philosophy

• **Silent letters:**

➤ **Silent "b"**: The 'b' is **silent** in the combination 'mb' at **the end of a word** and in the combination 'bt'.(bomb/ debt)

➤ **Silent "c"**: The 'c' is **silent** in the combination 'sc', before the letters 'k' and 'q'. (science..)

➤ **Silent "d"**: The 'd' is **silent** in the combination 'dg'.

➤ **Silent "g"**: The 'g' is **silent** before the letter 'm' 'n' 'l'. (reign..)

➤ **Silent "gh"**: The 'gh' is **silent** after **vowels**. (night)

➤ **Silent "k"**: The 'k' is **silent** in the combination 'kn'.(knife)

➤ **Silent "l"**: The 'l' is **silent** after **vowels** 'a', 'o', 'u'.

➤ **Silent "s"**: The 's' is **silent** before the letter 'l'.

➤ **Silent "n"**: The 'n' is **silent** in the combination 'mn' at **the end of a word**. (autumn)

➤ **Silent "p"**: The 'p' is **silent** in the combination 'ps' at **the beginning of a word**.(psychiatrist)

➤ **Silent "h"**: The 'h' is **silent** at **the end of word** when it follows a vowel, between two vowels, after the letter 'r' 'g' 'p' 'ex'. (vehicule/ ghost...)

• **Final 'ed':**

Pronounced	/ id /	/ d /	/ t /
After:	t, d.	l, n, r, g, v, s, z, b, m.	p, k, f, gh, sh, sh, ss, c, x.

• **Final 's':**

Pronounced	/ s /	/ z /	/ iz /
After:	p, k, t, f, ph, th.	b, d, g, l, m, n, ng, r, v, y.	c, s, x, z, ss, sh, ch, ge.

Good luck