

ملخص اللغة الانجليزية للسنة الثالثة ثانوي علوم تجريبية

the rules for when to use "A, An or The":

A = indefinite article (not a specific object, one of a number of

the same objects) with consonants

Eg : 1- She has a dog. 2- I work in a factory.

An = indefinite article (not a specific object, one of a number of

the same objects) with vowels (a,e,i,o,u)

Eg : 1- Can I have an apple? 2- She is an English teacher.

The = definite article (a specific object that both the person speaking and the listener know)

The car over there is fast.

The teacher is very good, isn't he?

The first time you speak of something use "a or an", the next time you repeat that object use "the".

I ate in a Chinese restaurant. The restaurant was very good.

DO NOT USE AN ARTICLE :

1- with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as "The United States".

2- when you are speaking about things in general

3- when you are speaking about meals, places, and transport(eg : university, taxi , home)

1« Providing that / as long as (Express : condition) »

1- Providing that = as long as = but only if = if

*Providing that= provided that

*As long as = so long as.

The rule : providing that/as long as + présent simple = future

simple .

Eg : providing that you work hard , you will succeed.

2« I wish , it's high / about time : »

1- Expressing wishes :

The rule :

*I wish + past ===a regret about a présent situation (by imagining it's opposite)

Eg : i wish i had a car (but i have not).

*I wish + past perfect ===a regret about a past situation

Eg : i wish i had listened to your advice.

*I wish + would ===a desire for change in the near future .

Eg : i wish you would stop talking

*I wish + could === to express wishes about ourselves

Eg : i wish i could be older .

2- It's high / about time :

The rule :

***It' high/ about time + present simple =(it is the right times to do something)**

Eg : it's high time our country takes measures to stop corruption

***It' high/ about time + past simple =(this action should be done before now)**

Eg : it's high time the bad leaders went to jail.

3« had better/ had better not(Express : advice) »

Had better = should = ought to

The rule : had better / had better not + the verbe into infinitive

without « to »

Eg : you 'd better visit the doctor.

4« 'so..that' 'such..that ' »

The rule :

1- So + adj +that

Eg : businessmen ara **so honest that** thier consumers fell confident with them .

2- Such + noun phrase+ that

Eg :develped countries have organized **such economic structures that** they never stop making progress.

5« 'the active/passive voice : ' »

The rule :

The active : s + v + o (the subject is the most important)

The passive : o + to be (in the tense of verbe) + verb in to p.p +

by + agent(s)

Eg : the teacher expain the lesson

The lesson is explained by the teacher.

Table of tense showing active and passive forms

:

| tense | active | passive |
|-------------------|-------------------|----------------------|
| Present simple | Cleans | Is Cleaned |
| Present continous | Is/are cleaning | Is/are being cleaned |
| Simple past | Cleaned | Was/ were Cleaned |
| Past continous | Was/were cleaning | Was being cleaned |
| Present perfect | Has/have cleaned | Has/have beencleaned |
| Past perfect | Had cleaned | Had been cleaned |

| | | |
|---------------------|-------------|----------------|
| Futur | Will clean | Will be clean |
| Present conditional | Would clean | Would be clean |

6« 'Affixes : ' »

1-prefix : is a syllable added in the begining of word to derive its

opposit like : im , il , in , ir , dis ,un

Eg : legal ===== illegal , agree ===== disagree

2-Suffix : is a syllable added at the end of a word to derive another word like : y , ty , ness , ance , tion

Eg : legal ===== legality , happy ===== happiness , important ===== importance

7« degrees of certainty »

Degrees of certainty

Categorical certainty 100%

Probability 70%

Possibility 50%

Remote possibility 30 %

expressions

Will certainty / it is impossible

It is probable that

It is possible/ can / may

Could/might

8« the ' ing 'form »

We can use the ' ing ' form as :

1-At a part of verbe :

Present continous : am/ is / are + verb + ing

Past continous : was/were + verb + ing

2-an adj : Eg : organic food is less damaging

3-a noun : Eg : the smoking

9« the use of the present simple : »

We use the present simple :

1-to express facts that are true all the times (expositry text)

2-habitual action : eg : he always gets up at 7 :00

3-permanent truth : he works in a factory

4-declaration : i like honest actions

5- instruction : go ahead

6-future references : the match begins at 8 Monday

10« the conditionl 'if' : »

Type :

0- if + present ===present (sure)

1- if +present ===futur (if you work , you'll succeed)

2- if + past simple === would (imaginary)

3- if+ past perfect ===would have + p.p

11« the quantifiers : »

- many , much , a lot of = an axcessive amount

- few , littel = an insufficient amount

we use :

***many, few , a lot of (countable nouns).**

***much, littel , a lot of (uncountable nouns) .**

12« cause / result: »

***express cause = reason : because (of) , sience ,owing to ,due to**

*** express result= effect : as a result , so , consquently.**

13« used to / used for (Express: purpose) »

The rule :

1- Used to + verb into infinitive

Eg : internat is used to give information

2- Used for + verb into infinitive + ing

Eg : internat is used for giving information

3- The interrogative form : used only used for

Eg : what are internat used for ? .(don't say used to)

14« 'Dimension ; size ; distance : ' »

1-dimension : Wide : How wide is + s... ?

2-dimension : Long : How long is + s... ?

3-dimension : Height : How heigh is + s.... ?

1-size : Height : How heigh is + s.... ?

1-distance : How long .. ?

2-distance : How far .. ?

The adj : How far is home from school ?

***-adjective is after the measumrement**

Eg : it is 30 mn far from school

***- adjective is before the preposition**

Eg : it is far from school

15« 'the stative verbs / the dynamic verbs : ' »

the stative verbs

-describe states

-unlimited period

-conjugue only the simple

the dynamic verbs

-describe actions

-limited period

**-both simple and progressive form
(continuous)**

***the groups of stative verb (referring)**

feeling

**Like ,love
Hate..**

thinking

**Think
,know..**

perception

**See , hear
,smell**

wants

**Prefer,
want**

having

**Seem ,
own ,
bloy**

من إعداد الأخ أيمن و الأخت إيمان

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• Expressing wishes and desire :

- we use : wish + past simple → to express : a present regret
- wish + past perfect → a past regret
- wish + future → a desire (for change in the near future)

• Expressing advice :

- we can express advice by :
should
ought to
had better } + stem.

• Expressing result :

so + adj + that

such + adj + noun + that

• Ob, proh, ... :

obligation : Must / is - are obliged to

creativity : Have to → present / had to → past

prohibition : must not.

Absence of obligation :
don't / don't } Have to → present.
didn't } had to → past.

• Degrees of certainty :

*** categorical certainty : will certainly - won't certainly
It's impossible

*** probability : may - It's unlikely that.

It's probable that - improbable that.

subject + probably + v.

* possibility : can / may - may not

It is possible that - can't

* Remote possibility : might - might not
(future)
could - couldn't.

stress :

verbs of 2 syllables → on the 2nd syllable.

nouns of 2 syllables → on the 1st syllable.

words ending with "ic, tion, sion" → on the 2nd from the end.

words ending with "ty, cy, gy, phy" → on the 3rd from the end.

compound verbs and adjectives → in the 2nd part

compound nouns → on the 1st part.

The conditional :

• type 0 : If / when + present simple ; present simple.

• type I : If / providing that / as long as + present simple ; future simple

• type II : If + past simple ; $\left. \begin{array}{l} \text{would} \\ \text{could} \\ \text{might} \end{array} \right\} + \text{stem}$

• type III : If + past perfect ; would + present perfect (have not has)

⇒ Type 1 express : possibility.

present situation ⇒ Type 2 express : imagination.

past situation ⇒ Type 3 express : situation that are "contrary of reality" in contrast to reality.

Unless = if + not.

"providing / ed that" or "as long as" ⇒ express condition "type I"

Quantifiers :

How many • quantifiers with countable nouns : many - lot of - few of - some - any - no.

How much • quantifiers with uncountable nouns : much - a little - some - a great deal of.

→ lot of, none, any, no, all, enough.

$\left. \begin{array}{l} \text{a lot of} \\ \text{a little} \\ \text{a few} \end{array} \right\} \text{exaggerating from / state of the quantifier.}$

Expressing cause / reason :

• Because ; as ; since + { S+V+C }

• Because of ; Owing to ; (due to + { noun }

• Owing ; due + { to + the fact + that + S+V+C }

Expressing consequence :

as a result ; as a consequence ; the result is ; so ; so + adj + that ;

such + (adj) noun + that ; consequently ; therefore

Expressing concession :

Thought ; althought : despite ; in spite of ,

S+V+C

noun + V+ing

Malgré que

What is it for ?

• It's used for + verb + ing.

• It's used to + verb in the infinitive.

Comparative and superlative :

comparative :

Inferiority :

adj / adv + er + than

less + adj / adv + than

Equality :

as + adj / adv + as

Superiority :

adj / adv + er + than

more + adj / adv + than

• Superlative : the + adj + est / the most / least + adj / adv

→ Most of adjs have the rule of long adjs "with ly"

except with this adverbs : late , fast , early , least , near , soon , hard.

→ Adjectives ending in (C.V.C) we double their last consonants and we add "er / est"

→ Some adjs don't accept er / est : famous , nervous

→ Irregular adjs : good : better than ; the best

bad : worse than ; the worst

far : farther ; farthest

old : older than ; the eldest

Expressing purpose:

so that, to, in order to, so as to, in order that.

The final "s" pronunciation:

| 1st | 1st | 2nd |
|----------------|----------------------------------|---|
| p-k-t th(e) | tʃ(ch) : ʃ(ch), ʒ s, dʒ, z, f | b, d, l, m, n, v, r y, w, j, vowels. |

The final "ed" pronunciation:

| "t" | "d" | "ed" |
|------------------------|---------------------------------|------|
| p-k-f-s sh-ch-th-re | b-p-m-n-r v-z-y-w vowels. | t-d |

BAC
2011

الاسئلة التي تتكرر كل سنة في البكالوريا في اللغة الانجليزية مع شرحها باللغة العربية

PART ONE: Reading

الجزء الأول: قراءة

A.Comprehension/ Interpretation

فهم/تفسير

Read the text carefully and do the activities.

اقرأ النص جيدا ثم قم بالنشاطات التي تليه

Choose/give the general idea of the text. Giving(L.L.E)

اختر \ أعط الفكرة العامة للنص

Write the letter which corresponds to the right answer.

اكتب الحرف الذي يوافق الإجابة الصحيحة

Are these statements true or false?

هل هذه الجمل الخبرية صح أم خطأ؟

Write T or F next to the number of the statement.

اكتب حرف () او حرف () بجانب رقم الجملة الخبرية

In which paragraph is it mentioned that...?

في أي فقرة يذكر؟

Fill in the following table.

املأ الجدول التالي

Read the text and put the following sentences in the order they appear

in the text.

اقرأ النص و ضع الجمل التالية وفقا لترتيبها في النص

Answer the following questions according to the text.

اجب عن الاسئلة حسب النص

Copy the title you think is the most appropriate/give a title to the text. Giving(L.L.E)

انقل العنوان الذي تراه أكثر ملاءمة للنص/ أعط عنوانا للنص

The text is: a) de--SS--ive, b) narrative...

....النص: وصفي, سردي

Argumentative De--SS--ive جدلي , حجاجي

Expository ووصفي

Narrative إيضاحي، تفسيري

قصصي، سردي

The text is: a) a letter, b) a conversation...

A letter

A speech

A conversation

An email

A poem

A newspaper article

رسالة

خطاب

حوار

رسالة الكترونية

قصيدة

مقال صحفي

.....النص: رسالة، حوار

Who/what do the underlined words refer to in the text?

على من / ماذا تدل الكلمة التي تحتها سطر في النص؟

B.Text Exploration

استكشاف النص

1. Vocabulary & Morphology

مفردات و تكوين الكلمات

Match words and definitions.

قابل الكلمات مع تعاريفها

Find in the text words whose definitions follow.

أوجد في النص الكلمات التي تعاريفها ما يلي

Match words and their synonyms/opposites.

قابل الكلمات مع مرادفاتهما / أضدادها

Find in the texts words that are synonyms/opposites to the following.

أوجد في النص الكلمات التي مرادفاتهما/أضدادها ما يلي

Complete the chart as shown in the example.

أكمل الجدول كما هو مبين في المثال

Give the opposites of the following words keeping the same root.

أعط أضداد الكلمات التالية محافظا على جذورها

Classify the following words in the table.

صنف الكلمات التالية في الجدول

Connect the following sentences with the words given. Make changes if necessary.

اربط الجمل التي تلي بأدوات الربط المعطاة. اجر تغييرات عند الضرورة

2. Grammar

قواعد

Ask the questions which the underlined words answer.

اطرح اسئلة تجيب عنها الكلمات التي تحتها خط

Rewrite sentence B so that it means the same as sentence A.

() أعد كتابة الجملة () كي يكون معناها يشبه معنى الجملة

Give the correct form(s) of the verbs in brackets

أعط الصيغة المناسبة للأفعال التي بين قوسين

3. Sound system

النظام الصوتي

Match pairs that rhyme.

قابل الكلمات المتناغمة

Classify the following words according to the pronunciation of the final 'ed' or 's'.

صنف الكلمات حسب نطق الحرف () الذي في آخر الكلمة

Underline or write the silent letter in each of the following words

ضع خطا تحت او اكتب الحرف الصامت في الكلمات التي تلي

Classify the words according to their stressed syllable.

صنف الكلمات حسب المقطع الذي تقع عليه الشدة

Classify the words according to the number of their syllables.

صنف الكلمات حسب عدد المقاطع الصوتية

4. Discourse

Fill in the gaps with words from the list.

املا الفراغات بالكلمات التي في القائمة

Match statements from column A with statements from

column B.

() قابل الجمل التي في العمود () مع الجمل التي في العمود

Re-order the following sentences to make a coherent passage.

اعد ترتيب الجمل التالية لكتابة نص متماسك

Imagine what A/B says and complete the dialogue

تخيل ما يقوله () و أكمل الحوار

PART TWO

الجزء الثاني

Written Expression

تعبير كتابي