

Summary of Grammar Lessons



Level:

Third Year:

**Foreign
Languages**

**Literature &
Philosophy**

A CONCISE SUMMARY OF
THE GRAMMAR POINTS
NEEDED TO PREPARE FOR
THE BAC EXAM.

By: Belit Brahim

1- Time Conjunctions: “after”, “before”, “as soon as”, “when” and “until”.

*The conjunctions of time “after”, “when”, “before”, “as soon as” and “until” are sometimes used to say that two actions happened in the past, but one of them took place before the other. Therefore, the first action (to happen) is expressed with the past perfect tense and the past simple is used to express the second action.

*[after/as soon as + first action (past perfect)], [the second action (past simple)].

e.g. **After** the Sumerians **had invented** writing, they **began** to record history.

* [before/when + second action (past simple)], [the first action (past perfect)].

e.g. **Before** the Sumerians **began** to record history, they **had invented** writing.

*Until: -[The first action (past perfect)]+ [until + second positive action (past simple)].

e.g. The Algerians **had fought** against France **until** they **got** their freedom.

-[second negative action (past simple)] + [until+ first action (past perfect)].

e.g. The Algerians **did not get** their freedom **until** they **had fought** against France.

2- Concession:

A- [Although /even though/ though/ despite the fact that/ in spite of the fact that + main idea (complete sentence)], [the unexpected result (complete sentence)].

e.g. **Although** he is happy, he doesn't smile.

B- [Despite/ in spite of + main idea (noun phrase)], [the unexpected result (complete sentence)].

e.g. **Despite his happiness**, he doesn't smile. Or: **Despite being happy**, he doesn't smile.

C- [The main idea (complete sentence)]; however/ nevertheless/ nonetheless, [the unexpected result (complete sentence)]. E.g. He is happy; **however**, he doesn't smile.

3- Conditional with ‘provided that’, ‘providing that’, ‘so long as’ and ‘as long as’.

*The conjunctions ‘provided that’, ‘providing that’, ‘so long as’ and ‘as long as’ are used to express the conditional. They mean the same as ‘but only if’ (emphasis on the condition).

*These conjunctions are used in a conditional sentence type I:

[Provided that + present simple], [future simple]. Or : [future simple] + [provided that + present simple].

e.g. **As long as** you **work** hard, you **will pass** your exam. Or: You **will pass** your exam **as long as** you **work** hard.

4- ‘I wish’: this structure is used to express:

***Regret about the past: I wish**+ subject + verb (**past perfect**) ...

***Regret about the present: I wish**+ subject + verb (**past simple**). N.B Here, the past form of to be is always ‘were’.

***Desire for change in the future (real wish): I wish**+ subject + verb (**would/could+ stem**). N.B. Here, we can use only ‘could’ when we talk about ourselves as a subject (I & we).

5- The use of “it’s high time” and “it’s about time”:

*“It’s high time” and “it’s about time” + subject+ verb (past tense: this structure is used to say it’s time to do something that should have been done long ago, but it was not done. Here, we urge people to do something and express complaint at the same time.

e.g. **It’s high time** people **stopped** wasting water.

6- Giving advice: to give advice we can use these structures interchangeably:

*Should/ should not + stem. e.g. You **should** **behave** ethically

*Had better/had better not + stem. e.g. You **had better** **behave** ethically.

*If I were you, I would/would not + stem. e.g. **If I were you**, I would **behave** ethically.

7- Expressing cause: for expressing cause, we can use one of these structures:

*Because/since/as + a complete sentence (clause).

e.g. He buys fake products **because** **he is poor**.

*Because of/ due to/ owing to + noun phrase.

e.g. He buys fake products **because of** **his poverty**. Or: He buys fake products **because of** **being poor**.

8- Expressing effect (consequence) with conjunctive adverbs:

*The conjunctive adverbs “therefore”, “as a result”, “as a consequence”, “consequently” and “thus” are used to as follows: Complete sentence 1 (the cause); **conjunctive adverb**, complete sentence 2 (the effect).

e.g. He is poor; **therefore**, he buys fake products.

9- Expressing effect with “so ... that ...” and “such... that...”

A-* “... so + adjective + that” or “...so + [quantifier + noun] + that”: (the part of the sentence which includes the cause must end with an “adjective” or a “quantifier + noun”).

e.g. *He is poor. (the cause). He buys fake products. (the effect). → He is **so poor that** he buys fake products.

*He has much money (the cause). He can buy anything (the effect). → He has **so much money that** he can buy anything.

B- “..such + noun phrase + that..”: (the part of the sentence that includes the cause must end with a noun phrase).

e.g. John is a kind man (the cause). Everyone loves him (the effect). → John is **such a kind man that** everyone loves him.

10- Active voice to passive voice: in order to transform a sentence from the active to passive voice, we should:

a- Use the object of the active sentence as a subject for the new passive one.

b- Put the auxiliary ‘to be’ in the same tense and form (positive or negative) as the active verb + the past participle of this active verb.

c- Add the preposition ‘by’ + the subject of the active sentence. This becomes the agent of the passive sentence.

e.g. Corrupt people **are destroying** our economy (active voice).

→ Our economy **is being destroyed** by corrupt people. (passive voice).

11- Passive voice to active voice: to transform a sentence from the passive to the active voice, we should:

a- Omit the preposition ‘by’ and use the agent of the passive sentence as a subject in the active one.

b- Put the past participle in the same tense and form of the auxiliary to be; this is the verb of the active sentence.

c- Use the subject of the passive sentence as an object in the active one.

e.g. A new law **will be passed** by the parliament. (passive voice).

→ The parliament **will pass** a new law. (active voice).

12- Conditional sentences with “if”: the conjunction ‘if’ is used to produce various types of conditional sentences:

A- Type ‘0’: this type is used to talk about general truths, or situations where we are completely certain about the result once the condition is fulfilled. Form: [If + **present simple**], [**present simple**].

e.g. If you **throw** a stone into water, it **sinks**.

B- Type ‘I’: this type is used in situations where the result is probable (not completely certain) once the condition is fulfilled. [If + **present simple**], [**future simple**]. E.g. If you **listen** carefully, you **will understand**.

C- Type ‘II’: this type is used to talk about imaginary situations in the present if something different happened in the past. In other words, we use it to imagine how the present would be if something different happened in the past. It is also used to give advice (if I were you ...). Form: [If + **past simple**], [**present conditional (would + stem)**].

E.g. If I **had** a visa, I **would go** to study in Canada. If I **were** you, I **would start** preparing for the exam.

D- Type ‘III’: this type is used to talk about imaginary, impossible situations in the past if something had happened before in the past. Here, we imagine how the past would have been if something different had happened in the past. It is often used to express regret. Form: [If + **past perfect**], [**past conditional (would have + past participle)**].

e.g. If I **had studied** harder, I **would not have failed** my last year’s exam.

13- Conditional with 'unless': the conjunction 'unless' expresses the conditional. It means the same as 'if not'. It is generally used to express warning in a conditional sentence type 'I': [Unless + **present simple**], [**future simple**].

e.g. If you act ethically, you will have a good reputation (which means: If you don't act ethically, you will not have a good reputation). → Unless you **act** ethically, **you will not have** a good reputation.

14- Expressing purpose: we generally use one of these structures to express purpose:

A- "In order to" / "so as to" / "to" + stem. Or "In order not to" / "so as not to" / "not to" + stem. (negative form)

e.g. The government passed a new anti-corruption law. They want to eliminate all corrupt practices.

→ The government passed a new anti-corruption law **in order to eliminate** all corrupt practices.

B- "So that" / "in order that" + subject + verb (modals can/will/ could + stem).

e.g. The government passed a new anti-corruption law. They want to eliminate all corrupt practices.

→ The government passed a new anti-corruption law **so that** they **can eliminate** all corrupt practices.

15- Expressing similarity: in order to express similarity between two sides, we can use:

A- The conjunctions "both... and ...", "as well as", "and"...

e.g. The school leaving age in England is 16. The school leaving age in the USA is 16.

→ The school living age in **both England and the USA** is 16.

→ The school living age in **England as well as** in **the USA** is 16.

B- The preposition "like" + noun phrase. e.g. John is good at English. Peter is good at English.

→ **Like John**, Peter is good at English. Or John is good at English, **like Peter**.

C- Conjunctive adverbs: "similarly", "likewise": complete sentence 1; conjunctive adverb, complete sentence 2.

e.g. John scored well in English; **likewise**, Peter scored well in the English exam.

16- Expressing contrast: in order to express contrast, we can use:

A- The conjunctions "while", "whereas", "but".

e.g. Primary education is compulsory. Higher education is optional.

→ Primary education is compulsory **while** higher education is optional.

Or: While primary education is compulsory, higher education is optional.

B- The prepositions: "unlike", "contrary to", "in contrast to" + noun phrase.

e.g. Primary education is compulsory. Higher education is optional.

→ **Unlike** primary education, higher education is optional.

C- The conjunctive adverbs: "by contrast", "on the contrary", "on the other hand", "conversely"...

e.g. Primary education is compulsory. Higher education is optional.

→ Primary education is compulsory; **by contrast**, higher education is optional.

17- Reported speech:

A- Reporting statements: *When reporting statements, we always make changes in terms **of punctuation, pronouns, possessive adjectives, demonstratives and time expressions** as follows:

	Direct speech	Indirect (reported) speech.
Pronouns/ possessive adjectives	I	I / She / He
	We	We / They
	My	My / His / Her
	Our	Our / Their
	Me	Me / Him / Her
	Us	Us / Them

Demonstratives	Here This These	There That Those
Time expressions	Now Today Tonight Yesterday Tomorrow Hour-day-month-week-year <u>ago</u> Next Last	Then That day That night The day before/ the previous... The following day/ the day after Hour-day-month-week-year <u>before</u> The following .../The ...after The previous.../before

*If the reporting verb is in the tenses of the present or the future, we keep the same tenses of the reported verbs.

*If the reporting verb is in the tenses of the past, we change the tenses of the reported verbs as follows:

Direct speech	Indirect (reported) speech
<u>Present simple</u>	<u>Past simple</u>
<u>Present continuous</u>	<u>Past continuous</u>
<u>Present perfect</u>	<u>Past perfect</u>
<u>Past simple</u>	<u>Past perfect</u>
<u>Past continuous (was/were + [v+ing])</u>	<u>Past perfect continuous (had been + [v+ ing])</u>
<u>Past perfect (had + past participle)</u>	<u>Past perfect</u>
<u>Future simple</u>	<u>Present conditional (would + stem)</u>
Can, could May , might Must , has/have to Should Ought to	Could Might Had to Should Ought to

B- Reporting questions:

*Yes/no questions: reporting clause + if/whether + subject+ verb+ the rest of the sentence.

e.g. He asked me, "Have you finished?" → He asked me **if I had finished.**

* WH questions: reporting clause + the same question word + subject + verb + the rest of the sentence.

e.g. I asked her, "Where are you going?" → I asked her **where she was going.**

C- reporting orders, requests, and pieces of advice:

*to order/ to ask/ to request/ to advise + object + infinitive + the rest of the sentence.

e.g. The teacher told us, "Stop making noise!" → The teacher **ordered us to stop** making noise.

18- Asking WH questions: there is a rule for asking "Wh" questions but it has two exceptions.

A- The rule: Question word + auxiliary + subject + the other part of the verb + the rest of the sentence.

N.B. If the verb is in the simple present or simple past, we use 'to do' (do/does or did) as an auxiliary.

e.g.1- He has lived in England. → Where has he lived?

2- He lives in England. Where does he live?

B- The exceptions:

*If the main verb of the sentence is 'to be' in the simple present or simple past, we use this structure.

Question word + verb + subject + the rest of the sentence.

e.g. He was in France. → Where was he?

*If we want to ask our question about the subject of the sentence, we just replace that subject by the right question word (who/what), keep the structure of the sentence as it is and add a question mark in the end.

e.g. He lives in England. Who lives in England?

Question words:

Subject	Object	Time	Place	Cause	Manner	Duration	Number	Quantity
Who/what	Whom/what	When	Where	Why	How	How long	How many	How much