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Summary of All Sequences for 4MS / 2024

Sequence one

a- Comparatives of :

- **Equality :** subject + verb **+ as + adjective + as +** …the rest of sentence.

Example : a/ Ahmed is tall.

b/ Omar is tall **too.** ⟶ **Ahmed is as tall as Omar.**

- **Inequality/ Inferiority :** subject + verb + **not as + adj + as** + … the rest of sentence

Example : a- Ahmed is intelligent.

b- Omar is **more intelligent.** ⟶ **Ahmed is not as intelligent as Omar.**

b- Active and Passive Forms/ Voices :

Passive voice (present simple)

Object + is/am/are + past participle + Subject

Subject

Example:

The child **breaks** the window.

The window **is** broken **by** the child

Passive voice (past simple)

Object+ was/were+ past participle+

Example:

The child **broke** the window

The window **was** broken **by** the child.

Note: ***the past participle of regular verbs (we add "ed" at the end of the verb).***

The p.p of irregular verbs changes (look at the list of verbs at end of your book).

c- Cause and Effect:

- Cause/ Reason: **"because- since- as"**

Example: - The mother punishes Asma **because** she didn't get good marks.(No Comma)

- **Because** Asma didn't get good marks, her mother punishes her. (we add comma between the two clauses)

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➢ Effect/ Result / Consequence: **" so, therefore, as a result"**.

Example: - Asma left the bus **so** she needs to take a taxi.

- Asma left the bus **and therefore** she needs to take a taxi. (we add 'and' before 'therefore')

- Asma left the bus. **As a result,** she needs to take a taxi. (we put 'full sop' before and 'comma' after "as a result").

d- Time Sequencers:

- First, Second, Third, Fourth,…. Finally.

- First, Next, Then, After that, Besides, Moreover,…..Finally.

➡ **We use them to organize a set of ideas in a paragraph.**

***e- Pronounciation*: /ei/ + /ai/**

/eɪ/	/aɪ/
a - lake ay - day ey -prey ea - break ai - wait ei - eight	i – like y - try

/ei/	/ai/
Eight- name- hate- face.	**Nine- fly- sky- goodbye.**

Sequence Two

1- The superlative of superiority:

♥ **Short adjectives: (one or two syllables)**

Adjective + est/ st/ iest. Example: easy ⟶ easiest.

Tall ⟶ tallest.

♥ **Long adjectives: (more than two syllables)**

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The most + adjective. Example: beautiful ⟶ the most beautiful.

♥ **Irregular adjectives: (change)**

Good ⟶	the best
Bad ⟶	the worst
Many/much ⟶	the most
Little ⟶	the least
Far ⟶	the farthest/ furthest
Old ⟶	the oldest/eldest

2- The Simple Past and Past Continuous Tenses: "while" "when":

♥ Past Continuous: **to be in the past (was/were) + verb stem + ing.**

Example: She **was watching** an American movie.

- ♥ If the sentence begins with "while", we just put the first verb in the past continuous and the second one in the simple past. **Example:**
  While the teacher was explaining the lesson, someone knocked the door.
- ♥ If we put " "when" in the middle, we just conjugate the first verb in the past continuous and the second one (after 'when') in the simple past. **Example:**
  The teacher was explaining the lesson when someone knocked the door.
- ♥ If the sentence begins with "when", we just put the first verb in the simple past and the second one in the past continuous. **Example:**
  When someone knocked the door, the teacher was explaining the lesson.

Note: *after "when" the verb is always conjugated in the simple past.*

3- Expressing Similarities and Differences with: 'like- unlike- whereas':

a- Similarities:

- ✓ To express similarities between two things, we use **"like"**
- ✓ We can use "like" at the beginning or in the middle of the sentence.

Example: -the mobile is a means of communication.

-The computer is a means of communication.

- The mobile is a means of communication like the computer.

Or

- Like the computer, the mobile is a means of communication.

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b- Differences:

✓ To express differences between two things, we use **'unlike'/'whereas'**.

Example: -the winter is cold.

-the summer is hot.

Unlike the winter, the summer is hot.

The winter is cold whereas the summer is hot.

Note we use "whereas" in the middle of the sentence only.

4- The Present Perfect with: " since"/ "for":

- The present perfect tense: **to have in the present (have/has) + past participle**.

Example: Asma **has received** the email.

- We use the present perfect to talk about an event that happened in the past and continued in the present.

Example: I **have studied** English since 2017.

I **have studied** English for 4 years.

- Asking questions using 'How long' with the present perfect:

- ❖ Asma has studied English **since 2017.**
- ❖ **How long** has Asma studied English ?

5- Forming oppsites using prefixes :'dis, un, in, im, il, ir':

Examples: possible ⟶ impossible

Legal ⟶ illegal

Like ⟶ unlike/dislike

Responsible ⟶ irresponsible

Honest ⟶ dishonest

6- Forming adjectives using 'ful'/ 'less':

Ful : it is about something 'good' example: hope ⟶ hopeful

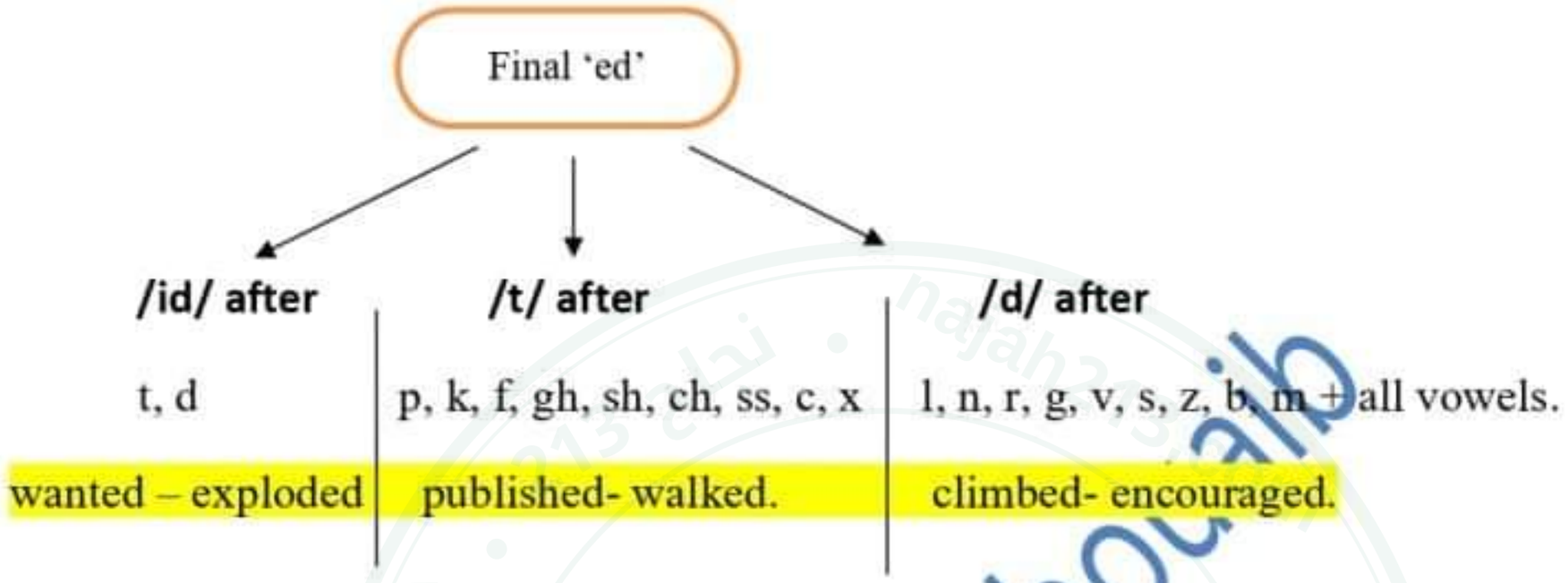
Less : it is about something 'bad' example: hope ⟶ hopeless

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7- Pronounciation: the final /t/ /d/ /ed/:



8- The Simple Present Tense:

To be:	To do:	To have:
I **am**	I/ you/ they /we **do**	I/ you/ they/ we/ **have**
You/ they/ we **are**	he/ she/ it **does**	he/ she/ it **has**
He/ she/ it **is**		

The other verbs:

I/ you/ they/ we ⟶ stay as it is. example: to clean ⟶ clean

He/ she/ it ⟶ we add "s" at the end. example: to clean ⟶ cleans.

When the verb ends with "o-sh- ch- x- ss", we add "es" at the end.

Example: To go ⟶ goes

To finish ⟶ finishes

When the verb ends with "y" and there is a consonant before it, we change "y" into "i " and add "es" (only with He/ she/ it). Example: to study ⟶ studies.

When the verb ends with "y" and there is a vowel before it, we add only "s" at the end (with he/ she/ it). Example: to play ⟶ plays.

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9- The Past Simple Tense:

- ✓ Time markers: yesterday, ago, last ....in 1999 .....(past date)
- ✓ Regular verbs ⟹ "ed". **Example: played**
- ✓ Irregular verbs ⟹ the 2nd column of the list in your book. **Example: wrote**

10- The Simple Future Tense:

- ✓ **Time markers: tomorrow, next .....in 2030.....(future date)**
- ✓ **Subject +will + verb stem. Example:** I will buy a new house.

Sequence three

1- The imperative:

a- affirmative: add sugar and milk.

b- negative: don't add sugar and milk.

2- Conditional type 01

1. **If** + present simple + , future simple. **Example: If** I pass my BEM exam, I will make a big party.
2. Future simple + **if** + present simple. **Example**: She will search for a job **if** she gets her diploma.
3. Imperative verb + **if** + simple present. **Example:** start revision **if** you want to succeed in your BEM exam.
4. **If** + simple present + , imperative verb. **Example:** If you want to succeed in your BEM exam, start revision.

3- Expressing Likes and Dislikes:

- ♥ ***Likes:*** subject + likes/ prefer/ love/ enjoy + verb + ing.

Example: I **like watching** horror movies.

- ♥ ***Dislikes:*** subject + hate/ dislike + verb+ ing.

Example: I **hate eating** unhealthy foods.

4- Pronounciation: /s/ + /z/ + /iz/

The final 's'

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/s/ after	/z/ after	/iz/ after
p- t- k- f- θ	b- d- g- v- ð- l- m- n- r- 'ing' + vowels	ss- s- ce- ge- dge- sh- ch-x
thinks	smells	dances

5-*Relative pronouns:*

Who / that	Which / that	Where
person	Animals / things	places

Examples:

1. The police found the boy. He disappeared last week.
   The police found the boy **who** disappeared last week.
2. This is the cat. It belongs to John. ⟹ This is the cat **which** belongs to John.
3. This is the school. I studied there. ⟹ This is the school **where** I studied.

6- Silent letters:

- **Silent "k"** → **k**nife - **k**nock - **k**not - **k**nit
- **Silent "w"** → **w**rite - answer - **w**ho -
- **Silent "l"** → pal**l**m - wal**l**k - hal**l** - shou**l**d
- **Silent "b"** → lam**b** -lim**b** - de**b**t - dou**b**t
- **Silent "n"** → autum**n** – solem**n** – colum**n**

Written expression: 8pts

The structure of the paragraph: 02 pts

- ✓ Leave a space and Start with a capital letter.
- ✓ Don't forget punctuation (full stop (.) comma (,))
- ✓ Use capital letters where necessary (names of people/ places…).

Relevance: all the ideas must be related to the topic. **02pts**

Organization: start with an small introduction to your topic. Then, try to develop your ideas using "sequencers" (first; second; then; after that, also …) **02pts**

Linguistic resources: 02pts

- ✓ Correct grammar
- ✓ Punctuation and capitalisation
- ✓ Using linking words (because- so – but ….)

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Questions:

1- Yes/No Questions:

Do you play football? → Yes, I do./No, I do not.
Does he play football? → Yes, he does./No, he does not.
Did you call me? → Yes, I did./No, I did not.
Are you sick? → Yes, I am./No, I am not.
Is the weather nice? → Yes, it is./No, it is not.
Will Tom go to school? → Yes, he will./No, he will not.
Have they returned? → Yes, they have./No, they have not.
Has Lina come? → Yes, she has./No, she has not.
Should we help animals? → Yes, we should./No, we should not.

2- WH-Questions:

What... ? ماذا
Where... ? أين
When... ? متى
Why... ? لماذا
How... ? كيف
Who... ? من
Whose... ? لمن
Whom... ? مع من/من

3- Mastery of language questions:

Sport the mistakes and rewrite the correct sentence.
→ جد الأخطاء وأعد كتابة الجملة صحيحة
Supply the punctuation and capital letters
→ ضع علامات الوقف والأحرف الكبيرة
Correct the underlined mistakes.
→ صحح الأخطاء التي تحتها سطر
Reorder the words to get a coherent sentence.
→ أعد ترتيب الكلمات للحصول على جملة متناسقة
Rewrite the passage using the suitable tense.
→ أعد كتابة المقطع بالزمن المناسب للأفعال
Write the correct form of the verbs between brackets.
→ اكتب الشكل الصحيح للأفعال بين قوسين
Turn the following sentences into the negative.
→ حول الجمل الآتية إلى جمل منفية
Turn the following sentences into the passive voice.
→ حول الجمل الآتية إلى جمل مبنية للمجهول
Fill in the gaps with the suitable words.
→ املأ الفراغات بالكلمات المناسبة
Cross out the odd word in each list / Identify the intruder word in each list.
→ اشطب أو حدد الكلمة الدخيلة من كل قائمة

4- equivalents/opposites questions:

Match each word with its appropriate definition.
→ اربط كل كلمة بتعريفها المناسب
Match the words in column A with their equivalents in column B.
→ اربط الكلمات في العمود (أ) بمرادفاتها في العمود (ب)
Match the words in column A with their opposites in column B.
→ اربط الكلمات في العمود (أ) بأضدادها في العمود (ب)

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Vocabulary:

Sequence One	
Landmark = monument	معالم
famous = well-known	مشهور
very old = ancient ≠ new	قديم ≠ جديد
job = occupation	مهنة
build = construct ≠ destroy	يبني ≠ يهدم
dramatist = playwright	كاتب مسرحي
the fight = the struggle	القتال/الصراع
writer = author	كاتب
located = situated	يقع / يتواجد
birth ≠ death	الميلاد ≠ الوفاة
travel	السفر
itinerary	مسار الرحلة
figure	شخصية
ID card	بطاقة التعريف

Sequence Two	
child = kid ≠ adult	طفل ≠ راشد
angry = mad	غاضب
arrested ≠ released	يعتقل = يحرر
good = nice ≠ bad = terrible	جيد ≠ سيء
brave = courageous ≠ afraid	شجاع ≠ خائف
confident ≠ shy	واثق من نفسه ≠ خجول
difficult = hard ≠ easy	صعب ≠ سهل
careful ≠ careless	مهتم ≠ مهمل
helpful ≠ helpless	مساعد ≠ غير مساعد
tolerant	متسامح
ideal = favourite	أفضل
kind	لطيف
selfish	أناني

Sequence Three	
Charity work	عمل خيري
organization	منظمة
community = society	مجتمع
advice	نصيحة
citizen	مواطن
citizenship	مواطنة
food	وجبات
healthy	صحي
mankind = humanity	البشرية = الإنسانية
succeed ≠ fail	ينجح ≠ يخسر
volunteering	التطوع
donating	التبرع

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NEVER SAY: " TIME IS NOT ENOUGH TO REVISE, START NOW".

Best of luck ☺

Mr. Chouaib Cheurfa

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