

**A Summary for**  
**Q: Skills for Success**  
**Special Edition**

**Listening and Speaking Units 1-5**  
**Reading and Writing Units 1-5**

**1437 – 2017**  
**2<sup>nd</sup> Edition**

**إعداد: معاذ بن سعد العساف.**  
**لا تنسوني من صالح دعائكم**

## Unit 1 Listening and Speaking

### Critical Thinking: -

- To **contrast** means you note differences between two things.
- **Contrasting** can help you remember important points about the two things.

### Vocabulary skill: Distinguishing between words with similar meanings.

- Some words have **similar meanings**, but they are used in **different situations**.
- The **definition** and **examples** help you decide which word is best to use.

<b>Word</b>	<b>Career (count) (noun)</b>
Definition	A job that you learn to do then do for many years.
Example	<ul style="list-style-type: none"><li>- He is considering a career in teaching.</li><li>- His career was always more important than his family.</li></ul>
<b>Word</b>	<b>Work (noncount) (noun)</b>
Definition	The job that you do to earn money.
Example	<ul style="list-style-type: none"><li>- I'm looking for work.</li><li>- What time do you start work?</li><li>- How long have you been out of work = (without a job)?</li></ul>
<b>Word</b>	<b>Job (count) (noun)</b>
Definition	The work that you do for money.
Example	<ul style="list-style-type: none"><li>- She got a job as a waitress.</li><li>- Peter just lost his job.</li></ul>
<b>Word</b>	<b>Company (noun)</b>
Definition 1 (count)	A group of people working together to make or sell things.
Example	<ul style="list-style-type: none"><li>- An advertising company.</li><li>- The Student Loans Company.</li><li>- Short way of writing company is (Co.)</li></ul>
Definition 2 (noncount)	Being with person or people. e.g. I always enjoy mark's company.
<b>Word</b>	<b>Business (noun) (noncount)</b>
Definition 1	Buying and selling things.
Example	<ul style="list-style-type: none"><li>- I want to go into business when I leave school.</li><li>- Business is not very good this year.</li></ul>
Definition 2	The work that you do as your job.
Example	<ul style="list-style-type: none"><li>- The manager will be away on business next week.</li><li>- A business trip.</li></ul>

## Unit 1 Listening and Speaking

### Grammar: Simple Present

- Use to talk about fact, general truths.
- Use to describe habits, routines, states, and feelings.

Form 1 ( **S + V<sub>1</sub> + .....** ) or ( **S + Don't + V<sub>1</sub> + .....** ) e.g. I like working on a team.

Form 2 ( **S + be + .....** ) or ( **S + be + not + .....** ) e.g. He is a college student.

Form 3 ( **S + have/has + .....** ) or ( **S + do/does not + have + .....** )

e.g. They have 600 employees. Or He does not have a car.

### Pronunciation: Simple past -ed

- The pronunciation of this final sound (-ed) depends on the sound at the end of the base verb.
- **The (-ed) = /d/** when the sound is voiced. all vowel sounds, some consonants.
- **The (-ed) = /t/** when the sound is unvoiced.  
And sounds /s/ /p/ /k/ /f/ /ch/ /sh/ ( some people kill for some cheap shells ).
- **The (-ed) = /ed/** when it's end with sound /d/ or /t/ ( Down Town ).

### Speaking Skill: Asking for repetition and clarification.

- When you listen and don't understand something you can say:
  - I'm sorry, I didn't catch that .
  - Could you repeat that?
  - Could you say that again?
  - Do you mean ?

## Unit 2 Listening and Speaking

### Listening Skill: Listening for main idea and details.

- **Main ideas:** the most important points about the topic.
- **Details:** include example, numbers, facts, names, and reasons.

### Vocabulary skill: Words in context.

- Use other information to help you guess the meaning of new words.
- **Context** is the words that come before and after another word.
- **Depressed** means **very bad**.
- **Tough** means **difficult or challenging**.
- **Considerate** means **caring or thoughtful**.
- **Treated** means **behaved toward**.
- **Optimistic** means **cheerful or positive**.

### Grammar: Should and shouldn't

- Use should to say that it's good to do something.
- Use shouldn't to say that it's not good to do something.

Form ( **S + should/shouldn't + the base form of a verb**<sub>(v1)</sub> ).

#### Example:-

- I should listen to him.
- He shouldn't kill her.
- They should study hard.
- We should not drive fast.

### Grammar: It's + adjective + infinitive.

- Use to talk about behavior and customs.
- Infinitive is ( to + the base form of a verb ).
- **Examples:-**
- It's **confused** to listen to two people at the same time.
- It's **rude** to say no to your host.

## Unit 2 Listening and Speaking

### Pronunciation: The schwa sound.

- The schwa is the most common vowel sound in English.
- We pronounce the **vowel** in many unstressed syllables with the **schwa sound**.
- The syllable is a part of the word.
- The schwa is never in a stressed syllable. ( nerv**o**us, husb**a**nd,
- 'a' + consonant at the beginning of a word usually makes a schwa for example
- ( **a**mong, **a**bout, **a**void, **a**rrive)
- '-er' or '-or' or '-ar' at the end of a word makes a schwa e.g. ( teacher**e**r, actor**o**r, invest**o**r)
- 
- **Words with schwa sound:-**
- **a**void – cultur**a**l – cust**o**m – intern**a**tional – probl**e**m – popul**a**r – bott**o**m
- **o**ffend**e**d – person**a**lity – posit**i**ve – simil**a**r – teleph**e**phone.

### Speaking Skill: Presenting information from notes.

- **Preparation**
  - Use small cards.
  - Write only key words and phrases.
  - Practice your presentation.
- **Presentation**
  - Look at the audience.
  - Look down briefly to check your notes.
  - Make eye contact.

## Unit 3 Listening and Speaking

### Listening Skill: Understanding numbers and dates.

- Listen carefully to the **stress** to distinguish between numbers ( teen – ty ).
- **In numbers ending in -ty:** the first syllable is stressed: FIF-ty.
- **In numbers ending in -teen:** the last syllable is stressed: fif-TEEN.

### Vocabulary skill: Suffixes *-ful* and *-ing*

- **Suffixes** are letters or groups of letters at the end of a word.
- **Suffixes can change ..**
- **The tense ( -ed, -ing ), The numbers ( -s, -es ) and The part of speech of a word.**
- 
- **The suffix *-ful*** change a noun to an adjective.
- **Beauty > Beautiful** e.g. My car is beautiful.
- **Wonder > Wonderful** e.g. This book is wonderful.
- 
- **The suffix *-ing*** change a verb to an adjective.
- **Excite > Exciting** e.g. Madinah is an exciting place.
- **Interest > Interesting** e.g. This book is very interesting.

### Pronunciation: Reduction of *be going to*

- Speakers often pronounce ***going to*** as ***gonna***.
- **Note:** We never write gonna in academic or professional writing.

### Speaking Skill: Introduction topics in a presentation.

- **Here are some useful phrases for organizing a presentation.**
- **To interduce the first topic:**
  - Let's start with.....
  - The first thing I'm going to talk about is.....
- **To change to a new topic:**
  - Now let's move on to.....
  - Next, I'm going to talk about.....
- **To interduce the last topic:**
  - Finally, let's talk about....
  - To wrap up, I'm going to tell you about.....
- **To interduce the next speaker:**
  - Now Ahmed is going to tell you about.....
  - Now Ali is going to take over.

## Unit 3 Listening and Speaking

### Grammar: Be going to.

- Use **going to** to talk about the **future**, usually about **future plans**.

Form ( **S + Be + going to + the base form of a verb**(V1)).

#### Example:-

- **I am going to play** football tomorrow.
- **They are going to study** hard for the next exam.

Negative Form ( **S + Be + not + going to + the base form of a verb**(V1)).

#### Example:-

- **I am not going to play** football tomorrow.
- **They are not going to study** hard for the next exam.

Yes/No Question Form ( **Be + S + going to + the base form of a verb**(V1)).

#### Example:-

- **Are you going to play** football tomorrow?
- **Are they going to study** hard for the next exam?

Information Question Form ( **Wh + Be + S + going to + the base form of a verb**(V1)).

#### Example:-

- **Where are you going to play** football?
- **How are they going to study** hard for the next exam?

### Critical thinking:-

- You **decide** by looking at everything you know about a subject.
- **Deciding** helps you put information together in a useful way.

## Unit 4 Listening and Speaking

### Listening Skill: Listening for specific information.

- Means listening for the important details you need.
- We listen to specific information especially when we listen to news, or weather reports, transportation schedules, and instruction.
- **Specific information includes details such as these:**
  - names of people or places.
  - numbers, dates, or times.
  - events.

### Vocabulary skill: Synonyms.

- **Synonyms** are words that have almost the same or a similar meaning.
- The dictionary often gives you **synonyms in the definition** of a word.
- 

Word	Synonym
Enormous	Huge, Very Big, Gigantic.
Funny	Hilarious, Amusing, Silly.
Emotions	Feelings,
Giggle	Laugh, Chuckle.

### Grammar: Simple present for informal narrative.

- When you tell a short, **informal narrative, like story or a joke**, you can **use the simple present** even if the story happened in the past.
- **Example page 75 LS.**



## Unit 4 Listening and Speaking

### Critical thinking: -

- **Restating**, is saying something again in your own words.
- **Restating**, is a good way to share information.

### Pronunciation: Simple present third-person -s/-es

- The simple present third-person singular form of a verb ends in either **-s** or **-es**.
- **E.g.** He eats a lot.                      Ali plays football.
- The pronunciation of this final sound (-s/-es) depends on the sound at the end of the base verb.
  
- **The -s = /z/** when the sound is **voiced** (with sound).  
(vowel sounds and /b/, /d/, /g/, /l/, /m/, /n/, /nj/, /r/, /th/, /v/)
- **The -s = /s/** when the sound is **unvoiced** (without sound).  
( /f/, /k/, /p/, and /t/ sounds ) ( **People Kill Target Fish** ).
- **The -s/-es = /əz/** when the final sound is an **-s or -z** like sound.  
( /dg/, /s/, /sh/, /ch/, and /z/ sounds)(**Jerry Said Zina Should Change**)
- **Examples page 81 LS.**

### Speaking Skill: Using eye contact, tone of voice, and pause.

- **Ways to make your joke more interesting:-**
- **Make eye contact:** help you connect your audience and keep them interested.
- **Use your voice to express different feelings:** help the listeners understand the feelings of the people in the story.
- **Pause – stop speaking for a moment –** before you say the punch line.  
This can help to make ending a surprise.

## Unit 5 Listening and Speaking

### Note-Taking Skill:

- **Numbered list** is a way to organize information in your note.

### Listening Skill: Listening for signal words and phrases.

- **Speakers use Signal words and phrases** when they introduce a new topic.
- **At the beginning:**
  - (1) First.
  - (2) The first important.
- **In the middle:**
  - (1) The next thing I'm going to talk about.
  - (2) In addition.
  - (3) also
- **At the end:**
  - (1) The last/final topic.
  - (2) Finally.

### Pronunciation: Intonation in questions.

- **Yes/No questions** have **rising intonation at the end**.
- Yes/No questions ask for an answer of yes or no.
- E.g. Do you exercise every **day?**
  
- **Information questions** have **falling intonation at the end**.
- Information questions ask information about *who, what, why, when.... etc.*
- E.g. When did you start playing **football?**
  
- **Questions of choice** have **rising-falling intonation at the end**.
- Questions of choice ask a person to choose between two things.
- E.g. Do you prefer **playing sports** or **watching sports?**

## Unit 5 Listening and Speaking

### Grammar: Gerunds as subjects or objects.

- A gerund is the *-ing* form of the verb.
- It can take the place of a **noun or pronoun**.
- A gerund act as a noun.
  
- **Gerunds** are often the subject of a sentence.
- Several verbs that **express actions** or state are **commonly gerunds**.
- E.g. **Joining** a sports team is a good way to make friends.
- E.g. **Being** part of a team can teach us important skills.

**Gerunds** can be the object of a sentence.

- The **object** is a noun or noun phrase that follows a verb.
- Many common verbs are followed by gerunds, **such as**:
- Avoid, discuss, dislike, enjoy, hate, like, love, and prefer.
- E.g. I like **playing** soccer.
- E.g. My sister **enjoys swimming** in the summer.

### Critical Thinking: To determine.

- **To determine what definition is the best:**
- Use the **context** to choose between the different meanings.
- Using **context** to determine meaning is one way to improve your vocabulary skill.

### Speaking Skill: Asking for and giving opinions.

- **Asking for opinions:** Use when you want to know someone's opinion.
- What do you think of.....?
- How do you feel about.....?
- Do you think.....?
- **Giving your opinion:** Use when you want to give your opinion.
- I think.....
- I don't think.....
- I feel that .....
- In my opinion,.....
- **Examples in LS book P102.**

## Unit 1 Reading and Writing

### Critical Thinking: -

- **Label** (or name) to mark the word.
- **Writhing a label** on examples is a good way to remember something you have learned.

### Reading Skill: Previewing a text.

- Look quickly at the text and its different parts.
- **Tips to help you preview:** -
  - \* Read the **title:** the name of the text.
  - \* Read the **headings:** is a short line of text, it tells what a section is about.
  - \* Read the **captions:** is the text under the picture.

### Vocabulary Skill: Word Forms.

- Some words are both noun and verbs.
- They look the same, but they work differently in a sentence.
- A noun refers to a **person, place, object, or idea.**
- A verb refers to an **action.**
- Examples page 14 RW Book.

### Writing Skill: Writing a main idea and supporting sentences.

- A main idea is the big idea.
- e.g. My work is interesting.
- The Supporting Sentences: -
  - Give more information about the main idea.
  - Must be connect to the main idea.
  - Often give details about the main idea.
  - e.g. I meet new people.      I learn about new product.

## Unit 1 Reading and Writing

### Grammar: Verb + infinitive (like, want, and need)

- Like, want and need are common verbs.
- Like, want and need often follow by: -
  - **Noun phrase.** e.g. I want a good job. I like my career.
  - **Infinitive form (to + the base form of the verb)**  
e.g. I like to help people. I want to be a doctor.

## Unit 2 Reading and Writing

### Critical Thinking: -

- **Restate** means to write in your own words.
- **Restating** is a good way to review information.

### Reading Skill: Skimming for the main idea.

- **Skimming** is reading a text quickly to find the main idea.
- **Tips to skim for the main idea:** -
  - \* Read the **title**.
  - \* Read the **headings of each section**.
  - \* Read the **first and the last sentences of each paragraph**.
- The main idea often is at the **beginning** or the **end** of the paragraph.

### Vocabulary Skill: Word roots

- The root of a word is the part of a word with the basic meaning.
- Example ( **lone** **alone** **lonely** **loneliness** ).
- The root is "lone" which means (without another person).
- The meaning of each of the words relates to the basic meaning.
- 

Word root	Word	Definition
nat	native	- Belonging to a place from birth.
pop	populate	- To fill an area with people.
fac	manufacture	- To make things using machines.
migra	emigrate	- To leave your country for another country.
lone	lonely	- without another person.

## Unit 2 Reading and Writing

### Writing Skill: Writing compound sentences with *but* and *so*.

- Connect two sentences with **but**: to give opposite or different information.
- Use a comma before **but**.
- e.g. She is happy, but she misses home.
  
- Connect two sentences with **so**: when the second is a result of the first.
- Use a comma before **so**.
- e.g. He does not speak English well, so he goes to English classes.

### Grammar: Simple Past

- Use to talk about actions that happened in the past.

Form 1 ( **S + V<sub>2</sub> + .....** ) e.g. I liked working on a team. I worked in a team.

Form 2 ( **S + was/were + .....** ) e.g. He was a college student.

Form 3 ( **S + had + .....** ) e.g. They had 600 employees.

Negative Form ( **S + did + not + V<sub>1</sub> +.....** ) e.g. We did not work nights.

- Use was with I, he, she, it, and singular.
- Use were with we, you, they, and plural.

## Unit 3 Reading and Writing

### Critical Thinking: -

- **Interpret** means to take information in one form and change it into another.

### Reading Skill: Reading charts, graphs, and tables.

- **Charts, graphs, and tables** give a lot of information in a small space.
- It's important to look at it when you **preview** or **skim** a text.

### Vocabulary Skill: Modifying nouns

- To form a **modifying** noun, put **two nouns together**.
- The **first noun** describes the **second noun**. (It acts like an adjective).
- E.g. **classroom time** = time in a classroom.
- E.g. **family needs** = needs of a family.
- E.g. **work email** = email from work.
  
- Modifying nouns increase your vocabulary and helps you sound more natural.
- When a noun acts like an adjective, it cannot be plural.

Phrase	Modifying noun
Experience in life	Life experience.
Experience in work	Work experience.
Time for relaxation	Relaxation time.
Stress in a job	Job stress.
Vacation in the summer	Summer vacation.
Policy for vacation	Vacation policy.
Year of school	School year.
Schedules for work	Work schedules.
President of a company	Company president.
Spaces of a letter	Letter spaces.



## Unit 3 Reading and Writing

### Writing Skill: Using correct paragraph structure.

- A **paragraph** is a group of sentences about one main idea.
- **Paragraphs usually have the following parts:**
- **A topic sentence:** tells the main idea of the paragraph, usually the first or the second sentence in the paragraph.
- **Supporting sentences:** these sentences explain the main idea. They often give specific details, such as examples and explanations.
- **A concluding sentence:** this sentence ends the paragraph. Sometimes it tells you the main idea again in different words. Some paragraphs, especially short ones, don't have a concluding sentence.
- **Note:** at the beginning of the paragraph, the writer indents the first line. This means the line starts after five letter spaces.

### Grammar: Sentences with *because*.

- Use to combine two sentences into one sentence.
- Because introduces the reason for a situation or state.

Form 1 ( **Situation** + **because** + **reason** ). **I will eat because I'm hungry.**

Form 2 ( **Because** + **reason** + **,** + **situation** ). **Because I'm hungry, I will eat.**

- There is **no comma** when ***because*** in the middle of a sentence.
- There is a **comma** when ***because*** in the beginning of a sentence.
- 
- When the subject is **both parts** of a sentence, **use pronoun in the second part**.
- **For example:** **Ali** will eat because **he** is hungry.
- **More examples and exercises page 60-61 RW.**

## Unit 4 Reading and Writing

### Reading Skill: Identifying the topic sentences in a paragraph.

- The **topic sentence** explains the main idea of a paragraph.
- **Often the topic sentence is the first sentence of a paragraph, sometimes the second or the last sentence in the paragraph.**
- The topic sentence helps you quickly understand what the paragraph is about.

### Vocabulary Skill: Parts of speech.

- **Nouns, verbs, adjectives, and adverbs** are examples of parts of speech.
- **Noun (n.)**, a person, place, object, or idea.
- **Verb (v.)**, an action.
- **Adjective (adj.)**, describes a noun.
- **Adverb (adv.)**, describe an action.
  
- **Example: Ali and Ahmed talk fast and tell funny jokes at dinner.**

### Writing Skill: Writing a topic sentence.

- A **topic sentence** **introduce** the main idea of the paragraph.
- Writing a good topic sentence will make your writing clearer to readers.

### Grammar: Sentences with *when*.

- Use to combine two sentences into one sentence.
- Because introduce the reason for a situation or state.

Form 1 ( **Situation** + **when** + **reason** ). **I will eat when I'm hungry.**

Form 2 ( **When** + **reason** + **,** + **situation** ). **When I'm hungry, I will eat.**

- There is **no comma** if **when** in the middle of a sentence.
- There is a **comma** if **when** in the beginning of a sentence.  
When the subject is **both parts** of a sentence, **use pronoun in the second part.**
- **For example: Ali** will eat when **he** is hungry.
- **More examples and exercises page 82 RW.**

## Unit 5 Reading and Writing

### Reading Skill: Identifying supporting sentences and details.

- Good readers learn to look for the **supporting sentences** and **details**.
- **Supporting sentences:** explain more about the topic sentence.
- **Details:** give additional information about the supporting sentences.
- **A supporting sentence** often includes or is followed by one or more details.
- **The details** come after the supporting sentences.

### Critical Thinking:

- **Differentiate** means to tell the difference between the two things.
- **Differentiate** can help you understand ideas better.

### Vocabulary Skill: The prefix *un-*

- **A prefix** is a letter or group of letters at the beginning of a word.
- **A prefix** change the meaning of a word.
- **The prefix *un-*** means "not".
- It gives an **adjective the opposite meaning**.
- E.g. **happy** >> **unhappy** ( not happy ).
- **Only some adjectives can use the prefix *un-***.

Word	Prefix un-	Word	Prefix un-
Board	Not board	Natural	Unnatural
Friendly	Unfriendly	Quite	Not quite
Happy	Unhappy	Popular	Unpopular
Important	Unimportant	Similar	Not similar
Exciting	Unexciting	Familiar	Unfamiliar

### Writing Skill: Writing a supporting sentences and details.

- **Supporting sentences:** explain more about the topic sentence.
- **Details:** include examples, reasons, facts, dates, and numbers.

## Unit 5 Reading and Writing

### Grammar: Prepositions of location.

- The prepositions **on**, **in**, and **at** are **prepositions of location**.
- They describe where something or someone is.
  
- Use **in** with large areas such as countries and continents.
- Use **in** with the meaning "inside".
  
- Use **at** with these places ( **at home**   **at work**   **at school** ).
- Use **at** when talking about activities at places or business with names.
  
- Use **on** with roads.
- Use **on** with most large forms of transportation.

**For examples P103 RW book.**