

A Summary for
Q: Skills for Success
Special Edition

Listening and Speaking Level 2 Units 5-8

Reading and Writing Level 2 Units 5-8

Listening and Speaking Level 3 Unit 1

Reading and Writing Level 3 Unit 1

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1st Edition

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لا تنسوني من صالح دعائكم

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Forgive me if there are any mistakes.

Book 2 Unit 5 Listening and Speaking

Listening Skill: Listening for reasons and explanations. P83 LS.

Vocabulary Skill: Word families: verbs, nouns, adjectives.

Word families are group of words that come from the same root or headword.

| Verb (v.) | Noun (n.) | Adjective (adj.) |
|-------------|-------------|------------------|
| Inform | Information | Informative |
| Participate | Participant | Participatory |
| Coincide | Coincidence | Coincidental |
| Differ | Difference | Different |
| Identify | Identity | Identified |
| Tent | Tendency | - |

Exercise B on page 89 LS.

Grammar: Auxiliary verbs in questions.

Most questions in English are formed by an **auxiliary verb**.

Auxiliary verbs sometimes called helping verbs.

NOTE: In the *simple past* and *simple present* the **main verb** is always in **base form**.

The basic pattern for Yes/No questions is

Auxiliary verb + **subject** + **main verb**

The basic pattern for information questions is

Question word + **auxiliary verb** + **subject** + **main verb**

Question words (**who, what, when, where, why, how**).

Examples: -

Do you agree with your father?

Did you watch that movie?

Is Hal searching for his mother?

Are they studying right now?

What did you do to get that job?

How can you explain this?

Why does it mean?

Who did Faris look like?

More examples and exercises on page 90-91 LS.

Book 2 Unit 5 Listening and Speaking

Pronunciation: Intonation with questions with *or*.

Two choices in questions are usually connected with *or*.

Two choices questions have **raising-falling** intonation.

This is true about both *Yes/No* and *information questions* with *or*.

Ex. Are you more similar to you mother **or** your father?

Ex. Is the man in the picture your brother **or** your cousin?

Speaking Skill: Expressing opinions.

To interduce your opinion "idea" use words that signal opinion.

This is also true when you are **explaining** another person's opinion.

words that signal opinion: -

- In my view,
- For me,
- I feel that,
- In the writer's opinion,
- I think
- As I see it,

NOTE: Opinions are often main ideas of speech or presentation.

Book 2 Unit 5 Reading and Writing

Reading Skill: Skimming

- **Skimming** is reading a text quickly to get the general idea of what it is about.
- **Tips for skimming:**
 - read the title.
 - look at any images and read any captions.
 - quickly read the first sentence of each paragraph.
 - move your eyes quickly through the text.
 - do NOT read every sentence or every word.
 - if the text is short, read the first and the last sentence of each paragraph.

Vocabulary Skill: Using the dictionary.

Understanding grammatical information in the dictionary.

- if a noun is **countable (C)** or **uncountable (U)**.
- if the plural of a noun has an irregular form.
- if an adjective or adverb has an irregular comparative form.
- if a verb has an irregular form.

| Countable | Uncountable | |
|-------------|----------------|-------------|
| Advantage | Advice | Information |
| Participant | Darkness | Luggage |
| Planet | Furniture | News |
| | Happiness | police |
| | Traffic | |
| Single | Plural | |
| Analysis | Analyses | |
| Cactus | Cacti/cactuses | |
| Child | Children | |
| Life | Lives | |
| Woman | Women | |

Book 2 Unit 5 Reading and Writing

Writing Skill: Unity in a paragraph.

A **paragraph** is a group of sentences about a single idea.

The topic sentence introduce the topic.

The sentences in the middle provide details to support the main idea.

The concluding sentence may summarize the contents of the paragraph.

NOTE: All sentences should be about the same main idea.

NOTE: All sentences should be closely related to each other.

A unity paragraph: has parts that work together to support a single main idea.

Sentences or ideas that are NOT closely related to the main idea are **irrelevant**.

To be relevant, your sentences should: -

- be directly related to the main idea.
- support the main idea, but not repeat it.
- not introduce entirely new main idea.

Transition words help the reader see the connection between ideas.

Transition words can serve several purposes: -

- **to add:** and, beside, finally, further, too, next, in addition, also, first...etc.
- **to give an example:** for example, for instance.
- **to emphasize:** definitely, obviously, always, certainly.

*Use transition words to keep your paragraph unified.

Exercises A and B are very important on page 105 RW.

Book 2 Unit 5 Reading and Writing

Grammar: Comparative and superlative adjectives.

Comparative adjectives describe the difference between two things.

Superlative adjectives describe three or more things.

A **syllable** is a part of a word with a vowel sound. (one-syllable words have one vowel sound).

| Rules to help you form comparative/superlative adjectives correctly. | | |
|--|---|--------------|
| Comparative and Superlative | | |
| Rule1 | One-syllable adjectives add (-er/-est) (-r/-st when it ends with -e). | |
| | High | Higher |
| | | Highest |
| Rule2 | One-syllable adjectives end in V _{vowel} + C _{consonant} , double the last consonant and add -er/-est. | |
| | Big | Bigger |
| | | Biggest |
| Rule3 | Two-syllable adjectives that ends with (-y), change the (-y) to (-ier/-iest). | |
| | Scary | Scarier |
| | | Scariest |
| Rule4 | Two-syllable adjectives that ends with (-le), add (-r/-st). | |
| | Simple | Simpler |
| | | Simplest |
| Rule5 | <i>Some</i> Two-syllable adjectives take(-er/-est). | |
| | Quiet | Quieter |
| | | Quietest |
| Rule6 | Two or more syllables , use more/most + adjective. | |
| | Fearful | More fearful |
| | | Most fearful |
| Rule7 | The words good and bad are irregular. | |
| | Good/bad | Better/worse |
| | | Best/worst |
| Rule8 | Use comparative adjective + than in sentence comparing two things. | |
| Examples: - | My neighborhood is safer than your neighborhood. | |
| | Your neighborhood is more dangerous than my neighborhood. | |
| Rule9 | Use the + superlative adjective . | |
| Examples: - | My neighborhood is the safest neighborhood in the country. | |
| | Your neighborhood is the most dangerous neighborhood in town. | |

Exercises A, B, C, and D on page 109-110 RW, A in page 112 LS.

Book 2 Unit 6 Listening and Speaking

Note-taking Skill: Using symbols and abbreviations.

Symbols and abbreviations that is useful for note-taking: -

| | | | |
|------|-----------------------|---------|---------------------|
| = | Equal, is the same as | w/, w/o | With, without |
| & | and | etc. | And so on, and more |
| e.g. | For example | + | Plus, more than |
| re | about | v. | Very |

Listening Skill: Listening for specific information.

To listen to **specific information**, focus on key words.

The answer of a question is often just before or after a key word from the question.

For example: -

The question: What is Saul Griffith's **career**?

The key word: **career**.

You hear: Saul Griffith prepared for his **career** as an **inventor** at the Massachusetts Institute of Technology in Cambridge.

The answer: **inventor**.

Exercise A on page 103 LS is important.

Vocabulary Skill: Using the dictionary.

Finding new words in the dictionary *when you hear a word* not see it.

Here are few steps to help you finding that word: -

1- write the word down as you hear it.

2- think about other spellings of that sound.

e.g. the word character -> it may begin with *ch, k, c, qu*.

3- watch out for double letters. **e.g.** *occasion* -> *occa* not *oca*.

4- if you can guess the meaning, look up for synonym.

Note: Some words have "silent letters" -> **e.g.** the *k* in *know* and the *l* in *folk*.

Book 2 Unit 6 Listening and Speaking

Grammar: Comparative and superlative adjectives. On page 7.

Pronunciation: Links between consonant sounds.

If one word ends and the following begins with the same consonant sound,
Hold the first sound and link it to the next word.

Do NOT say the consonant twice.

e.g. many authors **s** sell their work online.

e.g. his car had a flat **t** tire.

e.g. He is flying a big black **k** kite.

e.g. I think **c** customers prefer to shop in real stores most of the time.

Note: when word ends with **silent e**, the sound of the last consonant **still linked**.

e.g. I'm reading an online **n** newspaper

Exercise A-B on page 114 LS.

Speaking Skill: Asking for and giving clarification.

You ask for **clarification** when you *don't understand* something.

You can ask for clarification by: -

1) **repeating** something the speaker said, and using question intonation.

| 2) Question to ask for clarification | Phrases to give clarification |
|--------------------------------------|-------------------------------|
| Could you explain? | What I mean is |
| Do you mean? | What I'm saying is |
| What does mean? | That's right. |
| What is a/an? | That is not what I meant. |
| | Let me explain. |

Book 2 Unit 6 Reading and Writing

Reading Skill: Identifying the author's opinion.

The **purpose** of a text is the reason the author write it.

You can identify the author's purpose by asking these questions: -

- 1) is the author trying to give me information about something?
- 2) is the author expressing his/her opinion about something?
- 3) is the author telling me a personal story?
- 4) is the author trying to make me interested or excited about something?
- 5) is the author trying to make me laugh?

***Identifying the author's purpose can help you better understand the text you read.**

Exercise B on page 120 RW.

Writing Skill: Describing a process.

When you write about a **process**, you describe how to do something step-by-step.

- 1) Write a topic sentence that state what the process is.
- 2) Explain each step clearly.

Time order words: -

- help you guide your reader.
- Usually come **at the beginning** of a sentence and **followed by comma**.
- **Note:** **then** is not followed by comma.
- **Time order words:** (*first, next, then, later, after that, finally*)
- e.g. **First**, enter your ATM card. **Then** choose a language.
- Use time order words **to link two steps** in a process.
- **Time order words:** (*after, as soon as, before, when, while*).
- e.g. **Before** you enter your ATM card, make sure that the machine is working.

Book 2 Unit 6 Reading and Writing

Vocabulary Skill: Using the dictionary.

Words with more than one meaning.

Many words have more than one meaning or definition.

Using the dictionary you can **identify the right meaning to use**.

- * if two words have the **same part of speech** they usually appear in the **same entry**.
- * if two words have **different part of speech** they usually appear in **different entries**.

Check the entries on page 126 RW.

Grammar: Infinitives of purpose.

Infinitive is (**to + the base form of the verb**).

Use infinitives of purpose to show the purpose of an action.

*An **infinitive of purpose** is usually separated from the **main verb** in a sentence.

e.g. Follow these steps **to use** an ATM. **e.g. Push** the button **to send** your order.

*Sometimes **infinitive of purpose** comes before the **main verb** in a sentence.

e.g. to use an ATM, **follow** these steps. **e.g. To send** your order, **push** the button.

*Not all infinitive s are infinitives of purpose.

Infinitive of purpose has the same meaning as *in order to.

* Adding the phrase ***in order to*** will help you figure out the infinitive of purpose.

* If you added ***in order to*** and the meaning still the same, it is infinitive of purpose.

e.g. He called me to apologize. --> He called me ***in order to*** apologize.

It is infinitive of purpose because the meaning still the same.

e.g. He said that he wanted to apologize.

He said that he wanted ***in order to*** apologize.

It is not infinitive of purpose because it's not the same meaning and incorrect.

Check out exercise A on page 132 RW.

Book 2 Unit 7 Listening and Speaking

Listening Skill: Recognizing a speaker's attitude

Speakers communicate **attitudes and feelings** through tone of voice.

The tone of voice can tell the listener if the speaker is *serious* or *joking*.

It shows the speaker's feeling about a subject, *positive* or *negative*.

Exercise A-B on page 124 LS.

Vocabulary Skill: Compound nouns.

A noun can pair with another noun or adjective to form a **compound noun**.

Compound noun = noun + noun/adjective.

Some are written as *one word*, like *seabird*.

Others are written as *two words*, like *tea bag*.

In compound nouns, the first word tells something about the second word.

e.g. a **seabird** --> is a bird that live in the sea.

e.g. a **newspaper** --> is papers that have news on it.

| | | | |
|------------|---------|-------------|------------|
| Seabirds | Tea bag | Waste water | Shoreline |
| Earthworms | Website | Landfill | newspapers |

Exercise A on page 131 LS.

Pronunciation Skill: Word stress in compound nouns.

The stress usually on the *first word or syllable*.

- The **syllable** is a part of the word.

| | | | |
|--------------------|-----------------|--------------------|--------------------|
| <u>Sea</u> birds | <u>Tea</u> bag | <u>Waste</u> water | <u>Shore</u> line |
| <u>Earth</u> worms | <u>Web</u> site | <u>Land</u> fill | <u>news</u> papers |

Exercise A-B on page 134 LS are important.

Book 2 Unit 7 Listening and Speaking

Grammar: Future with will.

Use will to talk about things in the future.

To form future with will --> **Subject + will + base form of the verb**

| Affirmative | Affirmative contraction |
|---|--|
| Dave will write a report for his website | He'll write a report for his website |
| Sarah will call me later | She'll call me later |
| Note: affirmative contractions are usually not used with proper nouns. | |
| Ahmed will repair my car ✓ | Ahmed'll repair my car X |
| Negative | Negative contraction |
| Dave will not sell the garbage online | Dave won't sell the garbage online |
| He will not repair my car | He won't repair my car |
| Yes/No questions | Short answer |
| Form | Form |
| will + subject + the base form of the verb | Yes/No + subject + will/will not |
| Will he write a report? | Yes, he will / No, he will not |
| Note: Do NOT use contraction with affirmative short answers. | |
| Yes, he will ✓ | Yes, he'll X |
| Information Questions | |
| Question word + will + subject + the base form of the verb | |
| What will you do about? | When will you study ? |

Speaking Skill: Summarizing

To **summarize** means to present the main idea in a short form.

A good summary: -

- 1) is short and clear.
- 2) focuses only on the main idea, not details.
- 3) give the speaker's ideas, not opinions.

Exercise A on page 135 LS.

Book 2 Unit 7 Reading and Writing

Reading Skill: Identifying fact and opinion.

A **fact** is something that people *generally agree* is true.

Statistics or other numbers sometimes support facts.

Examples: -

- 1) Water freezes at 0° Celsius.
- 2) Paper is one of the easiest materials to recycle.
- 3) In the united states, 18 percent of old TVs are recycled.

An **opinion** is what a *person thinks* about something.

Another person may not agree.

Examples: -

- 1) English is an easy language to learn.
- 2) Consumers are more interested in product's price than quality.
- 3) Advertising has a bad influence on our spending habits.

Words that can indicate an opinion: (*think, believe, feel, in my opinion*).

e.g. I **don't think** English is an easy language to learn.

e.g. The author **believes** advertising has a bad influence on our spending habits.

Exercise A on page 142 RW.

Writing Skill: Using sentence variety.

Using *different types of sentences* makes your writing more interesting to read.

Here are few tips to improve your sentence variety: -

- 1) Use long and short sentences.
- 2) If you have many short sentences, combine two short sentences into one with a **coordinating conjunction** (**and, but, so**).
- 3) Use questions and imperatives.

Exercise A on page 150 RW is very important.

Book 2 Unit 7 Reading and Writing

Vocabulary Skill: Phrasal verbs.

A **phrasal verb** is a verb + particle.

Some particles: (in, out, up, over, by, down, away).

- When a particle is added to a verb, it often creates a new meaning.

e.g. I want to **watch** the game on TV tonight. (watch = **look at**).

e.g. **Watch out** for ice on the stairs! (**watch out** = **be careful**).

- Many phrasal verbs have more than one meaning.

e.g. He **picked up** the book and started to read. (**lifted**).

e.g. He **picked up** his friend in his new red car. (**give a ride to**).

e.g. The wind **picked up** in the afternoon. (**increased**).

| Separable and inseparable phrasal verbs | |
|--|--|
| Phrasal verbs can be separated by objects | Phrasal verbs can't be separated by objects |
| He picked up the book ✓ | She fell down the stairs ✓ |
| He picked the book up ✓ | She fell the stairs down ✗ |
| She threw away her old shoes ✓ | He stopped by my house yesterday ✓ |
| She threw her old shoes away ✓ | He stopped my house by yesterday ✗ |

| Phrasal verb | Meaning | Phrasal verb | Meaning |
|------------------|------------------|-------------------|-------------------|
| Wore out | Used too much | Throw away | Put in the trash |
| Throw out | Put in the trash | Fall apart | Break into pieces |
| Put on | Wear | | |

Exercise A on page 149 RW.

Book 2 Unit 7 Reading and Writing

Grammar: Simple past and simple continuous.

Simple Past

1) To describe a *single completed* action or *series of completed* actions in the past.

e.g. I bought the new novel by my favorite author yesterday.

e.g. Mark drove home, unloaded his car, and made a cup of coffee.

2) To describe a *habitual or repeated action* in the past.

e.g. Last summer, I went to the park every weekend.

e.g. I sent Leila three emails, but she never replied.

Past Continuous

1) To *emphasize the duration* of an action in the past.

e.g. I was talking on the phone for hours last night.

e.g. My mother was acting strangely yesterday.

2) If a past event was interrupted by another event or series of events,

Use *while* or *when* with the *past continuous* for the interrupted event.

Use the *simple past* for the events or events that interrupted it.

e.g. Sultan left the room while the teacher was still talking.

e.g. When I was studying in South Korea, I met many interesting people.

Exercise A-B on page 153-154 RW is important.

Book 2 Unit 8 Listening and Speaking

Listening Skill: Recognizing facts and opinions.

A **fact** is something that is true.

It can be **information** about an event, about a person, or a **statistic**.

e.g. About **2 million children** under five die **due to water-related illnesses**.

An **opinion** is a person's belief or attitude about something.

Opinions often have key words like (**think, feel, I would say**).

Most opinions make a **value judgement**.

e.g. I **think** the lack of water is **the most serious** problem in the world today.

Opinions can be supported with facts.

e.g. Opinion: I **think** the lack of water is **the most serious** problem in the world.

Supporting fact: The lack of water **causes the death of 2 million every year**.

Exercise on page 144 LS.

Vocabulary Skill: Using the dictionary.

Dictionaries have many different kinds of information about words.

A dictionary entry includes: -

- 1) The word's **definition**.
- 2) **Part of speech**: (noun, verb , adjective, adverb).
- 3) **Word forms**: (plural, past tense, participle form, comparative).
- 4) **Pronunciation**.
- 5) **Grammatical information** about words: (countability of nouns).

Countability: [C --> countable, U --> uncountable].

- 6) Some **synonyms or antonyms**.
- 7) **Example** phrases and sentences.

Exercise A-B on page 151 LS is important.

Book 2 Unit 8 Listening and Speaking

Grammar: *If* clauses for future possibility.

***If* clauses** can express future possibility.

Sentences with *if* clauses show a cause-and-effect relationship.

#The ***if* clause** describes the cause.

#The **result clause** gives a possible effect.

* The verb in the *if* clause is in the simple present. ***If* + Subject + V base form +**

* The result clause use a **Subject + Modal** e.g. will, can, may, might + **V base form**

* **NOTE:** when *if* clause is first, use a comma after it.

* **NOTE:** there is no comma when the result clause is first.

* e.g. **If you use** hand sanitizer, **you might not** get sick this winter.

* e.g. **You might not** get sick this winter **if you use** hand sanitizer.

Exercise A-B on page 153 LS.

Pronunciation: Function words and stress.

Function words are words that connect the content words in a sentence.

Function words are *usually not stressed*.

They are pronounced more quickly than content words.

Function words include: -

1) Articles: the, a, an.

2) Pronouns: he, she, it.

3) Prepositions: in, on, at, for, to, about. **4) Modals:** can, will, may, might.

5) forms of the verbs: be, do, have.

6) Conjunctions: and, but, or.

Speaking Skill: Participating in a group discussion.

1) Listen for main idea. **2)** Speak loudly. **3)** Don't interrupt people. **4)** Start speaking referring to something the previous speaker said. **5)** Ask others to help them participate.

Exercise A on page 156 LS.

Book 2 Unit 8 Reading and Writing

Reading Skill: Synthesizing information.

To synthesize information, means to develop a new understanding about a topic by using information from more than one source.

When you synthesize information you may change your mind about something.

Exercise A2 RW is very important.

Grammar: Adverbs of manner and degree.

An **adverb of manner** describes how something is done or happens.

It usually comes after the **verb** or **object**.

e.g. Our team **played hard** and **won the game easily**.

***NOTE:** In sentences with an **auxiliary verb**, **-ly adverbs** ends with **-ly** of manners can come *between the auxiliary verb and the main verb*.

e.g. His temperature **was rapidly rising** during the afternoon.

An **adverb of degree** tells to what degree something is done or happens.

It comes before an **adjective** or before another **adverb**.

e.g. It was an **especially difficult** exam.

e.g. The man was breathing **fairly slowly**.

Here are some common adverbs of degree: -

| | | |
|---|---------|----------------------|
| Greater degree | <-----> | Lesser degree |
| Extremely > especially > very > really > so > fairly > quite > pretty > somewhat > hardly | | |

Exercise A on page 176 RW is extra important.

Book 2 Unit 8 Reading and Writing

Vocabulary Skill: Collocations.

Collocations: are words that frequently go together.

Some collocations are made up of **a verb + a preposition**.

Here are some common collocations with *on, to, in*: -

| Collocation | Meaning |
|-----------------------|---|
| Comment on | To give an opinion about something |
| Contribute to | To give a part to the total of something |
| In common | Like or similar to somebody or something |
| Increase in | A rise in the number, amount, or level of something |
| In favor of | In agreement with someone or something |
| In response to | An answer or reaction to something |
| Participate in | To share or join in |
| Succeed in | To manage to achieve what you want; to do well |

Exercise A on page 171 RW is very important.

Writing Skill: Writing an explanatory paragraph.

An explanatory paragraph defines and explain a term or concept.

Use explanatory paragraph when you want to *explain a term or concept*.

Here are some guidelines to make your explanatory paragraph clear: -

- 1) Write a topic sentence that state and defines the term or concept.
- 2) Write about the term or concept using explanations and examples.
- 3) Explain how the term or concept is different from similar terms.
- 4) Explain what the term or concept is not.

Use these structures to write a topic sentence for an explanatory paragraph: -

1) _____ is a _____ that _____.

e.g. An inhaler is a device that helps a person with asthma breathe.

2) _____ is when _____.

e.g. An epidemic is when many people have an illness at the same time.

Exercise A1-5 RW is very important.

Book 3 Unit 1 Listening and Speaking

Listening Skill: Making an inference.

Making inferences means to draw conclusion about information that is not stated directly by using information you already know or that is stated directly.

Vocabulary Skill: Suffixes.

A suffix, is group of letters that come at the end of a word.

Suffixes can help you determine the part of speech of word.

| Common noun suffixes | | | | |
|---------------------------|-------------------|--------------|------------------------|--------------|
| -acy | -er/-or | -ment | -ness | -tion |
| Accuracy | Teacher, inventor | Amusement | Friendliness | Attention |
| Common verb suffixes | | | Common adverb suffixes | |
| -ate | -en | -ize | -ly | -ally |
| Stimulate | Strengthen | Synthesize | Particularly | Universally |
| Common adjective suffixes | | | | |
| -able | -al | -ful | -ive | -ous |
| Dependable | Educational | Careful | Attractive | Humorous |

Exercise A, C on page 16, 17 LS is important.

Grammar: Auxiliary verbs *do, be, have*.

Auxiliary verbs *do, be, have* are used to make questions and negative statements.

Use *do* with simple present and simple past.

Simple present

Does he like pizza?
He doesn't like pizza.

Past simple

Did they bring their books?
They didn't bring their books.

Use *be* with the present continuous and past continuous

Present continuous

Are you reading?
We aren't reading now.

Past continuous

Was he teaching here last year?
He wasn't teaching here last year.

Use *have* with the present perfect.

Present perfect

Has she left yet?
Arwa has not left yet.

Exercise A-B on page 18-19 LS.

Book 3 Unit 1 Listening and Speaking

Pronunciation: Contraction with auxiliary verbs.

Auxiliary verbs are usually unstressed and can be shortened as part of a contraction.

Most contractions can be used in **speech and informal writing**, but some are **only used in speech**.

Contraction used in speech or writing: -

- 1) She'**s** eating now. --> she **is** eating now.
- 2) Lisa'**s** already left. --> Lisa **has** already left.
- 3) We'**ve** finished our work. --> we **have** finished our work.

Contraction used only in speech: -

- 1) What'**s** cost? --> what **does** it cost?
- 2) Where'**d** you go? --> where **did** you go?
- 3) Why'**d** he arrive so late? --> why **did** he arrive so late?

Exercise A on page 20 LS.

Speaking Skill: Taking conversational turns.

When you are talking to someone, it is polite to take turns talking.

If the other person asks you a question, answer it and add some new information.

If possible, ask a question of your own.

Here are some question you can ask: -

- | | |
|-----------------------|-------------------|
| 1) What do you think? | 2) Do you agree? |
| 3) Right? | 4) How about you? |
| 5) You know? | 6) OK? |

Book 3 Unit 1 Reading and Writing

Reading Skill: Identifying main ideas and supporting details.

A paragraph is a group of sentences about the same topic.

The topic sentence: has the main idea and usually given in the first sentence.

The topic sentence may be in the middle or the last sentence of a paragraph.

Supporting sentences contain supporting details such as examples, facts, reasons.

Exercise A on page 10 is helpful.

Writing Skill: Organizing and developing a paragraph.

A paragraph should discuss **one main idea** from the beginning to end.

1) The topic sentence: it identifies the topic, or subject, of the paragraph.

To identify: It gives the main idea or controlling idea.

Location: usually at the beginning, but sometimes in the middle or the end.

2) The supporting sentences: it support the main idea Subtopics.

To identify: look for examples, explanations, facts, definitions and reasons.

Location: at the middle of a paragraph.

3) The concluding sentence: it summarize the main points of the paragraph and restate the topic sentence with different words.

Location: at the end of the paragraph.

Exercise A-B on pages 18-19 RW is very important.

Check page 20 RW with exercise A on page 21.

Book 3 Unit 1 Reading and Writing

Vocabulary Skill: Using the dictionary to identify word forms.

| | Noun | Verb | Adjective | Adverb |
|----|----------------|-------------|-----------------|--------------|
| 1. | accomplishment | accomplish | accomplished | X |
| 2. | confidence | X | confident | confidently |
| 3. | consideration | consider | considerable | considerably |
| 4. | demonstration | demonstrate | demonstrational | X |
| 5. | impression | impress | impressive | impressively |
| 6. | offense | offend | offensive | offensively |
| 7. | responsibility | X | responsible | responsibly |
| 8. | selection | select | selective | selectively |

Exercise B on page 17 RW is extra important.

Grammar: Real conditionals: present and future.

| The present real conditional | | | | | | | |
|---------------------------------------|--|------------|----------------|--------------------------------------|--|---------------------------------------|---|
| Using | To talk about general truth, habits, things that happen again and again. | | | | | | |
| Forming | Use simple present for both If clauses and result clauses. You can also use a modal (will, can, may, might) in the result clauses. | | | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;">If clauses</th> <th style="background-color: #d9ead3;">Result clauses</th> </tr> </thead> <tbody> <tr> <td>If you walk in wearing jeans,</td> <td>You are not likely to get the position.</td> </tr> <tr> <td>If you walk in wearing a suit,</td> <td>You may get the position.</td> </tr> </tbody> </table> | If clauses | Result clauses | If you walk in wearing jeans, | You are not likely to get the position. | If you walk in wearing a suit, | You may get the position. |
| If clauses | Result clauses | | | | | | |
| If you walk in wearing jeans, | You are not likely to get the position. | | | | | | |
| If you walk in wearing a suit, | You may get the position. | | | | | | |
| The future real conditional | | | | | | | |
| Using | To talk about what will happen under certain conditions | | | | | | |
| Forming | Use simple present in if clauses, give the condition Use future with will and going to in the result clauses, give the result. | | | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;">If clauses</th> <th style="background-color: #d9ead3;">Result clauses</th> </tr> </thead> <tbody> <tr> <td>If you exercise a lot,</td> <td>You will have abs.</td> </tr> <tr> <td>If you stay honest,</td> <td>People are going to feel comfortable when they are dealing with you.</td> </tr> </tbody> </table> | If clauses | Result clauses | If you exercise a lot, | You will have abs. | If you stay honest, | People are going to feel comfortable when they are dealing with you. |
| If clauses | Result clauses | | | | | | |
| If you exercise a lot, | You will have abs. | | | | | | |
| If you stay honest, | People are going to feel comfortable when they are dealing with you. | | | | | | |

Exercises A-B on page 23 RW are very important.