

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

**Listening and Speaking Level 1 Units 6-9**

**Reading and Writing Level 1 Units 6-9**

**Listening and Speaking Level 2 Units 1-3**

**Reading and Writing Level 2 Units 1-3**

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**إعداد: معاذ بن سعد العساف.**

**لا تنسوني من صالح دعائكم**

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**Forgive me if there are any mistakes.**

## Book 1 Unit 6 Listening and Speaking

**Note-taking:** Using abbreviations and symbols

**Abbreviations:** is short forms of longer words.

There is two common ways to abbreviate longer words in English.

• Write the first few letters of the word.			
abbreviation	word	abbreviation	word
ex	example	org	organization
imp	important	prob	problem
info	information	uni	university
tech	technology		
• Leave out all or most vowels in the word.			
abbreviation	word	abbreviation	word
dept	department	govt	government
dvlp	development	mgr	manger

Some common letter abbreviations and symbols used to stand for English words.

• Some common letter abbreviations in English.			
abbreviation	word	abbreviation	word
b\c	because	no.	number
co.	company	w/	with
etc.	et cetera (and so on)	w/o	without
incl.	including		
• Some common symbols used in English.			
abbreviation	word	abbreviation	word
+ / &	and	>	more than
=	equal to / the same as	#	number
<	less than	%	percent

**Listening Skill:** Making inferences.

To understand what a speaker thinks or feels about a topic, we need to **use the context** to decide what the speaker is really saying.

We call this **making an inference**.

We can make inferences about people's attitudes by **listening for tone of voice**.

## Book 1 Unit 6 Listening and Speaking

### Vocabulary Skill: Percentage and fractions.

**Percentage and fractions** are different ways of talking about amount that is part of a whole (one half, 50 percent).

• Percentage and Fractions. Examples: -			
Percent	Meaning	Fraction	Meaning
25%	twenty-five percent	1/4	a quarter / one quarter
33%	thirty-three percent	1/3	a third / one third
50%	fifty percent	1/2	a half / one half
66%	sixty-six percent	2/3	two thirds
75%	seventy-five percent	3/4	three quarters

### Grammar: Conjunctions *and* and *but*.

**Conjunction *and***: to join to ideas or add another idea. (Use comma before *and*).

**Example**: Fifty-seven percent of students say that they cheat, **and** more than half of teachers say that they think their students are polite.

**Conjunction *but***: to connect two opposite ideas. (Use comma before *but*).

**Example**: Some people think it's OK to copy articles from the Internet, **but** plagiarism is wrong.

**More examples and exercises page 117-118 LS.**

### Pronunciation: Linking consonants to vowels.

**Linking**: is connecting the sounds between two words.

We can link a word that **ends in a consonant sound** to a word after it that **begins with a vowel sound**. (consonant sound end then Vowel sound beginning.)

**Examples**: because of, quiz answers, false information.

You need to **listen** to the pronunciation through **iQ online**.

**More examples and exercises page 118-119 LS.**

## Book 1 Unit 6 Listening and Speaking

**Speaking Skill:** Sourcing information.

**Information sources:** Internet, newspaper, magazine, radio, article, news report.

You **must** name the source of your information.

Phrase and Source		Information
According to the	survey,	75 percent of students cheat.
	article,	
	website,	
The survey	found that showed that	some people are honest.
The results		most people are honest.
More than half	answered said	yes/no
About 75 percent		that they sometimes lie.

## Book 1 Unit 7 Listening and Speaking

**Proverbs:** a popular saying that many people know and say.

Proverb	Meaning
Life is what you make it	you can do anything you want to in life
Never say never	you should always be open to change
It's never too late to change	you can change at any age if you want to
All change is progress	change is always good

**Listening Skill:** Listening for different opinions.

**Expressions,** help you to know when a speaker is agreeing or disagreeing.

Agreement	* When speakers <b>agree</b> with an opinion they use expressions.		
	I totally agree.	Me, too.	You're right.
	I think so, too.	Definitely!	That's true.
Disagreement	* When speakers <b>disagree</b> with an opinion they use expressions.		
	* It's more common to use indirect expressions because they sound more polite.		
	<b>Direct</b>	<b>Indirect (more polite)</b>	
	I disagree.	I'm not sure I agree.	
	I don't think so.	I don't know if I agree.	
	That's not true.	I don't know about that.	

**Speaking Skill:** Checking for listeners' understanding.

**Expressions to check people's understanding: -**

- Does every one understand?
- Does that make sense?
- Is that clear?
- Are there any questions?

## Book 1 Unit 7 Listening and Speaking

### Vocabulary Skill: Verb-noun collocations.

**Collocations:** are words that you always find together.

#### Some verbs are go together with different nouns.

Collocation	Example
<b>Change</b> one's attitude	The car accident <i>changed her attitude</i> about life.
<b>Change</b> one's mind	Did you <i>change your mind</i> about moving?
<b>Make</b> a change	I need to <i>make some changes</i> in my life.
<b>Make</b> progress	She is <i>making a lot of progress</i> in math.

#### Some nouns are go together with different verbs.

Collocation	Example
Follow <b>advice</b>	He didn't <i>follow his friend's advice</i> .
Give <b>advice</b>	Parents often <i>give advice</i> to their children.
Achieve a <b>goal</b>	If you want, you can <i>achieve any goal</i> .
Set a <b>goal</b>	It's important to <i>set small goals</i> .

More examples and exercises page 134-135 LS.

### Grammar: Imperative of **be + adjective**.

When you **give advice** to someone you can use the imperative of **be + adjective**.

The imperative is the same as the <b>base form of the verb</b> . ( <b>be + adjective</b> ).		
Examples	<b>Be ready</b>	<b>Be careful</b>
When you give negative advice. ( <b>don't + be + adjective</b> ).		
Examples	<b>Don't be fool.</b>	<b>Don't be silly.</b>
To give more detailed advice. ( <b>be + adjective + to + infinitive</b> ).		
Examples	<b>Be careful to stay</b> alive.	Don't <b>be afraid to ask</b> for advice.

### Pronunciation: Content word stress in sentences.

**Content words:** are the words that have the most meaning in a sentence.

They're usually **nouns, main verbs, adverbs,** and **adjectives**.

They're usually **stressed** in the sentence.

**e.g. Life** is what you **make** of it.

You need to read the example (**P138 LS**) and to listen to it through **iQ online**.

## Book 1 Unit 8 Listening and Speaking

### Listening Skill: Listening for examples.

Examples make the information clearer.

Word and phrases that signal examples: -

- For example,
- For instance,
- Like.
- Such as

### Vocabulary Skill: Idioms and expressions.

**Idioms and expression:** are phrases or sentences that have a special meaning.

Idiom or Expression	Meaning
Have a seat	Sit down.
I'm all ears.	I'm listening carefully.
Shaking like a leaf.	Unable to control your body movement because you feel very afraid.
Can't stand.	Don't like at all.
You can say that again.	You're right.
Drives me crazy.	To make someone feel annoyed or angry.
Have a hard time.	Have difficulty.
Before you know it.	Very quickly.

### Grammar: **So** and **such** with adjectives.

Use **so** or **such** with **adjective** to express a stronger feeling than the adjective itself.

**So + adjective.**

e.g. I was **so** scared. (I was very scared).

**Such + a/an + adjective + singular noun.**

e.g. It was **such** a loud noise! (It was a very loud noise!).

**Such + adjective + plural.**

e.g. They were **such** scary programs! (They were very scary programs!).

**More examples and exercises page 156-157 LS.**




## Book 1 Unit 8 Listening and Speaking

### Pronunciation: Linking vowel sounds with /w/ and /y/.


When a word *ends with a vowel sound* and the *next word begins with a vowel sound* we link the words with **/w/** or **/y/**.

#### Linking vowel sound with /w/.

If your **lips round** at the end of the first word,  we link the next word that begins with a vowel sound with **/w/**.

e.g. **y**ou are, **wh**o is, **g**o up. (note that it's not about the letter it's about the sound).

#### Linking vowel sounds with /y/.

If your **lips wide** at the end of the first word,  we link the next word that begins with a vowel sound with **/y/**.

e.g. **I** am, **sh**e is, **w**e aren't.

### Exercises A page 158 LS.

### Speaking Skill: Expressing emotions.

Here are some expressions you can use to react to what someone tells you.

Expressing Surprise	Expressing Happiness	Expressing Sadness
No kidding!	I'm glad to hear that.	I'm sorry to hear that.
No way!	That's wonderful.	That's terrible.
Are you serious?	Super.	How awful.

### More examples and exercises page 158-159 LS.

## Book 1 Unit 6 Reading and Writing

### Reading Skill: Identifying pronoun referents.

**Pronouns** take the place of nouns and avoid repetition.

✓ **Bill** says **he** is coming here tomorrow. (**Subject pronoun**).

✗ **Bill** says **Bill** is coming here tomorrow.

✓ **Bill** says to call **him** this evening. (**Object pronoun**).

✗ **Bill** says to call **Bill** this evening.

Subject and Object Pronouns	
I	me
He	him
She	her
It	it
We	us
they	them

To understand the pronoun, you need to *identify the noun it refers to*.

The noun that the pronoun refers to is called its **referent**.

**To identify the referent: -**

1. The referent is always *before the pronoun*.
2. The referent is always *agrees with the pronoun*.
3. Use the *context*.

### Examples: -

**Aisha** shops online a lot. **She** doesn't like going to the store.

**The computer** doesn't work. **It** doesn't turn on.

**More examples and exercises page 113-114 RW.**

### Vocabulary Skill: Collocations.

**Collocations** are words that always go together.

✓ Do the dishes.

✗ Make the dishes.

✓ Make the bed.

✗ Do the bed.

Learning common collocations will help you speak and write more naturally.

Go online	Make a decision	Meet the needs	Studies show
Good relationship	Best decision	Best choice	A medical expert
Ask questions	Spend hours	A serious problem	Good reputation.

**P120-121 RW (exercises A and B are helpful and important).**

## Book 1 Unit 6 Reading and Writing

### Grammar: Infinitive of purpose.

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

Infinitive can come before the verbs *like, want, need,* and *decide*.

### Infinitive to show purpose: -

An infinitive of purpose **explains why** someone does something.

### Examples: -

She talks to her doctor <b>to get</b> advice.	Why does she talk to her doctor?
	Her <i>purpose</i> is to get advice.
They went online <b>to find</b> information.	Why did they go online?
	Their <i>purpose</i> was to find information.
They watch TV <b>to relax</b> .	Why do they watch TV?
	Their <i>purpose</i> is to relax.
We study <b>to improve</b> our English.	Why do we study?
	Our <i>purpose</i> is to improve our English.

### In order + infinitive to show purpose.

Structure (**in order** + **to/not to** + **the base form of the verb**).

The same meaning as (**infinitive**), but it's **more formal**.

Use *in order* with **negative infinitives**.

She asks question <b>in order to get</b> good information.
She asks question <b>in order not to make</b> mistakes.

**Examples and exercises on page 125-126 RW.**

### Writing Skill: Writing concluding sentence.

A concluding sentence **closes** the paragraph.

Sometime, it tells **the main idea again**.

**Note that**, concluding sentences are *important in long paragraphs*. Sometimes, concluding sentences are *not necessary in short paragraphs*.

**Examples and exercises on page 122-124 RW.**

## Book 1 Unit 7 Reading and Writing

### Reading Skill: Marking the margins.

**Margins** are the white space on each side of a text.

Make marks on the margin when you like something or don't understand it, and when you agree or disagree.

**Marks you can use:**

! = interesting.	? = don't understand
√ = agree	X = disagree.

### Vocabulary Skill: Using the dictionary.

Words in the dictionary may have more than one definition, it's important to know which definition you need. **(focus on the part of speech).**

Word	Definition
Gift (n.)	1. Something that you give to or get from someone. <b>SYN:</b> Present.
	2. The natural ability to do something well. <b>SYN:</b> Talent.
Collect (v.)	1. To take things from different people or places and put them together.
	2. To bring together things that are the same in some way.
Responsible (adj.)	1. Having the duty to take care of someone or something.
	2. Being the person who made something bad happen.
	3. A responsible person is someone that you can trust.

### Grammar: Clauses with *after* and *after that*.

- The first event.
- The second event.

You can use *after* and *after that* to talk about **series events**.

<b>After</b>	- To <b>combines</b> to sentences into <b>one sentence</b> .
	- It comes before the <b>first event</b> .
	- It can either <i>begin the sentence</i> or come in <i>the middle of the sentence</i> .
	- Use <b>comma</b> after the first event If <i>after</i> is in the <b>beginning</b> of the sentence.
<b>e.g.</b>	<i>After I got married, I moved out of my parents' house.</i> <i>I moved out of my parents' house after I got married.</i>
<b>After that</b>	- To connect a second sentence to a first one. ( <b>two sentences</b> ).
	- It comes in the <b>second sentence</b> and indicates a <b>second event</b> .
	- It can come <i>at the beginning</i> or <i>the end of the sentence</i> .
	- Use <b>comma</b> after <i>after that</i> if it's at the beginning of the sentence.
<b>e.g.</b>	<i>I got my own passport at age 16. After that, I really felt like an adult.</i> <i>I got me own passport at age 16. I really felt like an adult after that.</i>

**More examples and exercises on page 144-145 RW.**

### Writing Skill: Making a timeline to plan your writing on page 146 RW.

## Book 1 Unit 8 Reading and Writing

### Reading Skill: Identifying facts and opinions.

A supporting sentence or detail in a text is usually a **fact or an opinion**.

**Facts** are things that you know happened or are true.

**Opinions** are what you think or feel about something.

The words **think** and **believe** often introduce opinions.

e.g. Some people **think/believe** violent TV programs cause more crime.

The modal **should/shouldn't** introduces the writer's opinion.

e.g. Reporters **shouldn't** focus only in crime.

**More example and exercises on page 156-157 RW.**

### Writing Skill: Contrasting ideas with however.

The word **however** introduce an idea that is **different** from, or **contrasts** with, the idea before it. **However** is similar in meaning to the word but.

e.g. My neighborhood is dangerous, but it has many nice qualities.

e.g. My neighborhood is dangerous. However it has many nice qualities.

**But** is a **conjunction**, it connects two sentences into **one sentence**.

**However** is a **transition**, it links **two sentences**.

#### At the beginning (comma after however).

e.g. Crime rates are going down. **However**, most people think there is more crime.

#### After the subject, to focus on the subject. (comma before and after however).

e.g. Crime rates are going down. Most people, **however**, think there is more crime.

#### At the end of the sentence, when the contrast is less important (comma before however).

e.g. Crime rates are going down. Most people think there is more crime, **however**.

**More example and exercises on page 167A, 169E RW.**

## Book 1 Unit 8 Reading and Writing

### Vocabulary Skill: Words families.

A **word family** is a group of words that come from the same word.

e.g. Some people spend a lot of money on home **protection**.

e.g. They want to **protect** their homes from criminals.

e.g. They buy **protective** alarm systems for their homes.

- **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.**

<b>Noun (n.)</b>	<b>Verb (v.)</b>	<b>Adjective (adj.)</b>	<b>Adverb (adv.)</b>
Familiarity	Familiarize	Familiar	Familiarly
Pleasure	Please	Pleasant	Pleasantly
Fear	Fear	Fearful	Fearfully
Violence	-	Violent	Violently
Belief	Believe	Believable	Believably
Danger	Endanger	Dangerous	Dangerously
Safety	-	Safe	Safely
Harm	Harm	Harmful	Harmfully

**More examples and exercises on page 164-165 RW.**

## Book 1 Unit 8 Reading and Writing

### Grammar: Comparative adjectives.

Use **comparative adjectives** to compare two people, places, things, and ideas.

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 adjectives correctly.				
<b>Rule1</b>	When it's <b>one-syllable</b> adjective add (-er) (-r when it ends with -e).			
	High	high <b>er</b>	Late	Later <b>r</b>
<b>Rule2</b>	When <b>one-syllable</b> adjective ends in <b>C<sub>onsonant</sub> + V<sub>owel</sub> + C<sub>onsonant</sub></b> , <b>double the last consonant and add -er.</b>			
	Big	Bigg <b>er</b>	Hot	Hot <b>ter</b>
<b>Rule3</b>	When <b>one-syllable</b> adjective ends in <b>C<sub>onsonant</sub> + V<sub>owel</sub> + C<sub>onsonant</sub></b> , <b>if the last C<sub>onsonant</sub> is (-w, -x, -y) don't double the last consonant and add -er.</b>			
	Low	Low <b>er</b>	gray	Gray <b>er</b>
<b>Rule4</b>	For <b>two-syllable</b> adjectives that ends with (-y), drop the (-y) and add (- <b>ier</b> ).			
	Scary	Scar <b>ier</b>	Crazy	Craz <b>ier</b>
<b>Rule5</b>	For most other adjectives with <b>two or more syllables</b> , use <b>more</b> + adjective.			
	Fearful	<b>More</b> fearful	Frightening	<b>More</b> frightening
<b>Rule6</b>	The words <b>good</b> and <b>bad</b> are irregular.			
	Good	<b>Better</b>	Bad	<b>Worse</b>
<b>Rule6</b>	Use comparative <b>adjective + than</b> in sentence comparing two things.			
<b>Examples: -</b>				
	My neighborhood is <b>safer than</b> your neighborhood.			
	Your neighborhood is <b>more dangerous than</b> my neighborhood.			

**Exercise A on page 171 RW is very important.**

## Book 2 Unit 1 Reading and Writing

**Reading Skill:** Identify the main idea of a paragraph.

A **paragraph** is a group of sentences about one topic.

**The main idea** of a paragraph is the *most important point about the topic*.

The main idea is usually in the *first or the second sentence* in the paragraph.

**Helpful and important exercises on page 8-9 RW.**

**Vocabulary Skill:** Word families.

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

In some word families, the noun and the verb are the same.

Noun (n.)	Verb (v.)	Noun (n.)	Verb (v.)
Influence	Influence	information	inform
Choice	Choose	thought	Think
Discussion	discuss	gift	give
Enjoyment	enjoy	Contribution	Contribute
Connection	connect		

**Writing Skill:** Writing a descriptive paragraph.

Important **elements in a descriptive paragraph:** -

1. A **topic sentence** introduce what you are going to describe. Include: -

1. **The topic**, is the subject or thing that the paragraph about.
2. **The controlling idea**, which is what you say about the topic.

**Example:** -

**Exciting events** are one way for companies to gain interest in their products.

**Word of mouth** is a useful and inexpensive way to advertise.

2. **supporting sentences**, help the reader understand the topic.

Includes descriptive words, such as **adjective** and **details**.

3. **Concluding sentence**, summarizes your ideas.

**More important examples and exercises on page 16-18 RW.**



## Book 2 Unit 1 Reading and Writing

### Grammar: Present continues.

Present Continues Uses and Rules	
Rule1	To form Present continues (S + Be + V <sub>base form</sub> + ing)
	I am studying now.                      He is playing football now.
Rule2	If the verb ends with -e, delete the -e the add -ing.
	Lose >> Losing                      Use >> Using
Rule3	Some verbs aren't used with the present continues.
	For example: know, want, need, understanding, like, love, believe, see, hear.
Rule4	To form a negative present continues (S + Be + not + V <sub>base form</sub> + ing)
	We are not studying for a test right now.
Using1	Activities in progress                      Actions started but not finished
	Mosa is talking on the telephone.                      We are learning about how ideas spread.
Using2	To describe actions that take place around now, but not exactly now.
	Clues words and phrases today, this week, this year, always.
	This week I am studying for exams.                      These days, more guests are reusing their towels in hotels.
	They are not watching TV this week.                      She is finishing her homework today.
Using3	To talk about changes. e.g. changing, becoming, growing, increasing.
	TV ads are becoming like short movies.                      The Internet is changing the way companies advertise.

Very important examples and exercise on page 20-22 RW.

Very important examples and exercise on page 15-16 LS.

## Book 2 Unit 2 Reading and Writing

### Reading Skill: Getting meaning from context.

Use the context to help you understand the words that you don't know.

The **context** is the other words near the unknown word.

**For more examples and explanation, page 32 RW.**

### Vocabulary Skill: Suffixes.

A **suffix** is a letter or group of letters that comes at the end of the word.

A suffix changes the form of a word.

The suffixes **-ful** and **-al** change a noun to an adjective.

The suffix <b>-ful</b> .		The suffix <b>-al</b> .	
Cheer	Cheerful	Education	Educational
Joy	Joyful	Nation	Natural
Care	Careful		
Respect	Respectful		
<b>Sometimes when you add a suffix, there are some changes to the noun form.</b>			
		Biology	Biological
		Finance	Financial
		Universe	Universal

**Very important exercises on pages 37-38 RW.**

### Writing Skill: Brainstorming.

**Brainstorming** is a way to get ideas before you write.

**Way of brainstorming: -**

**Listing**, is a way to quickly write down ideas related to your topic.

**Idea maps**, is writing a key word in a center, then writing related word around it.

**Freewriting**, is to give yourself 5-10min to write all your thoughts about the topic.

## Book 2 Unit 2 Reading and Writing

### Grammar: Future with *will*.

Uses and Rules for future with <i>will</i>	
Rule1	To form future with <i>will</i> ( <b>will</b> + V <sub>base form</sub> )
My brother <b>will be</b> married next year.	
Using1	For <b>predictions</b> about the future and to express experts' predictions.
e.g. The designer <b>will establish</b> a second office in a new location.	
e.g. there <b>will be</b> a survey asking about the best color for a new library.	
Rule2	You can <b>soften a prediction</b> with probably.
e.g. The designer <b>will</b> probably <b>establish</b> a second office in a new location.	
Rule3	You can use <b>may</b> instead of the future with <i>will</i> .
e.g. The designer may establish a second office in a new location.	
Using2	To make a <b>promise</b> .
e.g. I <b>will help</b> you tomorrow.	
Using3	To express plans in more formal way.
e.g. Next month we <b>will decide</b> on new colors for the kitchen.	
Using4	To express a <b>decision</b> made <b>at the moment</b> of talking.
e.g. I'll (I <b>will</b> ) <b>go</b> to the meeting with you.	
Note	Use the future with <i>be going to</i> To express a decision or plans that you made previously.
	Future with <i>will</i> is more common in informal speaking.
e.g. I'm going to have dinner with my cousin.	

More examples and exercises on pages 43-44 RW.

## Book 2 Unit 3 Reading and Writing

### Reading Skill: Identifying supporting details.

**Details** can be facts, reasons, or examples.

Identifying supporting details will help you *understand the main idea* if an article.

<b>Main idea</b>	Bowing is a form of greeting in many countries.
<b>Supporting details</b>	<b>Support the main idea.</b>
<b>Fact</b>	Something you know is true.
	e.g. Bowing is the traditional greeting in East Asia.
<b>Reason</b>	The cause of something.
	e.g. people bow low when greeting older people because it's a sign of respect.
<b>Example</b>	Something that shows what something is like.
	e.g. In a very formal bow, the forehead sometime touch the floor.

### Vocabulary Skill: Prefixes.

A **prefix** is a group of letters at the beginning of a word.

Adding a prefix to a word will *change its meaning*.

The prefixes **in-, im-, un-**, means **NOT** and are *added to adjectives*.

There are no rules for when to use <b>in-, un-</b> , you need to remember these words.			
<b>The suffix in-.</b>		<b>The suffix un-.</b>	
<b>In</b> formal	Not formal	<b>Un</b> able	Not able
<b>In</b> visible	Not visible	<b>Un</b> usual	Not usual
<b>In</b> appropriate	Not appropriate	<b>Un</b> clear	Not clear
<b>In</b> expensive	Not expensive	<b>Un</b> traditional	Not traditional
		<b>Un</b> comfortable	Not comfortable
		<b>Un</b> common	Not common
		<b>Un</b> dependable	Not dependable
<b>Im-</b> is added to an adjective that starts with <b>m</b> or <b>b</b> .			
<b>im</b> mature	Not mature	<b>Imp</b> olite	Not polite
<b>im</b> perfect	Not perfect	<b>im</b> possible	Not possible

More examples and exercises on page 60-61 RW.

## Book 2 Unit 3 Reading and Writing

**Writing Skill:** Supporting your main idea with examples.

**Examples** will *make the main idea clear* to the readers.

Writers often introduce examples with the phrases *for example* and *for instance*.

**Grammar:** Subject-verb agreement.      **Subject - Verb**

It's important to make sure that the subject and verb in a sentence agree.

<b>Rule1</b>	Use the <b>singular</b> form of the <b>verb</b> with <b>singular subjects</b> .	
	<b>My uncle</b> always <b>speaks</b> in a very loud voice.	<b>The cake is</b> delicious.
<b>Rule2</b>	Use the <b>plural</b> form of the <b>verb</b> with <b>plural subjects</b> .	
	<b>Articles</b> about business etiquette <b>are</b> very useful.	<b>My horses eat</b> twice a day.
<b>Rule3</b>	With <b>there is/there are</b> , the subject comes after the verb.	
	There <b>is</b> a lot of <b>information</b> in the Internet.	There <b>are</b> fifteen <b>students</b> in my class.
<b>Rule4</b>	Some plural nouns don't end in -s.      e.g. <i>people, children, police</i> .	
	<b>Children learn</b> manners from their parents.	There <b>are</b> fifteen <b>students</b> in my class.

**More very helpful exercises on pages 65-66 RW.**

## Book 2 Unit 1 Listening and Speaking

### Listening Skill: Listening for main ideas.

The **main idea** is the most important thing the speaker wants you to understand.

- **Listen to repeating ideas.**
- Pay attention when the **speaker emphasizes** a sentence.
- **Don't stop** to think about words you don't understand.

### Vocabulary Skill: Collocations: nouns and verbs.

**Collocations** are groups of words that are commonly used together.

One type of collocations is the **verb + noun** combination.

<b>Go home</b>	I <b>go home</b> after class and watch TV with my family.			
<b>Build home</b>	I plan to use recycled materials when I <b>build</b> my <b>home</b> .			
<b>Design home</b>	Nowadays, most architects use computers to <b>design homes</b> .			
<b>Start trends</b>	<b>Follow trends</b>	<b>Set trends</b>	<b>Stop trends</b>	<b>Continue trends</b>

### Pronunciation: Interjection and intonation.

**Interjections** are short words, phrases, or sounds that people use when they speak.

Interjections often *express feelings*.

The meaning of an interjection often depends on the speaker's intonation.

**Oh!** Can express different emotions, depending on the speaker's intonation.

**Wow!** Is an interjection that express usually indicates *surprise or excitement*.

e.g. **Wow!** That dress is fantastic! I love it.

**More examples and exercises on pages 16-17 LS.**

**It's very important to listen to examples through iQ online.**

## Book 2 Unit 1 Listening and Speaking

**Speaking Skill:** Drawing attention to main ideas.

**To help listeners to understand your main idea: -**

**Repeat** an important idea with different words. (e.g. In different words....).

Use phrases for **emphasis**. (e.g. The key point is...).

**Summarize** the main ideas of the presentation. (e.g. To sum up....).

## Book 2 Unit 2 Listening and Speaking

### Listening Skill: Understanding cause and effect.

A **cause** is the action that makes something happen.

An **effect** is what happens as a result of the cause happening.

In a sentence the cause can come before or after the effect.

Connecting words like **so** and **because** show a cause or an effect.

After **so** we have the **effect**. (use a comma before so).

After **because** we have the **cause**.

### Examples: -

Pollution was a poison to the frogs, **so** the frogs in the pond died.

The frogs survived **because** their camouflage matched the leaves.

**More exercises and example on page 27 LS.**

### Vocabular Skill: Word families: nouns and verbs.

Some words can be used as a **noun** or a **verb**.

To know whether the word is noun or verb *look at the words around it*.

Word is probably a <b>noun</b> if it comes after:	Word is probably a <b>verb</b> if it comes after:
- an adjective.	- a pronoun such as <i>it, they, he</i> .
- the words <i>this, that, these, or those</i> .	- a time word such as <i>sometimes, never</i> .
- an article ( <i>a, an, or the</i> ).	- a helping verb such as <i>do, does, can, will, should, shouldn't</i> . or after <i>to</i> .
- a number.	

**Very important exercises on pages 32-33 LS.**



## Book 2 Unit 2 Listening and Speaking

### Grammar: *There's* and *it's*.

**There's (there is)** is used when something is being mentioned for the first time.

- There's a bookstore on campus.
- There's a tree on the roof of that building!

The pronoun **it** in the expression **it's (it is)** refers to something we already know.

- the dart frog is bright blue. Predators know that **it's** dangerous.
- I don't like the color of the wall. **It's** too bright.

More examples and exercises on page 34 LS.

### Pronunciation: schwa /ə/ in unstressed syllable.

- The **schwa** is the most common vowel sound in English.
- We pronounce the **vowel** in many unstressed syllables with the **schwa sound**.
- The schwa sound looks the same as the sound when the speaker say **Uh**.
- The syllable is a part of the word.
- The schwa is often in an unstressed syllable. (nerv**ou**s, husb**an**d).
- '**a**' + **consonant** at the **beginning** of a word usually makes a schwa for example (a**m**ong, a**b**out, a**o**void, a**o**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).
- The schwa sometimes used in **stressed syllable**. e.g. hun**g**ry – mon**e**y.
- **Words with schwa sound:-**
- **banan**a**** – anim**a**l – pois**o**n – surviv**e** – predat**o**r – fore**s**t – advic**e** – fam**o**us – nature – ar**o**und – belie**v**e – ordin**a**ry – rec**e**nt – tradit**io**n – elem**e**nt – an**o**ther protect**io**n – mater**i**al – fest**i**val – celebr**a**te – apart**me**nt – ans**w**er – probl**e**m special – protect – water.

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

**Examples** help the listeners understand your ideas.

To ask for an example	To give an example
Can you give me an example?	For example, / For instance, / Here's an example.

More examples on page 36 LS.

## Book 2 Unit 3 Listening and Speaking

### Vocabulary Skill: Synonyms.

Words with the same or very similar meaning are called **synonyms**.

Word	Synonym	Word	Synonym
Courteous	Polite	Rude	Impolite
Scream	Yell	Valuable	Important
Etiquette	Manners	Increase	Growth
Frequency	Often	Behavior	Actions

**Very important exercise (B) on page 51 LS.**

### Grammar: Model verbs *should* and *shouldn't*.

Use **should** and **shouldn't** to give and ask for *advice* and *recommendations*.

**Affirmative form:** (S + **should** + V base form).

e.g. you **should** wear a suit and tie to the interview.

**Negative form:** (S + **shouldn't** + V base form).

e.g. Ahmed **shouldn't** kill the witness.

**Question form:** (**should/shouldn't** + S + V base form).

e.g. **Should** I go with my brother to dinner?

**Exercise A on Page 52 LS is important.**

### Pronunciation: Final /s/ or /z/ sounds.

Words that ends with /s/ or /z/ sounds link to words beginning with a vowel.

e.g. It's **easy** to learn to play chess.

e.g. The man was mad at the other drivers **around** him.

**Important exercises on page 53 LS.**

## Book 2 Unit 3 Listening and Speaking

**Speaking Skill: Giving advice and making recommendations.**

Collocations (give advice, make recommendations).

**Use expressions like this to give advice or make recommendation: -**

- I think you should.....
- I don't think you should.....
- Don't you think you should .....?
- Maybe you shouldn't.....