





My only little girl Jana, Don't be frightened and sad because I am going to die. Learn, my child, to look at life as a serious matter. Life is hard, but don't let it defeat you. Decide to fight. Have courage and clear goals—and you will win over life. Go through the world with open eyes, and listen not only to your own pains and interests, but also to the pains and interests of others. If you do that, you will succeed in contributing to the common goals of human society.

Extracts adapted from: "Women of Prague" by W. A. Iggers,  
Berghahn Books, Oxford, UK, 1995



What did her mom ask her to do ?

What did her mom use to give her advice, instruction and recommendation ?



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## Teacher Picks

01. What role do you think robots will play 50 years from now?
02. What is the most interesting book you have ever read and why?
03. Is it a good idea to keep animals in zoos? Why or why not?
04. What characteristics do you think makes a good friend?
05. What's the most important school supply in your desk and why?



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# EXPRESSING OPINIONS

## Expressing a Personal Opinion

- In my opinion,...
- I feel that...
- I would say that...
- It seems to me that...
- I am of the opinion that ...
- Speaking personally...
- As I see it...
- Well, if you ask me...
- In my view...
- I think that...





"To win over life, the mother advises her daughter to *not be frightened and sad, to look at life as a serious matter and don't let it defeat her, to have courage and clear goals to fight and win over it, to go through the world with open eyes, and to listen not only to her own pains and interests, but also to the pains and interests of others*".

**Task 16 page 99:** (I work with my partner. I ask for his/ her opinion about the content of the letter; whether he/ she agrees or disagrees with the mother's advice to her daughter and whether anyone "his/ her family, friends or teachers" has given him/ her the same kind of advice "if yes, who? When?")

- advice
- ❖ Do you think/ believe that ... the ... given by the mother to her daughter in her letter is useful and valuable? ....
  - ❖ Do you agree ... or disagree ... with ... her? ...
  - ❖ What's your opinion on/ about ... this letter do you consider it useful to you and others? ...
  - ❖ Has any of your parents/ teachers/ friends ever ... you such ... ? Who is he/ she? And when? Can you mention them? ... given advice





**Task 16 page 99:** (I work with my partner. I ask for his/ her opinion about the content of the letter; whether he/ she agrees or disagrees with the mother's advice to her daughter and whether anyone "his/ her family, friends or teachers" has given him/ her the same kind of advice "if yes, who? When?")

- ❖ Do you think/ believe that ...
- ❖ Do you agree ... *or disagree* ... with ...
- ❖ What's your opinion on/ about .
- ...
- ❖ Has any of your parents/ teachers/ friends ever .... *gave you such advise ? Who is he/ she? And when? Can you mention them? ...*

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<p><b>ADDING</b></p> <p>and also as well as moreover too furthermore additionally</p>	<p><b>SEQUENCING</b></p> <p>first, second, third... finally next meanwhile after then subsequently</p>	<p><b>ILLUSTRATING</b></p> <p>for example such as for instance in the case of as revealed by... illustrated by</p>	<p><b>CAUSE and EFFECT</b></p> <p>because so therefore thus consequently hence</p>
<p><b>COMPARING</b></p> <p>similarly likewise as with like equally in the same way..</p>	<p><b>QUALIFYING</b></p> <p>but however although unless except apart from as long as if</p>	<p><b>CONTRASTING</b></p> <p>whereas instead of alternatively otherwise unlike on the other hand.. conversely</p>	<p><b>EMPHASISING</b></p> <p>above all in particular especially significantly indeed notably</p>



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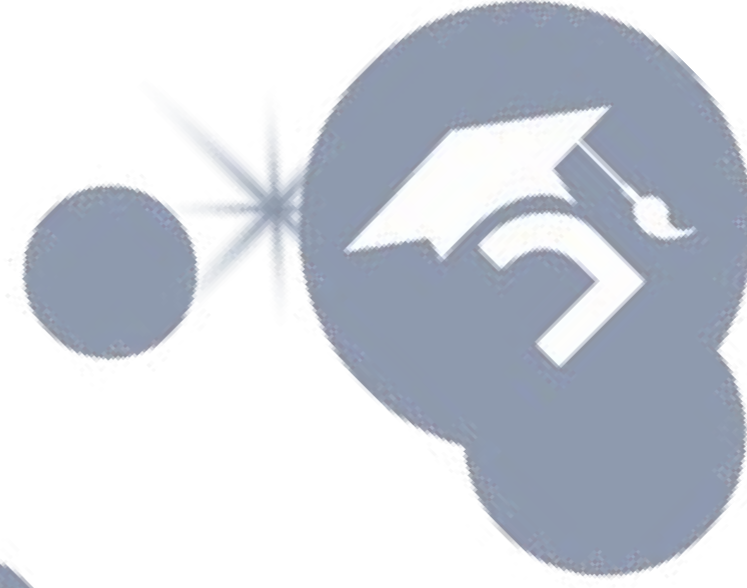
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## PART TWO



Examine, think, criticise, yes, mainly criticise yourself and don't be ashamed to admit a truth you have come to realise, even if you proclaimed the opposite a little while ago; don't become obstinate about your opinions, but when you come to consider something right, then be so definite that you can fight and die for it. Just don't go on a road which is wrong and dishonest.



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**Task 18 page 99:** (I listen to the mother reading "Part 2" of the letter and copy out the three imperative verbs that I hear right at the beginning of this part)

*Examine, think, criticise*

**Task 19 page 99:** (I listen again and match each of the 3 verbs with its corresponding definition below)

- a. to use the mind or brain to solve a problem, understand a situation, etc. *think*
- b. to give an opinion or judgment (: to say what is bad or wrong) about someone or something. *criticise*
- c. to look at or consider a person or thing carefully and in detail in order to discover something about them. *Examine*



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**Task 20 page 99:** (I listen again to the mother reading "Part 2" of the letter and fill in each gap with one word only)

"yes, mainly criticise ...**(1) yourself** .. and don't be ashamed to ...**(2) admit** ... a truth you have come to realise, even if you proclaimed the ...**(3) opposite** ... a little while ago; don't become ...**(4) obstinate** ... about your opinions, but when you come to consider something ...**(5) right** .... then be so definite that you can ...**(6) fight** ... and ...**(7) die** ... for it."

**Task 22 page 99:** (I match each of the underlined sentences in "Task 20" with the statement that explains it)

**a** If you are certain that something is right, then you should strongly defend your opinion: you should fight and die for it, if necessary.

**b** If you say that something is right and then you find out a few minutes later that it is wrong, you should admit your mistake and tell people that you were wrong even if you are embarrassed to do so.

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**Task 24 page 100:** Which of these three types of people will you become friends with

- a. a person who criticises himself/ herself and acknowledge his/ her fault and admits his/ her mistakes in public? ✓
- b. a person who knows he/ she is wrong, but never acknowledges his/ her fault and admits his/ her mistakes in public because he/ she is ashamed or embarrassed?
- c. a person who firmly believes he/ she is always right and never makes mistakes?

**Task 25 page 100:** (I listen again to "Part 2" and write the missing words in the last sentence of the letter)

Follow the correct and honest road (path).  
" Just don't go on a road which is ... (1) wrong ... and ... (2) dishonest ...."  
Don't take the wrong path because it's not good and correct.

**Task 27 page 100:** (I rephrase the final sentence in the letter using my own)



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Examine, think, criticise, yes, mainly criticise yourself and don't be ashamed to admit a truth you have come to realise, even if you proclaimed the opposite a little while ago; don't become obstinate about your opinions, but when you come to consider something right, then be so definite that you can fight and die for it. Just don't go on a road which is wrong and dishonest.

1 Do you agree with the mother's advice ? Why ?

2 What should she've said ?



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**Task 30 page 100:** (I work with a group of partners and write a short report to summarise my classmates' opinions and arguments.)

Those of our classmates who agree with Jana's mother put forward the following arguments: firstly, they think that *the letter will make her strong*. Thirdly, they truly feel that *this letter will be a great help to Jana*.

Those who disagree argue that *she is too young*. Firstly, they think that *they should give*... Secondly, they believe that *to one of the family*... Thirdly, they truly feel that *...* etc...

In conclusion, the number/ percentage of those who are for *is ... number ... / ... % ...*, whereas that of those who *are against is ... number ... / ... % ...*.

Those of our classmates who agree with Jana's mother put forward the following arguments: firstly, they think that *the advice given by the mother is very important*. Secondly, they believe that *it should be followed by all of us*. Thirdly, they truly feel that *we must work with these advises and teach them to our children*. etc...

Those who disagree argue that *it is not possible to apply these advises now*. Firstly, they think that *time has changed*. Secondly, they believe that *people's personality is not the same*. Thirdly, they truly feel that *even if we accept this logic, we cannot apply it the reality* etc...

In conclusion, the number/ percentage of those who are for *is ... number ... / ... % ...*, whereas that of those who *are against is ... number ... / ... % ...*.

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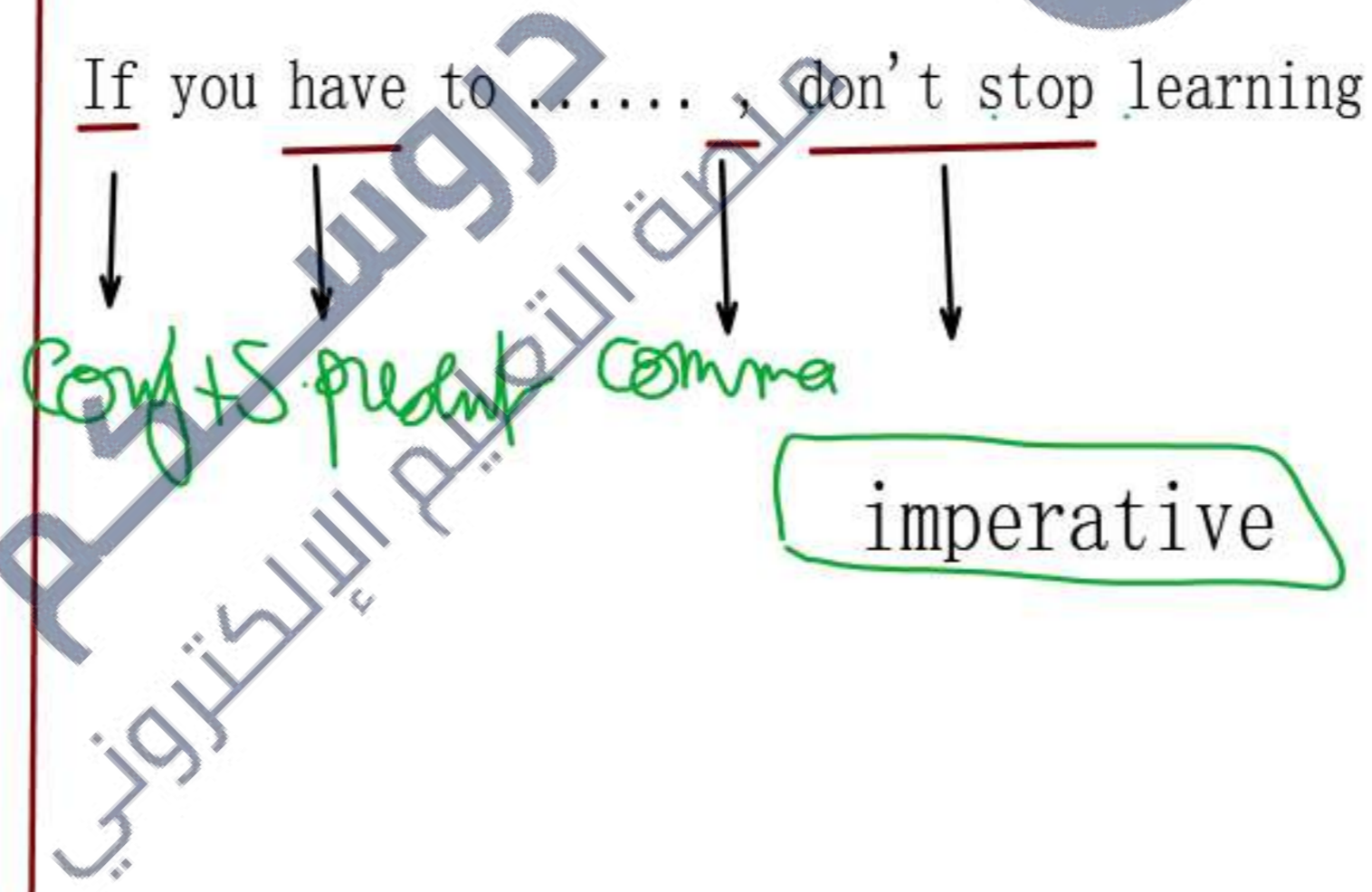
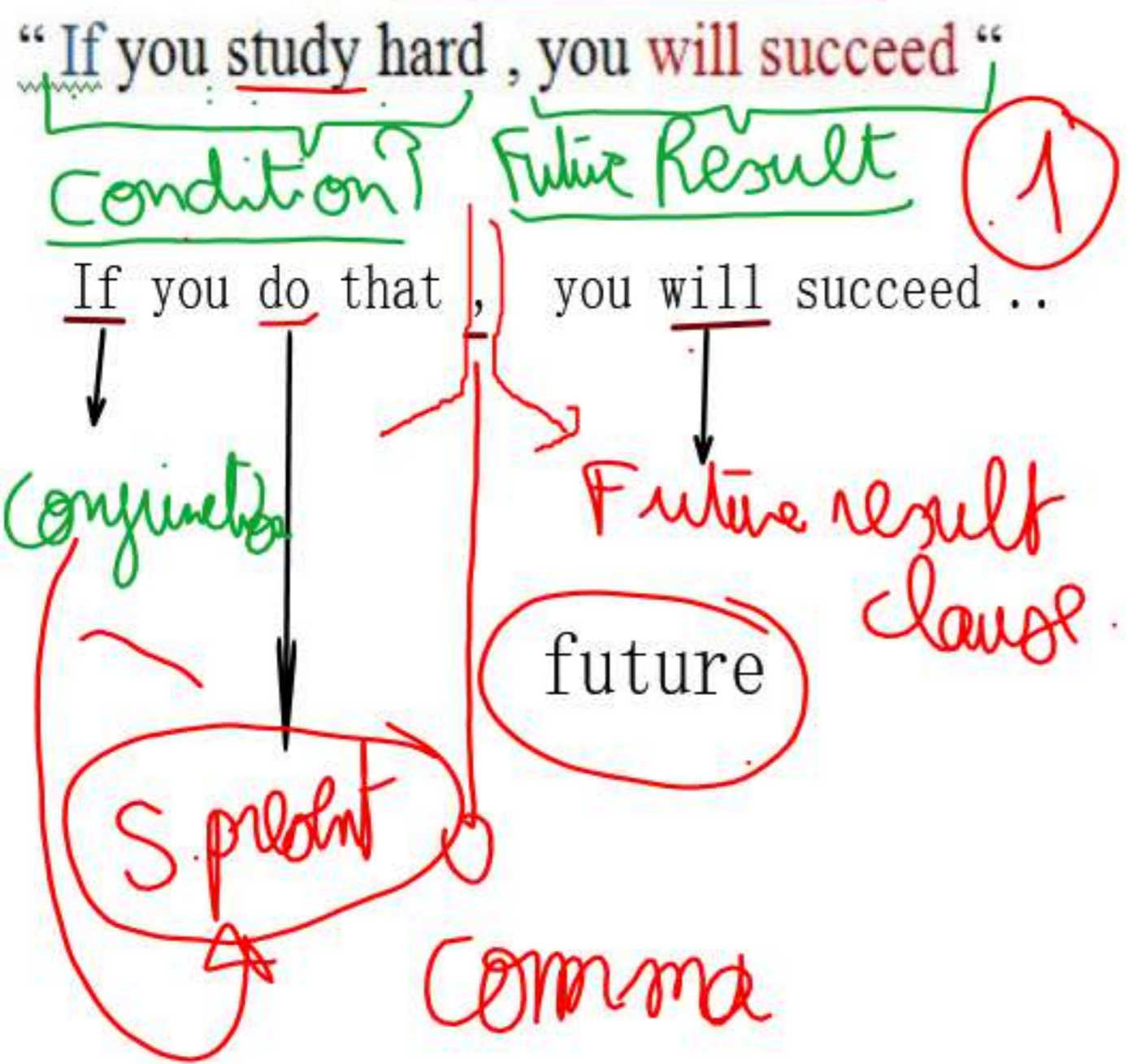






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"If you do that, you will succeed in contributing to the common goals of human society."  
"if you have to leave school one day and work, don't stop learning and studying."



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# Conditional sentences

## 1<sup>st</sup> conditional

If clause	conditional clause
If + present tense	future tense - imperative

If he misses his train, he'll be late.

S.P

F

If you want to succeed, work hard

S.P

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THINK



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## I use:

### The First Conditional (Conditional Type 1)

I use the **first conditional** to talk about the result of an imagined future situation, which I believe is possible or likely. (*Cambridge Grammar*)

[If you **listen** to the pains and interests of others] (*possible future situation imagined by Jana's mother*), [you **will succeed** in contributing to common goals of human society.] (*future result*)

□ I use the **present simple** in the **conditional clause** (also called: "*if-clause*"), and the **future simple** in the **main clause** (also called: "*result clause*").

**Example:** [If you **listen** to the pains and interests of others] (*if-clause*), [you **will succeed** in contributing to common goals of human society.] (*main/ result clause*).

**NOTE:** 'll (short form) = "will"/ won't (short form) = "will not"

□ I can also use the **Imperative** in the **main/ result clause**.

**Examples:** 1. [If you **see** that book] (*if-clause*), [**remember** that I made up my mind at that time to write you this letter.] (*main/ result clause*).

2. [If you **have** to leave school one day] (*if-clause*), [**don't stop** learning and studying.] (*main/ result clause*).

**NOTE:** I use a **comma** (,) after the **if-clause** if it is initial.

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**Task 8 page 115:** (I write the correct form of the verbs in brackets: **present** or **future**.)

1. **If** he (*follow*) ... **follows** ... his parents' advice, he (*not have*) ... **won't have** ... any problems with his friends.
2. She (*be*) ... **will be** ... an accomplished citizen **if** she (*not fail*) ... **doesn't fail** ... her duties to her community.
3. **If** we (*eat*) ... **eat** ... healthy food, we (*keep*) ... **will keep** ... fit and (*live*) ... **will live** ... longer.
4. Family ties (*strengthen*) ... **will strengthen** ... **if** people (*gather*) ... **gather** ... more often around meals at home.
5. **If** you (*have*) ... **have** ... well-advised plans for your future, you (*succeed*) ... **will succeed** ... in life.
6. There (*be*) ... **will be** ... more justice in the world **if** the rich (*give*) ... **give** ... more to the poor.





If it  (to rain), the children  (not/to go) for a walk.

If she  (not/to read) the novel, she  (not/to pass) the literature test.

If I  (not/to argue) with my father, he  (to lend) me his motorbike.

If we  (to take) the bus, we  (not/to arrive) in time.

If you  (to eat) too much junk food, you  (not/to lose) weight.

If they  (not/to hurry), they  (not/to catch) the train.

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