English for Starters, Vocational Stream – Commercial, is an English language course that was specially written for vocational/commercial secondary schools in Syria. The course progresses from an intermediate level of English in Grade 10 to an advanced level of English in Grade 12. The book introduces students to concepts in commerce; it assumes no prior knowledge of commercial skills on the part of students and teachers. The course aims to review and consolidate the language and skills learnt at previous levels and equip students for their future foreign language needs in the following areas: language skills (reading, listening, speaking and writing), grammar, vocabulary and commercial knowledge. It enables students to perform routine tasks at work and to take part in social interaction in a commercial context.

Components:
- Students' Book
- Activity Book including a glossary
- Teacher's Book
- Audio CD
Teacher’s Book
Contents

Students’ Book Scope and Sequence

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Unit 2 Buying and Selling

Unit 3 Incomes and Salaries

Unit 4 Meetings

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Unit 6 Work in the Future

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## Students’ Book Scope and Sequence

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<th>LANGUAGE</th>
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Vocabulary: economic terms; linking words  
Grammar: questions with / without does | filling a table; identifying company hierarchy |
| 2 Buying and Selling (pp. 11–15) | **Language Functions:** taking orders by phone; helping customers in a shop  
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English for Starters Vocational Stream—Commercial is an English language course that has been specially written for commercial secondary schools in Syria. The course progresses from an intermediate level of English in Grade 10 to an advanced level of English in Grade 12. The books introduce students to the world of commerce; they assume no prior commercial knowledge on the part of students or teachers.

A. Aims and methods
The course aims to review and consolidate the language and skills learned at previous levels and to equip students for their future foreign language needs in the following areas: language skills (reading, listening, speaking and writing), grammar, vocabulary and commercial skills and knowledge.

B. Language skills
The course aims to equip students with all four of the language skills at a level that will enable them to perform routine tasks at work and to take part in social interaction in a commercial context.

Reading
Each unit has one main reading text in addition to many shorter reading passages found in different sections throughout the book. There is a varied selection of reading tasks such as answering open-ended questions, true/false questions, matching headings with paragraphs, completing tables, expressing personal reactions to ideas and working out the meaning of words. The course also teaches students practical reading skills that they will need in their future work, such as skimming and scanning.

Listening
Each unit has a listening text. By listening to each other in oral pair work and role play activities, listening to their teacher and listening to native speakers through the accompanying CD, students learn a variety of listening skills such as listening to and understanding instructions and information, following a conversation, completing a table while listening and answering questions after listening.

Speaking
The course teaches students to use the most common forms of the communicative functions they are likely to need in society and the workplace. Many activities in the Students’ Book and Activity Book are designed to be done orally. Students practise speaking in controlled situations where the emphasis is on communication and meaning as well as accuracy. Pair work is recommended for many of the activities to ensure that each student is given the maximum amount of practice.

Writing
The course aims to equip students with practical writing skills such as the ability to complete forms, take notes on simple messages and routine transactions and write standard correspondence. Beginning with writing sentences, students progress through the course until they can write paragraphs and business correspondence using the correct formats and conventions.

Grammar
The course aims to consolidate students’ understanding of the basic grammatical structures of English and to increase their ability to use these structures accurately, fluently and appropriately. The course therefore provides a systematic review of the most essential grammatical structures. These structures are revised in a graded order which takes into account their frequency in everyday use as well as the difficulties of mastering forms and meanings.

Vocabulary
The course provides students with both general vocabulary and basic commercial vocabulary relevant to all branches of commerce. The vocabulary section always relates to the topic of the lesson and tries to enhance students’ knowledge of new words in the field and the correct usage of these words. The course therefore provides a three-dimensional approach to vocabulary learning: firstly, it helps students to deal with lexical items in context; secondly, students have the chance to build up their own personal lexicon; and thirdly, they have plenty of opportunities to actually use vocabulary in context.

C. Commercial skills and knowledge
The course provides students with skills and knowledge related to commerce such as taking orders by phone, chairing a meeting, learning the names and uses of job documents, as well as aspects of economics such as taxation, buying and selling, etc.
D. The Components

*English for Starters Vocational Stream –Commercial Series* contains a Students’ Book (SB), an Activity Book (AB), a Teacher’s Book (TB) and a CD.

**Students’ Book**

The SB contains the core teaching materials for classroom use. It consists of twelve units, four **Review** sections, three **Culture and Values** sections and a section on **Correspondence**. The sections follow a regular pattern: after every four units, there is one section on Culture and Values. At the end of the book, there are four Review sections. Each section assesses the material covered in every three units. These are followed by a section on Correspondence.

**Activity Book**

The AB contains exercises that provide students with extra practice. The number of units in the AB is the same as in the SB. For every three units, there is a test that helps students revise what they have learned in the SB and AB. At the end of the AB, there are extra practice pages for the Correspondence section in the SB and a glossary of new words that the students may encounter in the course.

**Teacher’s Book**

The TB provides advice and information about each of the twelve units. It divides units into lessons and integrates SB and AB activities alternately. For each lesson, the objectives are stated clearly, warm-up activities are suggested and answers and audioscripts are provided.

**CD**

The CD provides all the listening passages included in the course. The purpose of the CD is to provide students with correct examples of the spoken language and to develop students’ listening skills by giving them opportunities to listen to a variety of different speakers.

E. How to teach the course

**Methodology**

Learning a language is an active process, so teaching means more than giving knowledge to the students; it also means helping them to use the language for meaningful communication. Students cannot learn English only by listening to the teacher; they will learn it only by speaking and writing it themselves.

**Schedule**

The SB and AB were devised keeping in mind the following schedule that suits the Vocational Stream –Commercial:

- 48 hrs SB (4 hrs per unit)
- 24 hrs AB (2 hrs per unit)
- 32 hrs Correspondence (SB and AB)
- 8 hrs Review (2 hrs per review)
- 8 hrs Tests (2 hrs per test)
- 3 hrs Culture and Values (1 hr per page)

_____

123 hrs

**Preparing to teach a unit**

Before teachers begin a new unit, they should study the Contents page at the beginning of the SB to find out what grammar, functions, vocabulary and skills are taught in the unit. After this they must read the entire unit in the SB and AB, which will help them to see the direction and purpose of the unit.

Before teaching a unit, teachers should look first at the TB to see which sections should be taught together and how the units are divided. Then, they should work through the activities themselves so that they can see what the students have to do and how they will get the answers. The TB provides recommended step-by-step procedures for every activity in the SB.
**Language presentation**

The grammar rules that students need to learn are presented in pink boxes under the grammar section in every unit. Any other new rules that students need to learn are also introduced in pink boxes under the relevant section in each unit.

Purple boxes contain words or phrases that students need to learn and use in the corresponding activities.

The artwork displayed on each page relates to the content of the page and can provide teachers with extra materials for any oral or written communication.

**F. The role of the teacher**

Good teachers use correct language forms and have good pronunciation. They motivate students to learn by trying to make lessons interesting and encouraging students to think for themselves. Finally, good teachers should provide the students with plenty of opportunities to practise the language.

Most of the activities in the SB and AB are practice activities. In a practice activity, teachers are not explaining language to the students or talking at the front of the class but giving students an opportunity to do something with the language. Therefore, after introducing the activity, the teacher watches quietly, listens, notes problems for correction later and only interrupts if absolutely necessary.

Teachers may find it helpful to follow the steps below, adapting them when necessary:

- **Setting up the activity.** This may mean explaining the aim of the activity or how it relates to what has gone before. It may mean introducing a situation or picture that provides a context for the activity and may also mean pre-teaching some essential vocabulary that the students will need during the activity.

- **Demonstrating the activity.** This means showing the students by example what they have to do and checking that they have understood the instructions.

- **Working in pairs.** This means students are thinking for themselves and using the language. The teacher should observe quietly and help individuals if necessary.

- **Checking the work.** This means asking various students for their answers. The teacher’s role is to confirm correct answers, correct mistakes, praise good work, do any remedial teaching that is needed and answer questions.

**G. Learner development**

It is expected that students in the same class will often have different levels of ability in English. The course therefore provides many opportunities for students with less knowledge or experience of the language to build up their knowledge and get extra practice. At the same time, teachers can give more proficient students additional reading or activity to maintain their interest.

Learner development is an important feature of teaching. Students should be encouraged to develop as independent and active learners of English, so many activities found in the SB and AB can be used to enhance students’ autonomy.

Many questions found in the book need answers that are open-ended. This is a crucial part of learner development. Students can have different points of view regarding certain issues at work or in life so many questions found in the SB and the AB have a multitude of possible answers. Hence, it is the teachers’ job to let the students express themselves, only acting as guides who help students reach their own answers.

The review and test sections are there for the students to benefit from extra exercises to revise the knowledge they have acquired in every unit. The teacher should use these exercises as a sample on which to base further practice making any changes that suit students’ needs.

**H. Teaching English for Specific Purposes**

Teaching English for Specific Purposes (ESP) is teaching the language in specialised subjects. Learners have different purposes for learning the English language such as learning English for Economics, English for Business, English for Secretaries, English for Technicians and others.

A purpose-specific course is one in which the course content and methods are authentically representative of tasks in the target situation. For example, an English for Technicians course presents topics and techniques that relate to a technician’s profession. Such a course allows teachers to increase students’ capacity to use language in the specific purpose domain.

English for vocational purposes is an application of ESP according to students’ language needs for work. This approach is learner oriented—not teacher oriented—with an emphasis on communicative competence.

Teaching ESP is more than just presenting language items or skills and strategies. It is not just the content of what is learnt that is important, but also the activity through which it is learnt.
Lesson One

Learning Objectives

- Distinguishing between collecting facts and giving advice
- Demonstrating understanding of a dialogue by completing comprehension questions

Warm-up

- In class, introduce the unit topic and use the picture to elicit the topic of the dialogue. Ask the students what they can see in the picture. You can also use the picture to elicit a classroom discussion about how container ports are related to economic concepts.

A Dialogue

1. Explain to the class that they are going to read a dialogue between an economics student and a port official at Southampton port.

2. Point the students’ attention to the dialogue’s introductory sentence. Give them some time to try to guess what kind of questions Bashir might ask.

3. Write students’ guesses on the board.

4. Allow time for students to read the text individually. Did they make correct guesses?

5. Ask the students to read the questions, then allow them time to read the dialogue again and look for the answers. Tell them that they need to show you how they got the answer from the text.

6. When they have finished, allow time for students to compare their answers with those of a partner. If they disagree about any of the answers, they should look again at the dialogue and try to agree which answer is best and why.

7. Invite volunteers to read their answers aloud and to say why they think the answer is correct. Then ask the class whether they agree before you give your confirmation.

8. If you have time, put students into pairs to practise the dialogue. Encourage them to use their best pronunciation.

B Listening

1. Ask students to listen to the recording without writing anything. Play the recording again and tell students to complete the task. Play the recording another time for them to check their answers.

Audioscript

Here is the definition of the word Economics as given by four different men:

Man One: Economics is the study of the production, distribution and consumption of goods and services—the economy. Economists attempt to understand the economy and the way it responds to various influences. Economics is considered a social science.

Man Two: Economics is the science that deals with the production, allocation and use of goods and services; it is important to study how resources can best be distributed to meet the needs of the greatest number of people. There are two major subdivisions in Economics: macroeconomics and microeconomics. Macroeconomics is the study of the entire systems of economics. Microeconomics is the study of how the system affects one business or parts of the economic system.

Man Three: Economics is the study of how individuals and groups make decisions with limited resources as to best satisfy their wants, needs and desires. Microeconomics deals with Economics decisions made at a low, or micro, level: How does the change of price of goods influence a family’s purchasing decisions? If my wages rise, will I be inclined to work more hours or less hours? The study of macroeconomics deals with the sum total of the decisions made by individuals in a society, such as how a change in interest rates influences national savings.
Listen to the definition of the word ‘economics’ as given by four different people and then summarise the four definitions by completing this table.

<table>
<thead>
<tr>
<th>Definition 1</th>
<th>Definition 2</th>
<th>Definition 3</th>
<th>Definition 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>It deals with the use of productive resources to satisfy human wants</td>
<td>It is the study of how individuals and groups make decisions with the aim of best satisfying their wants and needs</td>
<td>Microeconomics is the study of how our productive resources are used to satisfy human wants.</td>
<td>Economics is the study of how our productive resources are used to satisfy human wants.</td>
</tr>
<tr>
<td>The study of how our productive resources are used to satisfy our wants</td>
<td>It is the study of how individuals and groups make decisions with the aim of best satisfying their wants and needs</td>
<td>We are not able to satisfy everyone's wants free.</td>
<td>The study of how our productive resources are used to satisfy human wants.</td>
</tr>
<tr>
<td>of goods and services</td>
<td>and services</td>
<td>The study of how the system affects our wants</td>
<td>Most major economic problems arise from this fact of scarcity, and the need to make effective use of our resources to satisfy our wants.</td>
</tr>
</tbody>
</table>

C Matching

Match the words with their definitions.

- Excise tax
- Property tax
- Taxes
- Productivity
- Interest rates
- Tariff
- Inflation
- Barter
- Investment
- Gross domestic product (GDP)

1. The direct trading of goods and services without the use of money
2. The measure of output from a production process, per unit of input
3. Taxes imposed on specific goods and services, such as cigarettes
4. Taxes paid by households and businesses on land and buildings
5. A tax on imported goods
6. Required payments of money made to governments by households and business firms
7. A sustained and continuous increase in the general price level
8. The purchase of a security, such as a stock or bond
9. The price paid for borrowing money for a period of time, usually expressed as a percentage of the principal per year
10. The ratio of output (goods and services) produced per unit of input (productive resources) over a period of time

- The study of the production, distribution and consumption of goods and services. It is considered a social science.
- Microeconomics is the study of the entire systems of economics.
- Microeconomics is the study of how the system affects one business or parts of the economic system.
- It is the study of how individuals and groups make decisions with limited resources as to best satisfy their wants, needs, and desires. Microeconomics deals with Economics decisions made at a low, or micro level. The study of macroeconomics deals with the sum total of the decisions made by individuals in a society, such as how a change in interest rates influences national savings.

Activity Book pages 3 and 4 exercises 1 and 2

Teaching Tips

Procedures for Teaching Listening

There are a variety of ways for a teacher to use a text for listening purposes. Using ‘bottom-up’ skills, the teacher can ask students to listen very carefully to a small portion of the text several times to help them distinguish between words that closely resemble each other, such as ‘tower’ and ‘tour’. The opposite approach makes use of ‘top-down’ skills, whereby students listen to a longer text twice to ascertain a general context on a topic, such as science or sport. In both cases the teacher should follow the listening process (pre-listening, listening and post-listening) in all listening activities.

Suggestions for such activities are:

- Pre-listening tasks
  - Assess the students’ background knowledge of the topic and the linguistic content of the text.
  - Provide any necessary background materials or information.
  - Make students aware of the purpose of the listening tasks, such as listening for sounds or for new vocabulary.
  - Vocabulary is an important feature of each unit. It is presented in lexical sets and there is a wide range of types of vocabulary exercises – matching, gap-filling, categorising, listing, identifying pictures, etc.

- While-listening tasks
  - These are activities that can be completed as the students listen. Sometimes students are expected to complete tables or charts, answer multiple choice questions or tick information while they listen. Explain the task before they begin. Start the recording and complete the first answer with the class, as an example, if necessary. You may need to repeat the recording for them to be able to answer. You can do this with books open or closed.
  - Post-listening tasks
    - After the listening tasks, get students to answer the comprehension questions or do the follow-up work in pairs or small groups. Ask them to discuss their answers. Then discuss as a class. Finally, put model answers on the board.

Lesson Three

Learning Objectives

- Identifying the meaning of different economics terms
- Practising a role play
- Identifying the meaning of words from context

Vocabulary

economics terms

C Matching

- Students work individually to match the words with their definitions.
- Ask students to exchange books and mark their partner’s work as you give the correct answers orally.

Answers

- g 3/b 4/c 6/d 2/e 8/f 1/g 7/h 5/19/j 10
D Vocabulary

4

Do number 1 as an example: ask students to tell you the correct answer.

Give the students time to think about numbers 2–9, then ask them to say the correct answers.

Answers
1 Ahmed is the IT consultant, while Maysa works on accountancy projects.
2 Randa is the secretary, except that she sometimes helps with research.
3 Bashir handles the air transport projects; in spite of this, he doesn’t like flying.
4 Even though Rula speaks Arabic fluently, her first language is Greek.
5 Taxes on big new cars are high in Syria, while in the UK they’re much lower.
6 Bashir Mukhtar runs a very successful business; in spite of this, he worries.
7 Mahmoud enjoys his work, except that he doesn’t like his present project.
8 Salah likes working in London; however, he is looking forward to returning to Aleppo.
9 Carol and Huda often speak on the phone, they’ve never met each other.

Activity Book page 5 exercises 3 and 4

Lesson Five

Learning Objectives
- Forming correct questions with / without does
- Identifying the meaning of words
- Constructing an economic profile

Grammar
questions with / without does

Vocabulary
economic terms

E Grammar

6

Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.

Check understanding by asking questions and giving students an opportunity to ask questions.

Give the students time to read the example questions and answers. Explain the rules for forming questions with / without does.

Check understanding by elicitling examples from volunteers.

Invite a volunteer to give you the answer for the second box. Check that all students agree by show of hands. In case of disagreement, allow time for a class discussion.
Complete these questions using the verb in brackets as below.

Examples
1. Who - in a bank? (work) Who works in a bank?
2. Where - Shereen? (work) Where does Shereen work?
3. What - the level of poverty - in India? (reduce) Reduce what is the level of poverty in India?
4. Who - the tax laws - for the government? (administer) Who administers the tax laws for the government?
6. Which employer does Khalid work for? (work for)
8. How does the balance of payments - Syrians? (affect) How does the balance of payments affect Syrians?

Study the diagram of the sales department in a large company. Then complete the questions and answers.

Answers
1. Who supervises the sales reps? The _______ manager does. The sales director _______.
2. Who supervises the sales manager? _______ does the sales director supervise? He supervises the sales _______.
3. Who _______ the sales director report to? He _______ to the managing director.
4. Who reports to the sales manager? The sales reps _______.

Activities

1. Ask about the underlined words / phrases.
   a. The children like to go to the park everyday.
   b. Huda likes ice cream.
   c. The government administers the tax law in Syria.
   d. I need alkaline batteries for my camera.
   e. They play games on their computer.
   f. She goes to work at 8 o'clock.

2. Circle the correct word(s).
   a. Who (wins / does win) the game usually?
   b. What (is / does) your favourite movie?
   c. Where (do the children go / go the children) every weekend?
   d. When (does / do) your mother go to work?

3. Make YES/NO questions or WH- questions from the sentences. For WH- questions, make a question which asks about the bold words.

   1. The men _______ like cats. (yes/no)
   2. Anna hates _______. (WH)
   3. Anna is going to Aleppo _______. (WH)
   4. Joe is _______. (yes/no)
   5. Maria sings _______. (yes/no)
   6. David will make _______. (WH)
   7. She will miss the party _______. (WH)

**Answers**

1. a. Where do the children like to go everyday?
   b. Who likes ice cream?
   c. Who administers the tax law in Syria?
   d. What type of batteries do you need for your camera?
   e. Who plays games on their computer?
   f. What does she do at 8 o'clock?

2. a. wins
   b. is
   c. do the children go
   d. does

3. a. Do the men like cats?
   b. Who does Anna hate?
   c. When is Anna going to Aleppo?
   d. Is Joe in the library?
   e. Does Maria sing loudly?
   f. What will David make tonight?
   g. Why will she miss the party?
F Reading

9

- Allow time for students to read the text silently. While they are reading, go round and answer any questions about vocabulary.
- Ask students to complete the task individually.
- Check answers as a whole class.

Answers
1 Green growth as a way out of economic crisis
2 a main b current c comprehensive d framework e chaired f harnessed g appropriate
4 It can promote environment friendly green growth policies in favour of sustainable economic growth based on low carbon energy use.
5 by finding the right instruments which encourage green investment

Lesson Six

Learning Objectives
- Identifying the main idea of a text
- Identifying the meaning of words in context
- Identifying synonyms
- Demonstrating understanding of a reading text by answering comprehension questions about it

F Reading

Read the text and answer the questions.

Major World Economies Aim for “Green Growth” as the Way out of the Crisis

The world’s main countries are looking to “green economic growth” as the way forward out of the current crisis. Ministers from 40 countries, representing 80% of the world’s economy, discussed the crisis. Participants included the five major economies: Brazil, China, India, Indonesia and South Africa.

In a Declaration on Green Growth, ministers gave the OECD (The Organisation for Economic Co-operation and Development) the task of developing a Green Growth Strategy bringing together economic, environmental, technological, financial and developmental aspects into a comprehensive framework. “We are talking about major changes,” said the Korean Prime Minister, who chaired the meeting.

He also said, “Technological development and actions to protect the environment and combat climate change can also be harnessed in favour of economic growth.”

“The OECD will provide the expertise needed to support governments in addressing these challenges,” the OECD Secretary-General said. “OECD countries will promote environment friendly green growth policies in favour of sustainable economic growth based on low carbon energy use,” he claimed. He added that the OECD has recognised the importance of appropriate instruments encouraging green investment to contribute to recovery and green growth.

Questions
1 What is the main idea of the text?
2 Find in the text words that mean the following:
   a major b now c complete d structure
   e head f made of g suitable
3 What crisis is the world facing today, according to the text?
4 How can the new declaration on green growth help overcome this crisis?
5 How will the members of the OECD implement the new policies?

8 Use context clues to find the meaning of the underlined words.

1 The part at the back of the car used for holding luggage is called the car boot.
2 Simple aerosol cans contain a liquefied gas, called the propellant, in which material is dissolved, i.e., melted.
3 Some people in the North of Thailand do wickerwork, for example, they make elephants, turtles, plates, beds and chairs from teak trees for earning money.
4 The plane is scheduled to leave for Phuket at 7:00 am but the plane departure has been postponed for two hours. That is to say, it will leave at 9:00 am instead.
5 Learning should not be limited to the classroom or with teachers. We can learn about things by ourselves. Similarly, self-learning is encouraged for our education system.

Answers
1 part at the back of the car used for holding luggage
2 propellant = liquefied gas / dissolved = melted
3 d
4 d
5 learning by ourselves about things that are not taught by teachers.
Lesson Seven

Part One: Written Communication

A Revision

1 Letters

- Reviewing the format of a business letter
- Reviewing the parts of a business letter

Teaching Tips

Writing Complimentary Closing Phrases

When writing a professional letter, the complimentary closing phrase you choose is important. As you choose which complimentary close you want to end your letter with, pay cautious attention to what you say. The goal is to be respectful and cordial, but you don’t want to cross boundaries and be overly-friendly when it isn’t warranted. There are many different complimentary closing phrases to choose from and as you select the one that is right for your professional letter, you want to consider your relationship with the person receiving the letter and the level of formality contained within the body of the text.

Examples of Formal Complimentary Closes

Typically, in formal letters, the standard phrase to use is “Sincerely” or “Sincerely yours”. However, sometimes an author penning a letter wants to use something that is a bit different. In that case a phrase such as “Respectfully” or “Respectfully yours” might be a good consideration. Another popular, although some consider outdated is “Very truly yours”. For formal letters as long as the phrase indicates a level of respect, you can’t go wrong with any of the above complimentary closes.

Examples of Personal Complimentary Closes

Professional letters that are more casual or personal can use a complimentary close that reflects the relationship or sentiments. Acceptable closes are ones such as “Regards”, “Best wishes”, “Cordially”, “Kind regards”, “Be well”, “Best” or “All the best”. If you choose any of these phrases, be sure and choose carefully because these complimentary closes demonstrate a level of familiarity and are appropriate if the letter is in a more informal tone.

The complimentary close is the way a person wraps up a professional letter. It is of value to carefully select the right phrase because these parting words are the last ones a letter’s recipient will read. A poorly received closing can leave a negative impression and detract from the overall message, while a properly chosen complimentary close can leave a positive impression and the message will be well received as intended.
Correspondence

- Complete this information about writing letters with words from the box.
- wishes faithfully Mrs summates sincerely Dear Sir

When we write a letter in English, we begin with the word Dear and the person’s name. We use first names for letters to friends but we usually use titles and (1) _____________ for business letters to other people. The most common titles are Mr, (2) _____________, Miss, Mrs and Dr. At the end of the letter, we write Yours (3) _____________ and the name and title of the sender. Letters to friends and family can have different endings, such as Best (4) _____________ or Love from. Sometimes we do not know the name of the person who we are writing to, so we begin (5) _____________ (or Dear Madam because the person might be a man or a woman). Then at the end of the letter, the sender writes Yours (6) _____________ and his / her name.

- Read the following letter and answer the questions.

Computacom LTD
33 Balcombe Road, Haywards Heath, Sussex RH16 7XB

Mr Maher Assaf
23 January, 2010

Sales Representative
Technical Support Technician
396 Cromwell Road
London

Dear Mr Assaf

Thank you for your letter on 3 January. As requested, I enclose full details of our IT courses.

I look forward to hearing from you again.

Yours sincerely
J Tinkler

Mr J Tinkler
Director

- In pairs, choose one of the following two situations and write a letter.

Situation 1

You are Head of Human Resources at an international cosmetics company. You have been in touch with an IT Training company about training for some of your staff. You have now received information about the training but need to change some of the details. With a partner, think of what kind of changes you might need to make (for example, the number of people taking the training course, the number of sessions, the cost, etc...). Write the letter with your partner.

Computer Training Courses
Introduction to Computers and Windows, a six-hour course given on:
102WIND1A: Wednesday, 9:30am-4:30pm 1 session on 4 August
102WIND1B: Tuesday, 6-9pm 2 sessions on 7-14 September
102WIND1C: Friday, 9:30am-4:30pm 1 session on 15 October
102WIND1D: Monday, 6-9pm 2 sessions on 8-15 November
102WIND1E: Thursday, 6-9pm 2 sessions on 9-10 December

Cost: $250

- Students’ answers

Lesson Eight and Nine

Learning Objectives
- Choosing proper language depending on addressee
- Rewriting a letter using more formal language

a
- Give time for students to complete the task individually.
- Check answers as a whole class.

Answers
1 summates 3 sincerely 4 wishes
2 Mrs 5 Dear Sir 6 faithfully

b
- Read the letter with the students. As you are reading it, point out its parts.
- Give time for the students to read the letter silently and answer the questions. Allow them to compare their answers with those of a partner.
- Check answers as a whole class.

Answers
1 a Who is the reader? b Who is the writer? c What is the date? d What was the date of Maher Assaf’s letter? e Whose address is at the top the writer’s or the reader’s? f Whose address is on the left?
2 a Maher Assaf d 3 January 2010 b J Tinkler e The writer’s c 23 January, 2010 f The reader’s

C
- Do the first item with the class as an example to check that students understand the task.
- Then tell them to complete the task individually or in pairs.
- Check answers as a whole class.

Answers
Students’ answers

D
- Read the letter with the students. As you are reading it, ask students to underline the informal phrases.
- Give time for the students to read the letter silently and change the phrases they have underlined to make them more formal.
- Check answers as a whole class.

Answers
Students’ answers

Give As homework or revision: Activity Book, exercises A, B, and C, p.48
A Dialogue

1

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliet wants ______ jacket.</td>
<td>1</td>
</tr>
<tr>
<td>1. a smaller jacket.</td>
<td>a</td>
</tr>
<tr>
<td>2. Juliet _______ buy the jacket.</td>
<td>c</td>
</tr>
<tr>
<td>3. What does Ali do at the takeaway restaurant?</td>
<td>a</td>
</tr>
<tr>
<td>4. How do the customers get their food?</td>
<td>c</td>
</tr>
<tr>
<td>5. What does Ali ask for before he takes a customer’s order?</td>
<td>d</td>
</tr>
<tr>
<td>6. How long does it take to cook and deliver the food?</td>
<td>b</td>
</tr>
<tr>
<td>7. In your opinion, what is the customer saying to Ali (where you see three dots)?</td>
<td>7</td>
</tr>
</tbody>
</table>

Answers

1. a
2. c
3. He takes orders by phone.
4. Someone delivers it.
5. He asks for their name and address.
6. It takes twenty minutes or less.
7. Students’ answers

Teaching Tips

Five Things Never to Say on a Business Call

1. “That's not our policy.” This is an unsatisfactory excuse to avoid taking action on complaints or requests. It’s also damaging. If an employee cannot grant the request or fix the complaint, he or she ought to consult a superior for advice or be given authority to find alternatives that will transform the customer from disgruntled to appreciative. Either way, keep the customer informed at every stage.

2. “That’s not my department,” or “That’s not my job.” Everyone and anyone working for the company must be prepared to answer any and every caller’s needs. At the very least, if the employee lacks knowledge or responsibility, he or she should get a phone number, ask a manager for help and call back with information that does the trick.

3. “My computer’s down,” or “We’re having trouble with our servers.” This is simply not a caller’s problem, nor a reason to suspend service. Business runs with or without active monitors. Apologise for the fact that you cannot help. Then pick up a pencil, write down the phone number and get back to him or her as soon as you can help.

4. “I was just waiting to get more information before calling you back.” Everyone knows this is a trick. If you were really gathering info, you’d send an email or leave an explanatory voice mail — which is what every professional does with important contacts. All this phrase does is to insult the caller by signalling that he or she has no priority in your schedule — or else that you’re incompetent. Either way, if you’re avoiding someone’s calls, be more creative.

5. “I’ll see that she calls you.” This is pure self-protection. You should only promise to deliver the message, not that there will be a return call. It’s not up to you to promise someone else’s attention. If there is no return call, you’ve created unnecessary disappointment or irritation.
B Listening

Tell the students they are going to listen to a customer ordering food on the telephone and that they need to complete the order form.

- Play the recording without stopping while the students complete the form silently.
- Check answers as a whole class.

**Audioscript**

**Ali**

_Burger Take-Away._

**Mrs Brooks**

Hello. I’d like to place an order, please.

**Ali**

Certainly, Madam. May I have your name and address please?

**Mrs Brooks**

The name’s Brooks. We’re at Al Mansour Street in apartment five.

**Ali**

Telephone number?

**Mrs Brooks**

8321

**Ali**

OK. What would you like?

**Mrs Brooks**

We’d like two large beefburgers, one small chicken burger and chips for three people.

**Ali**

Small, medium or large?

**Mrs Brooks**

Um... Medium please.

**Ali**

Any salad? Or cola?

**Mrs Brooks**

No thanks.

**Ali**

OK. You’ll receive your order within 20 minutes.

**Mrs Brooks**

Thank you. Goodbye.

**Ali**

Goodbye.

**Answers**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Item</th>
<th>Size</th>
<th>SYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>beefburger</td>
<td>small</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>large</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>chicken</td>
<td>small</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>burger</td>
<td>large</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>chips</td>
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<tr>
<td></td>
<td></td>
<td>medium</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>large</td>
<td>32</td>
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<tr>
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<td>24</td>
</tr>
<tr>
<td></td>
<td>cola</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

**Lesson Two**

**Learning Objectives**

- Practising helping customers and taking orders
- Practising taking orders by telephone

C Taking orders

Demonstrate the task by telling the students to write number 1 on the left of the first line and number 10 on the left of the last line. Tell them that the other lines of the dialogue are in the wrong order so they must number them correctly.

- Give the students time to read silently and work out the correct order.
- Check answers as a whole class.

**Answers**

1 / 6 / 8 / 2 / 7 / 3 / 9 / 4 / 5 / 10

D Helping customers in a shop

**Answers**

Students’ answers

**Activity Book pages 6 and 7 exercises 1 and 2**

**Lesson Three**

**Learning Objectives**

- Practising helping customers and taking orders
- Practising playing the role of customers

**D Helping customers in a shop**

- Ask students to explain the meaning of each phrase. Ask them to repeat the phrases chorally and individually.
- Tell the students to work quietly and individually to complete the dialogue with one phrase in each gap. Ask two students to read aloud the completed dialogue so that the whole class can hear.
Lesson Four

Learning Objectives
- Identifying adjective order
- Practising calculating percentages and discounts

Grammar

adjective order

E Grammar

Order of Adjectives

In English, adjectives come before nouns. When we want to use more than one adjective, usually two or three, to describe an object, these adjectives come in a specific order. Note that there are different ways to order the adjectives; however, it’s important to be consistent.

Examine the following examples:

1. My mother is looking for a small brown leather handbag.
2. I’d like to buy that beautiful old oil painting.
3. The talented young Syrian poet visited our school.
4. It’s a warm dry day; let’s go out!

We notice that in the first sentence size comes before colour and material. In the second sentence, opinion comes first, followed by age. In the third sentence, opinion is followed by age and origin. The fourth sentence includes adjectives related to temperature and humidity, in that order. Note that if there is a noun acting as a defining adjective, it comes immediately before the noun, e.g. oil painting.

This is one suggested way of sequencing adjectives:
- number, opinion, appearance (size, weight, shape), age, temperature, humidity, colour, origin, material

Choose the correct answer:
1. I bought a pair of (black leather / leather black) shoes.
2. It was a (red fast / fast red) car.
3. It’s a (big round yellow / round big yellow) building.
4. It’s (a beautiful old / an old beautiful) film.
5. It’s (a mobile expensive / an expensive mobile) phone.
6. The (two last / last two) visitors were Japanese.
7. It’s (a popular American / an American popular) airline.
8. It’s (a new good / good new) restaurant.

F Percentage charges and discounts

Work in pairs. Read the questions and calculate the answers.

1. A hotel charges 1600 SYP for one night. Guests must also pay 5% sales tax and 2% city tax. What is the total?
2. Tarek and some friends have a meal in a restaurant. The cost is 1430 SYP plus 10% service charge. How much is the service charge?
3. Lamia is writing new price labels because the shop is having a sale next week with 15% off everything. What are the new prices for:
   - jackets which were 1600 SYP?
   - skirts which were 1120 SYP?
4. The boss is going to a two-day conference next month. The cost is 2000 SYP per day. There is a 5% discount for payment before the end of the month. Huda is sending now the money for two days. How much should she send?

Answers

1. 1712 SYP  2. 143 SYP  3. 1360 SYP and 952 SYP  4. 3800 SYP

Activity Book pages 7 and 8 exercises 3 and 4

Answers

Students’ answers
Lesson Five

Learning Objective
- Performing a roleplay

G Roleplay
9
- Tell students that they are going to make a roleplay in which they practise buying and selling things.
- In pairs, students practise buying and selling the items in the pictures.
- Go round and monitor students’ discussions. Be ready to offer help where necessary.

Answers
Students’ answers

Lesson Six

Learning Objectives
- Identifying the common features in meaning among words related to sales
- Categorising selling words under a general heading
- Identifying various methods of payment

H Vocabulary
10
- Tell the students to look at the given words. Say the words with correct pronunciation.
- Explain vocabulary.
- Ask the class to tell you the answer to the first item as an example. Work through the rest of the exercise orally with the whole class, getting answers from various students.

Answers
Students’ answers

11
- Let students complete the task in pairs. When they have finished, ask volunteers to read their answers aloud.

Answers
Students’ answers

12
- Students work individually to match words to make selling phrases.
- Ask students to exchange books and mark their partner’s work as you give the correct answers orally.

Activity
Find in the following texts synonyms of the words ‘increase’ and/or ‘decrease’.

Many areas are experiencing a serious market slow down. If prices are decreasing in your area, you may soon face the prospect of representing sellers who need a “short sale.” The term “short sale” refers to a situation where the seller lacks sufficient equity to close a transaction unless the lender takes a reduction in their loan payoff.

French cheese sales have dropped 6.5 per cent in the last year. France is now in third place and descending, behind Australia (actually California), Italy (fourth place, up 14.9 per cent), South Africa (fifth place, up 34.9 per cent) and Chile (sixth place, up 14.7 per cent) are all vying for France’s position. Australian cheese sales may be down a percentage point but they look in no danger.

With the ever-declining price of gasoline, truck and SUV sales are seeing a rebound and will make up 51 percent of the total this month. This isn’t great news for those of us who think downsizing is the way to go. However, when gas prices shoot up again (and they will), we’ll see who is smiling.

There is no secret that land prices have softened overall as a result of the recession, following their rocket-like upward move in 2007 and 2008. Economists say the two decade run-up in land prices came at a steady pace of 2% to 3% annually through 2004, before it jumped with a 20% increase that year, and 10% increases through 2008.
I Reading

Read the text and answer the questions. Then write labels for the five items below.

When buying things, people can pay in different ways. Some forms of payment are easy and don't need any form filling whereas others are a little bit more complicated and may involve some kind of form filling. For example, some people choose direct debit as a way of paying instalments each month. For telephone or Internet banking, people usually need to provide an account number. Credit/debit cards are accepted in many places. Bills can also be paid at banks using payment booklets but most banks will make a charge for this unless you are also their customer. If making payment by cheque, people should quote their account number on the back. Some people prefer to pay by post or in person using a payment book.

When you buy things in a shop, you pay in cash. It's easy; the assistant may give you your change. Another way of paying is with a plastic card. For example, a guest at a hotel can use his card to pay the hotel bill. The hotel puts his card number and the amount on a form, and the guest signs the form. Then the hotel can get the money from the bank.

Questions
1. What does a bill tell you?
2. What are two ways of paying for electricity?
3. What is on the form that the hotel sends to the bank?
4. Whose money does the bank pay to the supplier?
5. Which of the methods of payment mentioned in the text is most common in Syria? Which is least common?
6. Try to research the Internet for advantages and disadvantages of one of the mentioned methods of payment that is new to you. Organise your ideas in a graphic organiser.

Answers

INCREASE: rebound, shoot up, upward move, run-up, jumped
DECREASE: slow down, reduction, dropped, descending, be down, declining, downsising, softened

Answers

Labels: 1 receipt 2 cash 3 bill 4 cheque 5 credit / debit card

1. It tells the customer how much to pay.
2. Pay in cash or write a cheque.
3. The customer's money
4. The guest's card number, the amount to be paid and the guest's signature
5. Students' answers
6. Students' answers

Teaching Tips

How You Can Use Graphic Organisers in the Classroom

1. Make a copy of your graphic organiser that you can project onto a whiteboard. If you are using an overhead projector, photocopy your graphic organiser onto a transparency paper. If you are using an LCD projector, put a copy of the graphic organiser into your computer's word-processing program.

2. Project the graphic organiser onto the screen and explain all of its parts to the students. If the organiser is a table, show them the data that belong in each section. If the organiser is a web, show them how to draw new lines and add more information to the web. Students need to understand the purpose of a graphic organiser before they can use it properly.

3. Work together with your students to fill out the graphic organiser as an example. Use your markers and ask students to help you fill out the graphic organiser for a simple situation or a fairy tale that everyone already knows. This way they can practise with new graphic organiser format using familiar material and information.

4. Give your students opportunities to use a variety of graphic organisers in the classroom. While one student may find T-charts especially helpful, another student might prefer Venn diagrams. When you expose your students to several different types of graphic organisers and show them the proper ways to use these organisers, you give them a chance to find a new tool that they can use on their own for future projects.

Different Types of Graphic Organisers

a. The Series of Events Chain Graphic Organiser: This organiser can be used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralise an acid); a sequence of events (how feudalism led to the formation of nation states) or the goals, actions and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions are: What is the object, procedure or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

b. The Continuum Scale Graphic Organiser: This organiser can be used for time lines showing historical events or ages, degrees of something, shades of meaning or ratings scales. Key frame questions are: What is being scaled? What are the end points?

c. The Story Board Graphic Organiser: This organiser can be used for helping students understand how events are sequenced in a story. They can also describe some of the details that are associated with each event.

d. The Network Tree Graphic Organiser: This organiser can be used to show causal information (causes of poverty), a hierarchy (types of insects) or branching procedures (the circulatory system). Key frame questions are: What are the subordinate categories? How are they related? How many levels are there?

e. The Problem and Solutions Graphic Organiser: This organiser can be used for helping students understand how a single problem can have more than one possible solution. Students can brainstorm ideas for possible solutions and consider what the different outcomes might be. Key frame questions are: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?
f The Cycle & aphic Organiser: This organiser can be used for helping students understand how events or issues can be circular or cyclic. Key frame questions are: What are the critical events in the cycle? How are they related? By what ways are they self-reinforcing?

g The Cluster & aphic Organiser: This organiser can be used for helping students understand how items, issues, events or categories can be clustered, some relating more or less closely to others.

h The Compare / Contrast & aphic Organiser: This organiser can be used for helping students understand how issues or themes can have similar attributes or characteristics. Key frame questions are: What things are being compared? How are they similar? How are they different?

i The KWL & aphic Organiser: This chart helps students to organise their learning into three categories:
- K - Stands for helping students recall what they KNOW about the subject.
- W - Stands for helping students determine what they WANT to learn.
- L - Stands for helping students identify what they LEARN as they read.

j The Five Ws and an H & aphic Organiser: This chart helps students organise their thoughts about Who, What, How, Why, Where?

k The Anticipation/Reaction & ide & aphic Organiser: This organiser can be used to assess the class knowledge before they begin a lesson.

l The Star & aphic Organiser: Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme.

For example, a star diagram can be used to create a graphic display describing everything you know about dinosaurs: when they lived, what kinds there were, how big they were, what they ate, where fossils have been found, etc.) or a graphic display of methods that help your study skills (like taking notes, reading, doing homework, memorising, etc.)

m A Fishbone Map & aphic Organiser (sometimes called a herringbone map) It is a type of graphic organiser that is used to explore the many aspects or effects of a complex topic, helping the student to organise their thoughts in a simple, visual way. The use of colour helps make a fishbone map clearer and easier to interpret.

If the topic at hand involves investigating attributes associated with a single, complex topic and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organiser.

n T-Chart & aphic Organisers: It is a chart in which a student lists and examines two facets of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, etc. For example, a student can use a T-chart to help graphically organise thoughts about:
- Making a decision by comparing resulting advantages and disadvantages (like getting a pet or taking a new job)
- Evaluating the pros and cons of a topic (for example, adopting a new invention)
- Enumerating the problems and solutions associated with an action (for example, analysing the plot of a book or a topic like poor nutrition)
- Listing facts vs. opinions of a theme (get to use after reading a selection of text or a news article)
- Explaining the strengths and weaknesses of a piece of writing (like useful after reading a piece of persuasive or expository writing)
- Listing any two characteristics of a topic (like the main ideas for a given topic and a salient detail for each idea)
### Correspondence

**Lessons Seven, Eight and Nine**

**Learning Objectives**
- Identifying mistakes in a letter and correcting them
- Using proper punctuation

**e**

- Tell the students to read the instructions carefully.
- Then make sure that they understand the task before they write their letters individually.
- Ask students to check each other’s work in pairs, and then collect it for you to mark.

**Answers**

Students’ answers

**f**

- There are various ways of doing this review task. You could do it orally with the whole class or tell the students to do it individually or in pairs first.
- Alternatively, you could divide the class into teams and make it a competition.

**Answers**

Students’ answers

---

**Situation 1**

You are organizing a conference for your company’s sales representatives from all over the country. You have already booked the hotel where the conference would be held and the sales representatives would stay and have just received a letter of confirmation. However, you need to make some changes to the arrangements. With a partner, think of what kind of changes you might need to make (for example, the number of hotel rooms you need, the consultant availability, the deluxe room, the options given, etc…). Write the letter with your partner.

**Complete Meeting Packages**

For a successful, efficient meeting that is easy to budget, our CMP includes everything you need: conference rooms, professional meeting services, 3 meals and guest accommodations. Your CMP includes:

- Professional Conference Consultant to assist in preplanning
- Advanced audio-visual systems built into your conference room.
- Continuous refreshment breaks throughout your work day.
- Deluxe guest room with a desk and two telephone lines including speakerphone, feature and data port for computer or fax, remote control colour TV, radio and room service.

**Modified Meeting Package**

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes each conference room, lunch, dinner, continuous refreshment service, conference space, conference services, standard audio/visual equipment and service charges covering gratuity for food and beverage.</td>
<td>Includes each conference room, breakfast, lunch, continuous refreshment service, conference space, conference services, standard audio/visual equipment and service charges covering gratuity for food and beverage.</td>
<td>Includes each conference room, lunch, continuous refreshment service, conference space, conference services, standard audio/visual equipment and service charges covering gratuity for food and beverage.</td>
</tr>
</tbody>
</table>

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**Find the mistakes and rewrite this letter from Anne Bell correctly.**

**Rewrite this letter using correct punctuation and capital letters.**

3 September 2010 / Mr Rod Stuart Training Manager / TST UK / 396 Cromwell Road, London SW3 9NT

Dear Sir,

I've received your April statement and I think it contains an error. I withdrew 80 pounds cash from your cash machine on 12 April, not 100 pounds. I would be grateful if you could check this for me. My account number is 20693056.

I look forward to meeting you next week.

Yours sincerely,

Anne Bell

---

**Give as homework or revision: Activity Book, exercises A, B, C, D, E, and F, pp.48-49**
Lesson One

A Dialogue

1. Go through the dialogue in detail and explain any new vocabulary.
2. Ask the students to try to answer the questions in pairs.
3. Check answers as a whole class.

Answers
1 Samira spent 550 Syrian pounds and Huda spent 1300 Syrian pounds.
2 Yes: a pair of red shoes.
3 Samira
4 some CDs for her brother and the telephone bill
5 Students’ answers

B Listening

1. Play the recording and ask students to write their answers individually.
2. Check answers as a whole class.

Audioscript

Sally: On Thursday, I paid my electricity bill. That was forty-six pounds. I spent two pounds on the bus, and I had lunch at a burger place. That was two pounds fifty.

On Friday, I needed some food from the supermarket, so I spent sixteen pounds on food. In the evening, I went to the cinema and saw a film. That was four pounds.

On Saturday, I played tennis in the morning. That was two pounds. Then in the afternoon, I went to the hairdresser because my hair was too long. Cutting my hair cost me ten pounds. After that, I went shopping and I bought a jacket – a nice blue jacket. That was forty pounds.

Answers
Friday: 20 pounds
Saturday: 52 pounds
TOTAL: 122.50 pounds

Lesson Two

A Dialogue

1. Read the dialogue and answer the questions.

Samira and Huda are speaking about their spending records.

Samira: Hello Huda. Did you get your pay cheque?
Huda: Yeah, two days ago. And I’ve already spent a lot of it!
Samira: Well, me too. I spent 400 SYP on groceries then went to the cinema which cost 150 SYP.
Huda: I had to buy lots of things too. I got my mother a gift for 200 SYP and got myself a pair of red shoes for 800 SYP and some books for 300 SYP.
Samira: And I still have to buy some CDs for my brother and pay the telephone bill.
Huda: That will cost you around 800 SYP.
Samira: Yeah! I have to be careful or else I’ll run out of money before the end of the month!

Questions
1. How much did each lady spend?
2. Did Huda buy anything for herself? What was it?
3. Who bought food and went to the cinema?
4. What does Samira have to pay for later?
5. What problem might the ladies have in the future?

B Listening

1. Listen to Sally and complete her spending record for Friday and Saturday. Then calculate the total below.

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>electricity bill £46</td>
<td>bus £2</td>
<td>food £2.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sat.</td>
<td>hairdresser</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Three

C Money

1. Ask students to discuss the questions in pairs.
2. Go round and monitor students’ language.

Answers

Students’ answers
Incomes and Salaries

D Vocabulary

Match the underlined idioms with their definitions.

a. What are you saying as sound as a pound.
   b. I'll throw in my two cents while we're talking about this.
   c. You should start cutting your losses before it is too late.
   d. She has a heart of gold.
   e. I'll give you a penny for your thoughts.

1. What is a typical hourly rate of pay for a young shop assistant?
2. What is a typical annual salary for someone who has just left university?
3. What is a typical percentage rate of interest for (a) mortgages and (b) credit cards?
4. How much does a small apartment in this area cost (a) to rent and (b) to buy?
5. How much do you think an average middle-class family spends on food in a week?
6. How many Syrian pounds are there to (a) the dollar and (b) the Euro?

E Past Time

1. Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, speakers may not actually mention the specific time but they do have one specific time in mind.

Examples:
- I saw a movie yesterday.
- I didn’t see a play last night.
- Did you have dinner?

2. We use the simple past to list a series of completed actions in the past. These actions happen first, second, third, fourth and so on.

Examples:
- I finished work, walked to the beach and found a nice place to swim.
- Did you add flour, pour in the milk and then add the eggs?

3. The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as for two years, for five minutes, all day, all year, etc.

Examples:
- I lived in Brazil for two years.
- They did not stay at the party the entire time.
- A: How long did you wait for them?
  B: We waited for one hour.

4 The Simple Past Tense can also be used to describe a habit which stopped in the past. It can have the same meaning as used to”.

Examples:
- * I studied French when I was a child.
- * He didn’t play the piano when he was younger.

5 The simple past can also be used to describe past facts or generalisations which are no longer true. As in number 4 above, this use of the simple past is quite similar to the expression used to”.

Examples:
- She was shy as a child, but now she is very outgoing.
- He didn’t like tomatoes when he was a child.
- Did you live in Texas when you were a kid?
Lesson Four

Learning Objectives
- Identifying the past form of regular and irregular verbs
- Practising forming questions with Did

Grammar
- simple past tense

F Verbs in the past
7
- Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Give the students time to read the example questions and answers. Explain the rules for forming questions with / without did.
- Check understanding by eliciting examples from volunteers.

REGULAR VERBS
<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>called</td>
</tr>
<tr>
<td>clean</td>
<td>cleaned</td>
</tr>
<tr>
<td>answer</td>
<td>answered</td>
</tr>
<tr>
<td>check</td>
<td>checked</td>
</tr>
<tr>
<td>receive</td>
<td>received</td>
</tr>
<tr>
<td>travel</td>
<td>travelled</td>
</tr>
<tr>
<td>stop</td>
<td>stopped</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
</tr>
<tr>
<td>carry</td>
<td>carried</td>
</tr>
<tr>
<td>play</td>
<td>played</td>
</tr>
</tbody>
</table>

IRREGULAR VERBS
<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>cut</td>
<td>felt</td>
</tr>
</tbody>
</table>

Did
- I / you / he / she / it / we / you / they go?
- Yes, No, I / you / he / she / it / we / you / they did. / didn’t.

Activity Book page 11 exercises 3 and 4

Answers
- Students’ answers

8
- Ask students to prepare the answers individually or in pairs.
- Invite a volunteer to give you the answer. Check that all students agree by show of hand. In case of disagreement, allow time for a class discussion.

Answers
- Students’ answers

9
- Ask students to prepare the answers individually or in pairs.
- Check answers as a whole class.

Answers
- Students’ answers

10
- Explain the task.
- Put students in pairs and give them plenty of time to choose eight questions for their role play.
- After they have finished, get the students to do the task orally or in writing.
- Check answers as a whole class.

Answers
- Students’ answers

11
- Do the first item orally with the whole class.
- Allow time for students to complete items 2-6 individually or in pairs.
- Invite a volunteer to give you the answer. Check that all students agree by show of hand. In case of disagreement, allow time for a class discussion.

Answers
- 1 When did he arrive?
  He arrived last week.
- 2 How much did you pay?
  I paid 20 pounds.
- 3 Which jacket did she buy?
  She bought the red one.
- 4 How many letters did we receive?
  We received twelve letters.
- 5 Where did they play?
  They played in the park.
- 6 Who did he call?
  He called the manager.

Activity Book page 11 exercises 3 and 4
Lesson Five

Incomes and Salaries

Answer the questions above.

Example 7 a) He didn't. He studied at home.

Work in pairs. Act eight conversations, using questions and answers from exercises 8 and 9 above.

Make questions using the verbs in brackets in the correct forms. Then write answers using the words/phrases in italics.

1. When – he – (arrive)? last week
2. How much – you – (pay)? 20 pounds
3. Which jacket – she – (buy)? the red one
4. How many letters – we – (receive)? twelve
5. Where – they – (play)? in the park
6. Who – he – (call)? the manager

G Spending records

Look at Della's and Sally's spending records. Ask and answer the questions.

<table>
<thead>
<tr>
<th>Sally</th>
<th>Della</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Meal with Sally – 8 pounds</td>
</tr>
<tr>
<td>Tues.</td>
<td>Food – 15 pounds</td>
</tr>
<tr>
<td>Wed.</td>
<td>Books – 32 pounds</td>
</tr>
<tr>
<td>Fri.</td>
<td>Cinema – 4 pounds</td>
</tr>
<tr>
<td>Sat.</td>
<td>Food – 35 pounds</td>
</tr>
<tr>
<td>Sun.</td>
<td>Telephone bill – 78 pounds</td>
</tr>
<tr>
<td></td>
<td>Petrol – 25 pounds</td>
</tr>
<tr>
<td></td>
<td>Green skirt – 20 pounds</td>
</tr>
<tr>
<td></td>
<td>Books – 9 pounds</td>
</tr>
<tr>
<td></td>
<td>Present for mother – 16 pounds</td>
</tr>
<tr>
<td></td>
<td>Food – 57 pounds</td>
</tr>
<tr>
<td></td>
<td>Petrol – 20 pounds</td>
</tr>
</tbody>
</table>

a. How much did Della spend on Monday?
b. What did she buy on Tuesday?
c. Who bought CDs on Saturday?
d. What did Sally do on Friday?

Work in pairs. Ask and answer more questions about the two spending records.

1. How much did ... ?
2. How much was ... ?
3. Who spent ... ?
4. Who bought ... ?
5. What did ... ?
6. Who called ... ?
7. What was ... ?
8. Where did ... ?
9. What did ... ?
10. Who did ... ?

Answers

Students’ answers

Activities

Activity 1

Change each sentence into a Yes / No question.

1. We were on the beach.
2. Some First Nations people lived in tents.
4. They talked about their homework.
5. He didn't practise hockey every day.
6. The soup wasn't hot.
7. A raccoon ate Sally's lunch.
8. They were happy together.

Activity 2

Make questions using the wh-question words in brackets.

1. She bought an old car. (what)
2. They travelled across Canada by bike. (how)
3. Beavers were common on Vancouver Island. (where)
4. Jan studied for three hours. (how long)
5. The fox was in the garden. (where)

Answers

Activity 1

1. Were you on the beach?
2. Did some First Nations people live in tents?
3. Did Kyoko buy a new car?
4. Did they talk about their homework?
5. Did he practise hockey every day?
6. Was the soup hot?
7. Did a raccoon eat Sally's lunch?
8. Were they happy together?

Activity 2

1. What did she buy?
2. How did they travel across Canada?
3. Where were beavers common?
4. How long did Jan study?
5. Where was the fox?
Lesson Six

Learning Objectives

- Identifying the main idea of a text
- Demonstrating understanding of a text by answering questions
- Practising identifying the meaning of new words from context
- Practising writing a summary

H Reading

14

- Allow time for students to read the text silently. While they are reading, go round and answer any questions about vocabulary.
- Ask students to complete the task individually.
- Check answers as a whole class.

Answers

1 The main idea is salaries.
2 Students’ answers
3 The first article’s source is a journalist whereas the second is financial analysts.
4 Students’ answers
5 Students’ answers

Activity Book page 11 exercises 5 and 6

Teaching Tips

Writing a Summary

A good summary has the following characteristics:

Proper Citation: The summary begins by citing the title, author, source and, in the case of a magazine or journal article, the date of publication of the text.

Thesis Statement: The overall thesis of the text selection is the author’s central theme. The thesis statement is stated at the beginning of the summary.

Supporting Ideas: The author defends his/her thesis with supporting ideas.

Steps in Writing a Summary

Initially, summary writing can seem like a challenging task. It requires careful reading and reflective thinking about the article. Most of us, however, tend to skim read without focused reflection, but with time and effort, the steps listed here can help you become an effective summary writer.

- Read the article.
- Reread the article.
- Divide the article into segments or sections of ideas. Each segment deals with one aspect of the central theme. A segment can comprise one or more paragraphs.
- Label each segment. Use a general phrase that captures the subject matter of the segment.
- Write the label in the margin next to the segment.
- Highlight or underline the main points and key phrases.
- Write a one-sentence summary for each segment of thought on a separate sheet of paper.
- Formulate the Thesis Statement.

Questions

1 What is the idea that both articles are presenting?
2 Choose two difficult words from each article and find their meaning in the dictionary.
3 What are the sources of information in both articles?
4 Discuss with your classmates the importance of the two issues mentioned in the above articles.
5 Formulate the Thesis Statement.

H Reading

1 Read the two newspaper articles and answer the questions.

Study Reveals Gulf Between Dubai Wage Earners

Europeans have the highest incomes in Dubai, earning almost twenty times more than labour-camp workers. The average annual income of a European working in Dubai is AED 382,000 while a labour-camp worker on average earns just AED 21,000 a year, according to a survey by the Dubai Statistics Centre.

The latest Dubai expenditure and income survey reveals that individual earners in European households on average have the highest incomes, followed by UAE nationals with an income of AED 324,000, Arabs with AED 196,000 and Asians with AED 141,000.

It also shows that households in Dubai spend 11.29 percent of total consumption expenditure on food, medicine and clothes and 42.95 percent on housing and energy. While leisure, entertainment and education account for eight percent of consumption in households in Dubai, labour-camp workers spend just one percent on this category.

Average Salary in Russia Reaches $545

The average salary in Russia is 13,800 rubles ($545) in 2009, 25 percent more than last year, the Federal Statistics Agency reported. Analysts warn that the growth of incomes will slow down in the next few years.

The average wage went up 24.7 percent over the past year. Incomes are rising mainly because of growing wages which make up 40 to 42 percent of the overall income. Analysts note that salary growth is pushed by the private sector. Pensions are still growing at a much slower rate than salaries.

Meanwhile, the Economic Development and Trade Ministry is concerned that the income growth is much higher than the growth of labour productivity. Low competitiveness means that both economy and living standards are not growing fast enough, the government says.

Practising writing a summary

- Formulate a central theme that weaves the one-sentence segment summaries together. This is your thesis statement.
- Write your first draft.

1 Begin with a proper citation of the title, author, source and date of publication of the article summarised.

2 Combine the thesis statement and your one-sentence segment summaries into a one- or two-paragraph summary.

3 Eliminate all unnecessary words and repetitions.

4 Eliminate all personal ideas and inferences.

5 Use transitions for a smooth and logical flow of ideas.

6 Conclude with a “summing up” sentence by stating what can be learned from reading the article.

7 Edit Your Draft. Check your summary by asking the following questions:
   - a I answered the who, what, when, why and how questions?
   - b Is my grammar, punctuation and spelling correct?
   - c I left out my personal views and ideas?
   - d Does my summary flow when I read it aloud?
   - e someone else read it. Does the summary give them the central ideas of the article?

   • Write your final draft.
2 Emails

Note

a. Ask the students to read the letter and underline the formal words / phrases.

b. Allow time for students to rewrite the words / phrases which they have underlined in an informal manner.

c. Check answers as a whole class.

Answers

Students' answers

C

Tell the students to read the instructions carefully.

b. Make sure that they understand the task before they write their paragraphs individually.

Student answers

Give as homework or revision Activity Book, exercises A, B, C, D and E pages 50-51

Answers

Students' answers
### Teaching Tips

#### Phrases to Use in Business Letters

**Request for information**
- I am writing to inquire about . . .
- I am writing in reference to . . .
- I read . . . and would like to know . . .
- Could you please send me . . .
- at the address below/above

Thank you for your assistance.
I look forward to hearing from you.

**Response to request**
- Thank you for your interest/inquiry.
- Enclosed is the information you requested.
- You can learn more about this at . . .
- If you have further questions,
- If you require assistance, please contact:
- If I can be of more help, please feel free to contact me at . . .

**Sample Sentences: Requests**
- Could you please send me your most recent brochure?
- Could you fax me the results of the market survey?
- I would like to order ten copies of the book, *Touchy Situations*.
- I would be very grateful if you could send me this information.
- Please return the enclosed envelope with your payment.

**Sample Sentences: Goodwill**
- Thank you for your hospitality.
- I enjoyed having lunch with you last week while I was in New York.
- Congratulations on your promotion to General Manager.
- I want(ed) to congratulate you on your new position.
- I was happy to hear that contract negotiations went well.

**Sample Sentences: Confirmation**
- I am writing to confirm . . .
- I would like to confirm what we discussed last Friday.
- I would like to confirm the main points we discussed . . .

**Sample Sentences: Notification**
- I am writing to let you know that . . .
- Please be aware / informed that . . .
- I would like to inform you of a recent policy change.
- I am happy to inform you that . . .
- Your request for funding has been approved.

**Sample Sentences: Offering Assistance**
- We would be happy to . . .
- If we can be of assistance, please don’t hesitate to ask.

**Sample Sentences: Collection**
- According to our records . . .
- Your records show that . . .
- Your monthly instalment is past due.
- Please send payment as soon as possible.
Meetings

A Dialogue

Huda is preparing the conference room for a meeting. Read the agenda for the meeting and answer the questions.

AGENDA
for a meeting in the conference room on Thursday 4 November 2010 at 10 a.m.
1 Information about the new offices
2 Dates and plans for moving
3 Training courses

Omar: Hello, Juliet. I thought you were on holiday today.
Juliet: No, I’m still here. I’m starting my holiday tomorrow.
Omar: Oh. Well, have a good holiday.
Juliet: Thanks.
Omar: What’s this meeting about? Do you know?
Juliet: No, but Huda might know.
Huda: It’s about the new offices for the sales department. Mr Ali is going to give us some information about them. Here’s an agenda for you.
Omar: Thanks.
Juliet: But I saw Mr Ali yesterday, and he said he wasn’t coming in today.
Huda: Yes, he planned to go to Lattakia, but then he changed his mind. He’s going tomorrow instead. Here he comes now.
Ali: Good morning. Are we ready to start the meeting?

Questions
1 What is the meeting about? (see Huda)
2 Who is giving out the agenda? (see Huda)
3 What is Mr Ali going to talk about? (see Huda)
4 Why is Omar surprised to see Juliet? (see the dialogue)
5 Why is Juliet surprised? (see the dialogue)

Answers
1 10 a.m.
2 three
3 He thought Juliet was on holiday.
4 Huda is.
5 He is going to talk about the new offices for the sales department.
6 Mr Ali said he wasn’t coming to the meeting.

Teaching Tips

Small Talk 1

• Write ‘Small Talk’ on the board. Ask students to brainstorm as a class to define small talk.
• Write examples on the board such as:
  • Being at a restaurant, standing in the hallway waiting for the elevator, waiting for your turn to pay at the cashier...
  • Tell the students that these are all situations that need small talk skills to help them pass time while waiting.
  • Discuss the importance of small talk skills with the class.
  • Ask students which topics are appropriate for small talk discussions. For those topics which are appropriate, ask students to think of one interesting comment to make when you call on them. For those topics which are not appropriate, ask students to be able to explain why they believe they are not appropriate for small talk.

  • The latest films
  • Your best friend
  • The local basketball team
  • The last film you saw
  • Cars
  • Pets
  • A product you’d like to sell to everyone
  • A magazine
  • Your home town
  • Learning a language
  • Playing sports
  • Your last holiday
  • Your favourite food
  • Your favourite movie star
B Listening

Listen to a conversation between Mr Ali and Mr Walid and then answer the following questions.

1. Which item on the agenda on p.21 are they discussing?
2. What date is the trade fair?
3. What day is the 17th?
4. What are the sales staff going to do on that day?

C Plans and intentions

Read this agenda. Ask and answer questions about it with going to and in words in the table.

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>1 training for sales staff</th>
<th>2 a new computer system</th>
<th>3 holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>accounts</td>
<td>new offices</td>
<td>computers</td>
</tr>
<tr>
<td>Example</td>
<td>A Are they going to talk about holidays?</td>
<td>B Yes, they are.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B Think of a question. Use going to to answer.</td>
<td>A Your friend is going to the cinema.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Your friend is going to Lattakia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Your friend is going shopping.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Your friend is putting a CD in the CD player.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Your friend is picking up the phone.</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Two

Learning Objectives

- Practising making future plans
- Asking questions with going to

C Plans and intentions

Tell the students to read the rubric and the agenda quietly. Ask questions to check understanding and to establish the situation, which is similar to the situation in the dialogue in section A.

Point out the first cue word (holidays) and ask two students to read the example dialogue so that the whole class can hear. Invite volunteers to read aloud the question and answer.

Point out the second cue word (salaries) and get the two students to change A / B roles and perform a similar dialogue using this word. Pay attention to pronunciation and as well as correct words. Again get repetition from the class.

Continue in this way through the exercise with different pairs.

Put all the students into pairs so that they can practise the dialogues at the same time. Encourage them to use their best pronunciation and expression. While they are practising, your role is to observe, listen and note any problems.

Answers

Students’ answers

4

Make sure all students understand what they have to do in the exercise. Demonstrate the task by asking a pair of students to model the first item as an example with the whole class listening.

Give time for students to complete the task in pairs.

Go round and monitor students’ use of language.

Answers

Students’ answers

Lesson Three

Learning Objectives

- Practising reporting thoughts
- Identifying ways that the chairperson uses to deal with certain situations.

Vocabulary

- reporting verbs

D Making assumptions

Look at the two examples. Then complete the sentences.

Example 1
Woman: Hey! That's my case!
Man: I'm sorry. I thought it was mine.

Example 2
In the dialogue on page 21, Omar says, “I thought you were on holiday today.”

1. A Hey! You’re eating my sandwich!  
   B Oh, I’m sorry, _______ mine.

2. A Why didn’t you come to the meeting at 10 o’clock?  
   B at 12 o’clock.

3. A Khaled is my cousin.  
   B Oh, _______ your brother.

4. A Mr Ali is in his office.  
   B Really? I _______ in a meeting.

5. A We need more chairs in the conference room.  
   B I’m sorry, I _______ enough chairs.

Those are the opening lines of a meeting. Put them in the right order.

As you know, we’re going to launch a very special new product - a unique soft drink with low sugar and carbon dioxide content.

Firstly, we still have to decide exactly when we should launch the product. I’ve called for this meeting for two main reasons.

Secondly, we need your ideas for the new name as many of you are not very happy with the name Vitafruit.

Shall we begin?  
So, let’s turn to the launching date.

Answers

Students’ answers

Activity Book page 14 exercises 1 and 2
E Vocabulary

Note the difference between told and the other verb

He said he liked ice-cream.
He told me he liked ice-cream.

Complete the sentences with the most appropriate reporting verb in the box.

agreed announced complained confirmed said thought told

1. He ______ me the meeting was at 12 o'clock.
2. An angry customer ______ that the food was bad.
3. I'm sorry. I ______ your name was Ruba.
4. We all listened as an airport official ______ that the flight was cancelled.
5. He said he would pay and then he ______ it in writing.
6. He's only 16, but he ______ he was 18.
7. The manager preferred the 17th, and Mr Ali ______ that the 17th was better.

F Grammar

Reported speech

When the reporting verb is in the past tense, we usually put the other verbs in the past too.

He said (that) he didn't know.                             "I don't know."
She said (that) she was 21.                                 "I'm 21."
She said (that) she was writing a letter.                "I'm writing a letter."
He said (that) he would go.                                 "I'll go."

Report these sentences using said.

1. Samira said, "Laila needs some stationery."
2. Anne said, "David is working in the sales department."
3. Sandra said, "Anne is not in the office."
4. She said, "There is an airport at Weston."
5. David said, "He is visiting a customer."

Answers

2 / 4 / 3 / 7 / 5 / 1 / 6

Mini-Grammar

Reported Speech Verbs

When using reported speech, students use “say” and “tell”. For example:

John told me he was going to stay late at work. Mary said she is leaving now.

However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures. The following list gives reporting verbs in various categories based on sentence structure.

<table>
<thead>
<tr>
<th>Reporting Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + object + infinitive</td>
<td>advise, encourage, invite, remind, warn</td>
</tr>
<tr>
<td>verb + infinitive</td>
<td>agree, decide, offer, promise, refuse, threaten</td>
</tr>
<tr>
<td>verb + (that)</td>
<td>admit, agree, decide, deny, explain, insist, promise, recommend, suggest</td>
</tr>
<tr>
<td>verb + gerund</td>
<td>deny, recommend, suggest</td>
</tr>
<tr>
<td>verb + object + preposition + gerund</td>
<td>accuse</td>
</tr>
<tr>
<td>verb + preposition + gerund</td>
<td>apologise, insist</td>
</tr>
<tr>
<td>verb + preposition + gerund</td>
<td>He denied having anything to do with her.</td>
</tr>
</tbody>
</table>

Answers

2 / 4 / 3 / 7 / 5 / 1 / 6

Lesson Four

Learning Objectives

- Using reporting verbs correctly
- Changing sentences from direct to reported speech and vice versa

Grammar

reported speech
G A secretary's duties

Introduce the topic of a secretary's duties before, during and after meetings. Ask students to tell you some of the duties they have learned so far in the unit.

Give the students time to read the introductory text carefully. Then check their understanding of the information.

Go through the rubric instructions with the class, point out the list of duties (a-j) and the five headings below. Make sure they understand the task: they have to read about each duty, decide when this duty should be carried out recording their answers by matching them with the appropriate time heading. Do the first item as an example with the whole class listening. Then let them work individually or in pairs to find the errors. Get choral and individual repetition of the example answers.

Finally, get answers from various students. If there is disagreement about any answer, encourage students to explain their answers, listen to the explanations of others and try to agree on one answer.

Answers
2 “Laila lives in Damascus.”
3 “They / We are not visiting customers.”
4 “I am English.” / “She is English.”
5 “Sandra is photocopying a report.”

Activity Book page 15 exercises 3 and 4

Lesson Six

Learning Objectives
- Practising editing a text
- Demonstrating understanding of a reading text by answering questions about it

H A story

Introduce the story, explaining that there are a number of mistakes in it, not grammatical mistakes but wrong words. The students’ task is to read the story sentence by sentence.

Let them work individually or in pairs to find the errors.

Collect the answers from the class and write them on the board.

Answers
chairs shop / hot / went upstairs / Della said that she wanted ten chairs /
She showed her / were expensive / that was good / its colour / grey chairs /
So Della / she would / chairs were / the sales assistant for a discount / Della was right / got the chairs
I Reading

Read the text and answer the questions.

Huda often attends meetings. She listens and writes notes during the meeting. This is called 'taking the minutes'. The next day, she reads her notes and writes the minutes carefully as a formal record of the meeting.

Minutes of the Meeting in the Conference Room at TST
Thursday 4 November 2010, 10 a.m.

Present: Mr Ali Al Mithiab (chairperson), Mr Walid Khatib, Mrs Lamia Haddad, Mr Omar Al Kindi, Ms Juliet Martin, Ms Sarah Sanderson, Miss Huda Kassem (Secretary)

1 Information about the new offices
Mr Ali announced that the new offices for the sales department were nearly ready.

2 Dates and planning for the move
Mr Ali and Mr Walid discussed when to move from the old offices to the new ones. They agreed that 17 November would be the best data.

3 Training courses
Ms Sarah Sanderson reported that English language training at TST was going well. She said that all sales representatives at TST now had good English language skills. She announced that a new programme for junior sales staff would begin in January.

Questions

1 Huda ______ at meetings.
   a  often speaks
   b  takes the minutes
   c  does not sit down
d  writes the minutes

e  had the only chair

2 Mr Ali ______ at this meeting.
   a  was the chairperson
   b  was not present
d  said nothing

c  had the only chair

3 Who decided the best date for the move?
4 What was Sarah Sanderson’s report about?
5 What did she say about the results of language training at TST?

Look at items 1 and 3 in the minutes. What did Ali and Sarah actually say?

Example
Item 1: Mr Ali said, "The new offices for the sales department are nearly ready."

Answers

1 b
d
3 Mr Ali and Mr Walid
e  English language training
c  She said that all sales reps at TST had good English language skills.

I Reading

12

Ask students to read the text silently.

Tell the students to read the questions, then allow them time to read the text again and look for the answers.

Check answers as a whole class.

Answers

1 b
c
3 Mr Ali and Mr Walid
e  English language training
5 She said that all sales reps at TST had good English language skills.

13

Allow time for students to complete the task either individually or in pairs.

Check answers as a whole class.

Answers

Item 3: Sarah Sanderson said, "English language training at TST is going well. All sales representatives at TST now have good English language skills. A new programme for junior sales staff will begin in January."

Teaching Tips

Business Meetings

These are some tips for successful business meetings:

Depending on where you work, you may dread a meeting invitation or look forward to meetings as opportunities to solve problems or accomplish goals. The difference is in how an organisation handles meetings and the methods are almost as diverse as organisations themselves are.

The first meeting criteria would be whether or not a meeting is really necessary for this particular business purpose. The purposes for which meetings could make sense might be the necessity of collecting different points of view or updating a particular work-group on the status of a particular plan. It could be a meeting of a task team to update progress toward particular goals and to make additional assignments.

It’s often helpful to establish the general format all your meetings will follow as a matter of course. Most meetings, regardless of purpose, need a leader, a scribe and sometimes a timekeeper. The leader is responsible for leading the meeting and creating and following the meeting agenda. The scribe, a role which can rotate, is responsible for documenting the meeting and sending out meeting notes and assignments promptly. The timekeeper is a role you may want to employ depending on your group. If lengths of time are to be adhered to for each agenda item, this person will be responsible for alerting each speaker when his or her time is up. He may also have the role of discouraging side conversations.

Once you have determined that a meeting is indeed necessary, what the purpose of the meeting is and what roles need to be filled for the meeting, then you have the task of developing the meeting agenda. A typical agenda for a task team might be to review past assignments, to determine what next steps are, to assign both tasks and timelines to accomplish next steps and to set the date and time for the next meeting.

The group should also determine who needs to attend the next meeting. If your team needs input from a particular expert outside the team, someone needs to be responsible for inviting that person, explaining the needs of the group and confirming to the leader that the person will attend. The leader needs to either create the agenda for the meeting or to assign agenda creation to a team member. Rotating responsibility for the agenda often works well and gives each person more investment in the workings of the team.

Meeting ground rules are also worth considering. Ground rules could include being prepared for your assigned tasks, not “shooting down” others’ ideas harshly, being willing to take on assignments, not having side conversations, and sticking to the agenda. In many cases, a ground rule for turning off cell phones and pagers during meetings is appropriate so you can more readily accomplish the work planned.

You can evaluate the effectiveness of each meeting with this set of questions:

1 Can the business meeting purpose be met in a more efficient way, such as with a conference call?
2 Do the people who attend each meeting know what the purpose of the meeting is? Do they all agree?
3 Once the purpose is established, are you confident that the correct people are attending the meetings? Should some people be excused or even some added?
4 Does the meeting structure allow the stated purpose of the meeting to be accomplished?

Activity Book page 16 exercises 5 and 6
Celebrations

Learning Objectives
- Talking about various celebrations
- Demonstrating understanding of a text by completing a Venn diagram

Explain to the students that they are going to read two texts about two different holidays.

Ask students to read the text silently.

After they finish reading, ask them to answer the questions individually.

Explain to the students that to fill the diagram they need to know that the dark blue area represents the common points between the two celebrations. The characteristics which distinguish Eid Al-Fitr should be written in the magenta circle and those which characterise the Chinese New Year in the blue circle.

Ask students to complete the diagram with the characteristics of the two holidays by comparing and contrasting them.

Invite volunteers to read their answers aloud.

Answers
1
Eid (magenta): Ninth month of the Hijri calendar; religious celebration; praying; helping the poor; schools, offices and shops close for three days
Chinese (blue): End of January / beginning of February; celebrates spring; parade; red lucky colour
Chinese and Eid (dark blue): follows the Hijri calendar; gifts are given to young people; new clothes

2 and 3 Students’ answers

Questions
1 Complete the following diagram to compare and contrast the two celebrations.

2 What is the importance of celebrating important dates in someone’s life?

3 Write a paragraph about the most important celebration that you have ever attended.

Teaching Tips
How to Use Venn Diagrams

Step 1
Draw two circles, side-by-side, which overlap to create an egg-shaped center section.

Step 2
Label the Venn Diagram at the top of the page. This is the title of your comparison.

Step 3
Label each category, or your comparison topics, at the top or side of the corresponding circle. Label the central oval as well, since this represents what the two outer topics have in common.

Step 4
List, in note format (not full sentences), all the ways the two items or topics differ within each of their respective (outer) circles.

Step 5
Fill in (again in note or outline format rather than in complete sentences) the ways the two topics are alike or related in the central oval.
3 Memos and faxes

a
- Read the letter with the students. As you are reading it, point out the notes in brackets.
- Give time for the students to read the letter silently and write a reply to be sent by fax. Allow them to compare their answers with those of a partner.
- Check answers as a whole class.

b
- Do the first item with the class as an example to check that students understand the task.
- Then tell them to complete the task individually or in pairs.
- Check answers as a whole class.

Answers

Spelling errors:
- report / report
- September / September
- seaing / seeing

Facts errors:
- April / May
- go down / go up and summer months / July
- rise / fall

Sally’s boss, Ken Webb, is going to Paris next Monday for two nights. Yesterday, Sally phoned the Paris Shelton Hotel and reserved a room. Write a short fax from Sally to the hotel to confirm the reservation.

FAX

To   ____________________________________
From ____________________________________
Date ____________________________________
RE   ____________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

The fax message below contains six mistakes (3 facts and 3 spelling errors). Use the information from the Sales Report & Forecast to correct the fax message.

Sales Report & Forecast

The year began with sales of 35.2 million SYP in January. Sales decreased in February and fell to 33.6 million SYP in March. In the next two months, sales went up and reached a high point of 36 million SYP in May. They fell again in June to 35.2 million. Total sales for the period were 208.8 million SYP. Forecast for the next three months: We expect sales to increase in July, but they will probably fall in August and September.

Technical Syria Technostructure

FAX

From Ali Al-Mithiab
To Don Roberts
Date 1 July 2010
Pages 2 (including this page)

Dear Sirs

We have just received your latest price list, and we would like to place an order for thirty of your water pumps.

Please could you tell us how soon you can deliver after the order date.

If you would like a credit reference, please let me know and I will be happy to supply our bank’s name and address.

We look forward to hearing from you.

Yours faithfully

Stelias Papadou
Head Buyer

Ali Al-Mithiab, General Manager

Give as homework or revision Activity Book, exercises a and b, p.52
Email is one of the many technological developments that has influenced our lives. It has changed the medium of communication. So, it is necessary for us to understand the benefits and harmful effects of this popular tool used on the Internet.

The benefits of email are many:

- **Easy to use**: Email frees us from the tedious task of managing data of daily use. It helps us to manage our contacts, send mails quickly, maintain our mail history, store the required information, etc.
- **Speed**: The email is delivered instantly, anywhere across the globe. No other service matches the email in terms of speed.
- **Easy to prioritise**: Since the mails have subject lines, it is easy to prioritise them and ignore unwanted mails.
- **Reliable and secure**: Constant efforts are being taken to improve the security in electronic mail making it one of the most secure ways of communication.
- **Informal and conversational**: The language used in emails is generally simple and thus makes the communication informal. Sending and receiving emails takes less time, so it can be used as a tool for interaction.
- **Easier for reference**: When one needs to reply to a mail, there is a provision in the mailing system to attach the previous mails as references. This refreshes the recipient’s knowledge, on what he is reading.
- **Automated**: It is possible to send automated emails using special programmes like the autoresponders. The autoresponders reply back to the sender with generalised pre-written text messages.
- **Environment friendly**: Postal mails use paper as a medium to send letters. However, electronic mail saves a lot of trees from being cut down. It also saves fuel needed in transportation.
- **Use of graphics**: Colourful greeting cards and interesting pictures can be sent through emails. This adds value to the email service.
- **Advertising tool**: Many individuals and companies are using emails to advertise their products, services, etc.

Emails, though beneficial in our day-to-day life, have got their own drawbacks that are:

- **Viruses**: These are computer programs having the potential to harm a computer system. These programs copy themselves and further infect the computer. The recipient needs to scan the mails, as viruses are transmitted through them and have the potential to harm computer systems.
- **Spam**: Emails when used to send unsolicited messages and unwanted advertisements create nuisance known as Spam. Checking and deleting these unwanted mails can unnecessarily consume a lot of time and it has become necessary to block or filter the unwanted emails by means of spam filters. Spamming includes sending hoax emails. Email spoofing is another common practice used for spamming. Spoofing involves deceiving the recipient by altering the email headers or the addresses from which the mail is sent.
- **Hacking**: The act of breaking into computer security is termed as hacking. After the email is sent and before it is received by the desired recipient, it “bounces” between servers located in different parts of the world. Hence, the email can be hacked by a professional hacker.
- **Misinterpretation**: One has to be careful while posting any kind of content through an email. If typed in a hurry, the matter could be misinterpreted.
- **Lengthy mails**: If the mail is too long and not properly presented, the reader may lose interest in reading it.
- **Not suitable for business**: Since the content posted via emails is considered informal, there is a chance of business documents going unnoticed. Thus, urgent transactions and especially those requiring signatures are not managed through emails.

**Activity**

Decide if the following statements are advantages or disadvantages of emails.

1. Messages can be sent anywhere around the world in an instant.
2. Transmission usually costs nothing, or at the most, very little.
3. Email can compromise the security of an organisation because sensitive information can be easily distributed accidently or deliberately.
4. Too many people send too much information.
5. Once you’re online, there is no further expense.

**Answers**

* Advantages: 1 / 2 / 5
* Disadvantages: 3 / 4
A Dialogue

At ACE Consulting, Eric Pearce is explaining the annual tax return to Carol.

Eric: Carol, we’d better make a start on the annual accounts this week.
Carol: Sorry, I didn’t quite hear that.
Eric: Could you start collecting the information for the ACE accounts?
Carol: Of course. When do you need it by?
Eric: The deadline for tax returns is 31 January.
Carol: Sorry the deadline for what?
Eric: Tax returns - the information that our accountant sends to the tax office. So the accountant needs everything - expenses, incomes, salaries and so on - by the end of December.
Carol: Can I ask why the January deadline is so important?
Eric: In general, companies who put in their tax returns late have to pay a penalty of 100 pounds. Broadly speaking, the later you are, the bigger the fine. And you could also have to pay interest to the Tax Office.
Carol: 3 I see, I’ll get all the expenses together before the end of December.
Eric: 5 Carol, we’d better make a start on the annual accounts this week.

Questions

1. Who prepares the ACE annual accounts for the tax return?
2. Which files will Carol collect for preparing the annual accounts?
3. Which is the latest date for handing the tax return in to the Tax Office?
4. Companies who hand in their tax returns late will have to pay _______.
5. Find two phrases for making a general comment.
6. Find two phrases for asking somebody to repeat something.

Answers

1. their accountant
2. January 31st
3. c
4. the information for the ACE accounts
5. sorry, I didn’t quite hear that; sorry, the deadline for what?
6. in general; broadly speaking

Teaching Tips

Some General Key Points in Presenting Dialogues

We should keep in mind that dialogues are useful to present functional language and students mostly enjoy working on them when they are presented appropriately. We can either teach new vocabulary, stress pronunciation or focus on a language item with the help of dialogues regardless of learners’ ages and levels. To get learners’ attention and teach the target point, here are some general principles that you can implement in the classroom.

Before presenting the dialogue

• Teach new words and structures (vocabulary and grammar)
• Set the scene for the dialogue

While presenting the dialogue

• Read the dialogue at normal speed, once or twice, indicating the different speakers as you read. As you read different exchanges, you may change your voice, change your position, use facial expressions and gestures or point to the figurines, pictures or drawings.
• Read the dialogue again, sentence by sentence, and have the students repeat each sentence after you, in groups and individually. Split up long sentences for easier repetition but remember to put the sentences together again.
• Students open their books and read the dialogue aloud. Three or four individual pairs or groups of students should be asked to read. Be ready to do any pronunciation work once students have finished reading the dialogue.
• Ask questions on the dialogue. These questions should test the students’ understanding of the meaning of the dialogue.
• Put key words or visuals for the dialogue on the board. These should be content, not structure words. Tell students, books closed, to reconstruct the dialogue from these key words.
• Use cues for substitutions in the dialogue. Remember that the substitutions must fit in with the sense of the whole dialogue. Students should also be encouraged to use their own substitutions. We do this step to show that the pattern is not always used in the situation given in the dialogue.

After presenting the dialogue

• Ask students to continue where the dialogue stops (writing or speaking activity)
• Ask students, working in groups, to compose other dialogues arising from the situation of the dialogue.

Lesson One

Learning Objectives

• Demonstrating understanding of a reading text by answering a set of comprehension questions
• Practising asking for repetition
• Identifying the meaning of economic terms
• Demonstrating understanding of a listening text by completing a true or false task

Warm-up

• Write the term “annual tax return” on the board and allow students to brainstorm any related ideas. Organise students’ ideas in a spider web chart.

A Dialogue

1. Tell the students to read the dialogue silently and try to find out what the topic of conversation is. Then ask a few simple questions to check understanding.
2. Ask the students to read the questions, then allow them time to read the text again and look for the answers.
3. Check answers as a whole class.
Lesson Two

Learning Objective
- Demonstrating understanding of a listening text by completing a true or false task

B Listening

Tell the students that they are going to listen to a text about the age of the population and its effects on economic growth.

Before you play the recording, ask the students to read the sentences on page 28.

Ask students to listen out for the information they need to decide whether the statements are true or false.

The first time, they should listen but not write anything. After the second listening, they should correct the false sentences.

When the students have finished, ask them to check their answers in pairs.

Take responses from individual students reporting back to the whole class.

Answers
1 true
2 false: In some countries, people between the ages of 46 and 50 spend a lot.
3 true
4 false: The peak spending years vary slightly from country to country.
5 true
6 true

Tell students that they are going to listen to the text from exercise 2 again.

Play the recording pausing at intervals to allow time for students to write their answers.

Play the recording a second time for students to check their answers.

Answers
1 The economy will tend to grow when the number of 46-50 year olds grows, and to shrink when it shrinks.
2 The country with the youngest population will experience the biggest growth in the future, as it will have a higher percentage of productive people in the future.

Audio Script

The Age of the Population Affects Economic Growth

Financial analysts who study demography argue that one of the main drivers of a country’s economic growth is the number of people in the country who are in their peak spending years. For example, in some countries, 46-50 year olds are the biggest spenders, because that is when - on average - they are paying for their kids’ college, paying mortgage on the biggest house they will own during their life, etc.

The economy in such countries will tend to grow when the number of 46-50 year olds grows, and to shrink when it shrinks. This principle applies to all countries, although the peak spending years might vary slightly from country to country. For example, the peak Japanese spending range has been estimated to be comprised of 39-43 year olds.

All other things being equal - the country with the youngest population will experience the biggest growth in the future, as it will have a higher percentage of productive people in the future.

Activity Book page 17 exercises 1 and 2

Lesson Three

Learning Objectives
- Practising writing a press briefing
- Practising using prepositions correctly

C The press briefing

Ask students to close their books. Explain to them that they are going to read about how to write a press briefing.

Put students in pairs and ask them to fill in a KWL chart. In column K they write what they already know and in column W they write what they want to learn.

Let students open their books and read the information in the box.

After they have finished reading, ask them to write in column L what they actually learned from the text.

Finally, put students in pairs and ask them to write a press briefing about one of the topics a-d. Go round and offer help where necessary.

Answers
Students’ answers
Lesson Four

**Learning Objectives**
- Identifying the meaning of economic terms
- Practising using economic terms properly

**Vocabulary**
- economic terms

---

**D Vocabulary**

5. Students work individually to match the words with their definitions.

Ask students to exchange books and mark their partner’s work as you give the correct answers orally.

**Answers**

1 d / 2 g / 3 b / 4 a / 5 f / 6 l / 7 c / 8 j / 9 h / 10 e

6. Work through the exercise orally with the whole class, getting answers from various students. Alternatively, tell the students to prepare their answers individually or in pairs first.

- If the students have had difficulty in completing the task, give them some extra practice. For example, help them to produce new sentences using the new words.

---

**Economic Issues**

**Answers**

1 Supply and demand  
2 Human resources  
3 Deflation  
4 Human capital

---

**Teaching Tips + Activity**

### Matching

A matching question comprises two lists of related words, phrases, pictures, or symbols. Each item in one list is paired with at least one item in the other list.

Matching may be considered to be a variant of multiple-choice in which more than one choice is correct.

#### Characteristics of matching questions

Matching questions are used for recognition of relationships and making associations. They can be used for a wide range of subject matter. They can be used to match:

- terms and definitions
- symbols and names
- questions with answers
- cause with effect
- parts with functions
- procedures with operations
- principles with situations in which they apply

Matching items can be converted to multiple choice items. The responses should be homogeneous.

#### Advantages of matching questions

- They are:
  - quite easy to write
  - easy to score
  - a space-saving, objective and compact method to assess learning targets
  - developed to use with pictures, maps, graphs, etc.

#### Disadvantages of matching questions

- They do not measure any type of interpretation, judgement or application.
- If lists contain the same number of choices, the last few choices may be give-aways.
- Students can use rote memorisation to answer these exercises especially since typical matching problems involve assessment of rote associations such as names, dates, etc.
- They can be difficult to develop homogeneous premises and responses.

#### Activity

Match the following words with their definition.

1. resource  
2. exchange rate  
3. business cycle  
4. energy cost  
5. inflation

**Answers**

1 e / 2 c / 3 a / 4 b / 5 d
Lesson Five

Learning Objective
■ Using the 1st conditional correctly

Grammar
conditional type (1)

E Grammar

■ Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.
■ Check understanding by asking questions and giving students an opportunity to ask questions.
■ Direct students’ attention to the example sentences. Tell them that they need to make similar sentences in exercise 7.
■ Check answers as a whole class.

Answers
1 If TST buys more goods and services than it sells, it will go into debt.
2 If the costs of living adjustments in Nigeria are not made, the purchasing power of income will be reduced.
3 If the deflation in Europe persists, businesses will shut down or reduce their production.
4 If you plan to buy on credit, lower interest rates will save you lots of money.
5 If the stock market goes down, stockholders will lose money.
6 If the government imposes a 20% tariff on the price of this item, its price will increase.
7 If the multinational corporation changes the transfer price from country A to country B, the gross profit will be affected.

F Reading

■ Allow the students plenty of time to read the text and answer any questions about vocabulary.
■ Read the sentences aloud and ask the students to stand up if they think a sentence is true but remain seated if they think it is false.
■ Tell students to write down correct versions of the false sentences.
■ When they have finished, take whole-class feedback to check students’ answers.

Answers
1 false: One of the duties of economists is to decide how to divide resources to produce goods and services.
2 false: Economists depend on research as well as other methods to do their job.
3 true
4 true

Lesson Six

Learning Objectives
■ Practicing editing skills
■ Demonstrating understanding of a reading text by completing a true or false exercise
■ Identifying the role of an economist
■ Identifying the types of economists and the role of each type

F Reading

■ Read the text on the following page and decide whether the following statements are true or false. Correct the false statements.

Answers
1 One of the duties of economists is to decide how to divide resources among citizens.
2 Economists only depend on research to do their job.
3 Macroeconomists and monetary economists or financial economists do the same work.
4 Economists working in economic consulting or research firms and those working for corporations have tasks in common.
Economists study how society distributes resources, such as land, labour, raw materials and machinery to produce goods and services. They may conduct research, collect and analyse data, monitor economic trends and develop forecasts. Economists research a wide variety of issues including energy costs, inflation, interest rates, exchange rates, business cycles, taxes and employment levels among others.

Prepping reports which include tables and charts based on research results is also an important part of an economist’s job. Presenting economic and statistical concepts in a clear and meaningful way is particularly important for economists.

Many economists specialise in a particular area of economics. For instance, microeconomists study the supply and demand decisions of individuals and firms, such as how profits can be maximised and the quantity of goods or services that consumers will demand at a certain price. Industrial economists or organisational economists study the market structure of particular industries in terms of the number of competitors within those industries and examine the market decisions of competitive firms and monopolies. However, macroeconomists study historical trends in the whole economy and forecast future trends in areas such as unemployment, inflation, economic growth, productivity and investment. Doing similar work as macroeconomists are monetary economists or financial economists, who study the money and banking system and the effects of changing interest rates. International economists study international financial markets, exchange rates and the effects of various trade policies such as tariffs. Labour economists or demographic economists study the supply and demand for labour and the determination of wages.

Economists working for corporations are involved primarily in microeconomic issues, such as forecasting consumer demand and sales of the firm’s products. Some analyse their competitors’ growth and market share and advise their company on how to handle the competition. Economists working in economic consulting or research firms sometimes perform the same tasks as economists working for corporations. These economists collect data on various economic indicators, maintain databases, analyse historical trends and develop models to forecast growth, inflation, unemployment or interest rates.

Another large employer of economists is the government. Economists who work for government agencies also assess economic conditions to estimate the effects of specific changes in legislation or public policy. An economist might analyse data on the growth of school-age or prison populations and employment and unemployment rates in order to project future spending needs.

Questions
1. Give the text a suitable heading.
2. What is the job of an economist?
3. List the different ‘types’ of economists mentioned in the text? Give one new example of the duties of each.
4. What do the words in bold refer to?

Answers
1. Students’ answers
2. the economist studies how society distributes resources, such as land, labour, raw materials and machinery to produce goods and services. Preparing reports which include tables and charts based on research results is also an important part of an economist’s job. Presenting economic and statistical concepts in a clear and meaningful way is particularly important for economists.
3. microeconomists, industrial or organisational economists, macroeconomists, monetary or financial economists, international economists, labour or demographic economists, economists working for corporations, economists working in economic consulting or research firms and economists who work for government / Students’ answers
4. they = economists / those = particular industries / who = monetary economists or financial economists / their = economists working for corporations

Teaching Tips

The Importance of Critical Thinking

Critical thinking is not an isolated goal unrelated to other important goals in education. Rather, it is a determining goal which, if done well, facilitates a range of other ends. It is best conceived, therefore, as the hub around which all other educational ends meet. For example, as students learn to think more critically, they become more proficient at historical, scientific and mathematical thinking. They develop skills, abilities and values critical to success in everyday life. All of this assumes that those who teach have a solid grounding in critical thinking and in the teaching of strategies essential to it.

There is no way to bring critical thinking successfully into instruction across the curriculum with a stand-alone one or two-day workshop. At best, a one or two-day workshop can do three things: 1) function to heighten the awareness of teachers to the challenge of bringing critical thinking substantively into instruction, 2) provide some strategies for upgrading the effectiveness of instruction and 3) lay a foundation for follow-up workshops.

But a long-term approach to critical thinking professional development enables faculty to internalise and apply the fundamentals of critical thinking at a deep level. Through a long-term approach, teachers can restructure their courses so that students develop as inquisitive and disciplined thinkers. Its success depends on a number of variables. A teacher develops as a critical thinker in a way similar to the way in which one learns to perform well in basketball, football or on the piano. First of all, one must understand the basic principles. Secondly, one must regularly engage in self-monitored, self-evaluative practice (putting the principles to work in practice) thereby progressively upgrading one’s understanding and skill.

Teachers in a long range professional development programme come to recognise explicitly that critical thinking is not just one of many divergent educational aims, but is rather a way of teaching and learning at a high level of effectiveness. They learn to use all other reform trends as a support for a high level of thinking in both the teaching and learning processes. Commitment to critical thinking affects how one thinks through the design of instruction and how one thinks through the content one is learning. But, short of time, instructors come to recognise that teaching in a critical manner is essential for:

- skilled reading, writing, speaking and listening
- skilled reasoning within all subject areas
- skilled decision-making and problem-solving
- skilled analysis and evaluation of one’s emotions and values intelligent choices in human relationships
- skilled civic and personal choices, etc.

Activity Book page 19 exercises 5 and 6
Creative and Critical Thinking Activities

Here are ten creative and stimulating activities to use as warm-ups or time-fillers that will energise and stimulate the minds of students:

1 Whip-Around: The group sits in a circle. The leader offers a topic, then, quickly going around the circle, each group member offers the first answer that comes to mind (Participants may pass if they can’t think of anything to say). Sample starting topics:
   - The best way to describe me is....
   - The thing(s) I do best is/are...
   - I dislike more than anything else...
   - What I hope for most in my life is...
   - The place I would most like to visit is...
   - My favourite food is...
   - I wish...
   - The colour that would describe my mood (or personality) is...

2 Word Wizards: Put a word phrase on the board. In groups, students try to think of as many words as possible that can be made from the letters in the word phrase (Samples: High School, Electricity, Home, Sewing, Money etc…).

3 Pivotal Person: The group sits in a circle. Inside the circle, two desks are placed facing each other. On one desk, the leader sits, role playing as a character of his or her choice (Explain beforehand what role you will play. Some ideas include a dishonest bank teller, a rude sales clerk, a newscaster conducting an interview, a waiter/waitress, etc). Then a volunteer sits on the opposite chair and interacts with the “pivotal person”. The two exchange unscripted dialogue while the group watches. When someone else feels comfortable, he/she comes to stand beside the classmate sitting at the second desk. The action then stops, the person beside whom the volunteer stood now leaves his/her desk, the new volunteer takes his/her place and the action continues. After a few minutes, the leader may step out and offer the role of “pivotal person” to a volunteer who may entirely change the role.

4 A Way with Words: Students sit in a circle. The teacher passes a blank sheet of paper to the first student player. Player “reads” what is on the paper. It could be a “Dear John” letter, a summons to court, a party invitation, etc. It will be up to each individual to invent a unique purpose for that piece of paper. As the paper goes around the circle, it will become more and more difficult for each group member to think of a new way to “read” the paper.

5 Pass-it: One person in a circle begins by throwing an imaginary object in a manner that suggests its characteristics: feather-light, bulky, hot, cold, prickly, slippery, microscopic, sticky, heavy and so on. The recipient would react by “catching” the object according to its “size,” change its “size” and “throw” it to another classmate so that that person will know its “size” and so on around the circle.

6 Which Doesn’t Belong? Students are given four words or pictures. They must determine which one doesn’t belong in the group. If given crab, octopus, whale, and dog, students could have many different answers. One student could say that octopus is the odd word because it takes es in the plural form. Another student could say that a dog lives on land, while the others live in the sea. There are many solutions as long as students can back up their answer.

7 Analogies: They are excellent for helping students understand the relationship between two words. Students are given three words. The first two words are related. After students figure out the relationship between the first two words, they supply a fourth word which is related to the third word in the same way as the first two words are related. An easy example for second language learners is: Apple: red – banana: __________.

8 What’s Right? This activity provides students with four sentences. Students have to figure out which sentence is correct. An example using math terms: All rectangles are squares. All parallelograms are rectangles. All squares are rhombuses. All quadrilaterals are parallelograms.

9 Something’s Wrong Here! This task gives students a chance to find the missing information and correct it. The book suggests giving a series of statements with an incorrect fact. Teachers should only provide second language learners a sentence or two. It will be easier for second language learners to focus on a single sentence. An example: Jupiter is the largest object in the solar system.

10 Your Order Please! It provides students with a series of events that are in scrambled order. For second language learners, the teacher should introduce this activity with the words first, next, then and last. As students understand how these words help organise the sentences, they should be removed and students would have to order the events without the help of these key words. After students have correctly ordered the events, they should read the sentences by inserting the key signal words back into the sentences. Advanced students can be given five sentences where one sentence doesn’t belong.
Correspondence

Lessons Seven, Eight and Nine

Learning Objectives
- Reviewing the format of a fax
- Practising writing a fax
- Identifying errors in a fax and correcting them
- Practising writing a fax
- Demonstrating understanding of a text by completing a gap fill exercise
- Distinguishing between formal and informal language

3 Memos and faxes

d
- Give time for students to complete the task individually.
- Check answers as a whole class.

Answers
1 invoice 4 on
2 shipment 5 let
3 leave 6 form

Reminder
- Allow time for students to complete the tasks either individually or in pairs.
- Check answers as a whole class.

Answers
1 D 2 K 3 B 4 E 5 J 6 G 7 I 8 F 9 C 10 H 11 A

Choose the best words for this formal memo.

Yesterday, Mr Ali gave this list to Huda and Shereen. Huda has ticked the things that they have done and Shereen has not done yet.

THINGS TO DO

Email TST UK
Send the letter
Book the plane tickets
Book a hotel room

Huda
Shereen

I wish to inform you that / I regret to inform you that / I look forward to your cooperation on this matter. / Let's all try and help each other.

Answers
I wish to inform you that / It has come to my attention / I regret to inform you that / I look forward to your cooperation on this matter.

Direct the students’ attention to the rubric and check that everyone understands it.

Answers
Students’ answers

Give as homework or revision Activity Book, exercises c and d, p.53

Answers
Students’ answers
Lesson One

**Learning Objective**
- Talking about the future of work

**Warm-up**
- Write the title of the unit on the board.
- Put students in small groups and allow them time to write a list of their predictions about the future of work.
- Invite volunteers to read their predictions aloud.
- Write students' suggestions on the board.

**A Dialogue**

1. Ask the students to read the dialogue quickly and silently.
2. Check that the students understand the meaning of all the words in the dialogue.
3. Ask volunteers to model reading the dialogue.
4. In pairs, the students try to answer the questions.
5. Check answers as a whole class.

**Answers**
1. What they're going to study at university
2. They (the two subjects) / I (Khaled) / it (computer science) / that (development of hydrogen powered cars)
3. Students' answers

**B Listening**

1. Play the recording twice while students listen without looking at the book. Ask them to note down any information they think will be useful.
2. Tell students to open their books and answer the questions.
3. Play the recording again for them to check and then correct the answers with all the class.

**Audioscript**

**Interviewer:** Good evening. It's great pleasure to introduce my guest today, Mr Thomas Malone, author of *The Future of Work*. Welcome to the programme Mr Malone.

**Mr Malone:** The pleasure is all mine.

**Interviewer:** In your book, a copy of which I have here, you give readers insights to the future of work especially in the field of management. Could you tell the audience more about *The Future of Work*?

**Mr Malone:** Sure! As a professor of management, I was interested in how organisations view and interpret management. That's when I decided to conduct some research. In the process of my research, I observed past management theories and compared and contrasted them to present management trends. As a result of this comparison and contrast I have inferred a general approach to management that might be followed in future organisations. I collected my ideas in a book which I've entitled *The Future of Work*.

**Interviewer:** That's interesting! How do you view the future of organisations?

**Mr Malone:** Many managers mistakenly believe that they should always be in control of what's happening and that power should flow from the top down. In my opinion, what makes an organisation successful is its decentralised management system, in which employers and employees participate in making the decisions that matter to them. In other words, to be successful in the future world, organisations will need a new set of mental models to operate by, beyond command and control, notably the concept of coordinating and cultivating.

**Interviewer:** As a management professor, what advice do you give to your students who might become future managers?

**Mr Malone:** I always encourage my students to organise their work in such a way to let their employees use their own talents more effectively while making sure they have access to the right information and the proper incentives. Merely ordering people around won't bring any benefit. When you cultivate rather than control people, you help them to exploit their natural abilities.

**Interviewer:** Thank you for your time.

**Mr Malone:** You're welcome.
C Work Idioms

Match the underlined idioms with their meanings.

- a) Janet works like a horse!
- b) Don’t worry about your problems. Everything will work out for the best.
- c) She went to the gym to work off a few pounds.
- d) She kept the family together by working her fingers to the bone.
- e) The mouse worked itself into the crack and got stuck.
- f) I worked through the forms very slowly.

1. eventually finish well
2. lose weight
3. to get into something tight or small gradually and with effort
4. to progress through something complicated
5. to work really hard
6. work a lot, work very hard

D Making comparisons

Role play the following situations with a partner. Student A is an interviewer asking about the items below and Student B is the interviewee. Student B should give two or three suggestions for each item and talk about their similarities and differences.

- Interviewer wants to know the difference between videoconferencing and Internet chatting.
- Interviewer wants to know the best way to manage employees.
- Interviewer wants to know a good way to manage conferences in the future.

Switch roles and repeat the steps in exercise 4 for the following items.

- Interviewer wants to know the difference between scanners and photocopiers.
- Interviewer wants to know the best way to organise reports.
- Interviewer wants to know about the influence of technology on the development of work.

Answers

1. Mr Thomas Malone, a professor of management, author of The Future of Work
2. how organisations view and interpret management
3. Future organisations will have a decentralised management system, whereby employers and employees participate in making the decisions that matter to them.
4. He encourages them to organise work so that employees use their talents effectively. He says “When you cultivate rather than control people, you help them to exploit their natural abilities.”

Lesson Three

Learning Objective

- Practising making comparisons

E Discussing probability

- Write on the board the two headings ‘It’s probable’ and ‘It’s improbable.’ Allow space between the two headings. Make sure students have a clear understanding of the meanings of these two words.

- Work through the exercise orally with the whole class: say a phrase and get repetition from the class, then get students to try to assign the phrase under one of the headings or between the two headings.

Answers

It’s probable: 1/2/3/5/8/10
It’s improbable: 4/9
In between probable and improbable: 6/7
E Discussing probability

Which expressions mean **It's probable**, and which mean **It's improbable**? Which two are in between?

1. It'll probably be late.
2. He probably won't come.
3. It's likely to continue.
4. He's unlikely to succeed.
5. He's sure to pass the exam.
6. It'll be surprising if they succeed.
7. I might finish it today.
8. The price will almost certainly go up.
9. I haven't got much chance of getting the job.
10. You've got a good chance of getting it.

Which expressions in exercise 6 mean **very probable**?

unlikely                   likely                  probably                  sure                  certain

F Vocabulary

Tell the students to look at the given words. Say the words with correct pronunciation.

Tell the class to tell you the answer to the first item as an example. Work through the rest of the exercise orally with the whole class, getting answers from various students.

Answers
1. up; in
2. increase; and
3. in; went
4. between
5. by; between; March
6. increased; to; decreased

G Grammar

Either present the information from the box yourself with the help of the blackboard, or tell students to study the information box in the book.

Check understanding by asking questions and giving students an opportunity to ask questions.

Make sure all students understand what they have to do in the exercise. Demonstrate the task by getting good students to do the first one or two items as examples with the whole class listening. Get choral and individual repetition of the example sentences.

Tell the students to prepare the answers individually or in pairs before you go through the rest of the exercise with the whole class. If students get wrong answers, get them or other students to explain the correct answer with reference to the table.

Answers
1. hotter
2. the busiest
3. the most intelligent
4. faster; more efficient
5. higher

Teaching Tips + Activity

Connectors

Once students have mastered the basics of correct usage in written English, they will want to express themselves in increasingly complex ways. One of the best ways to improve their writing style is to use sentence connectors. Sentence connectors are used to express relationships between ideas and to combine sentences. The use of these connectors will add sophistication to your writing style.

A Sentence Connectors Showing Contrast

<table>
<thead>
<tr>
<th>Type of Connector</th>
<th>Connector(s)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating conjunction</td>
<td>but</td>
<td>This is one principle, but it is not the only one.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>in contrast on the other hand</td>
<td>High level positions are stressful at times; on the other hand, the financial rewards make these positions very desirable indeed.</td>
</tr>
<tr>
<td>Subordinating conjunctions</td>
<td>whereas while</td>
<td>You treat the matter lightly, whereas I myself was never more serious.</td>
</tr>
<tr>
<td>Prepositions</td>
<td>unlike</td>
<td>Unlike Helen he was not superstitious.</td>
</tr>
</tbody>
</table>
G Grammar

Forming Comparative and Superlative Adjectives

<table>
<thead>
<tr>
<th>Number of Syllables</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-syllable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectives</td>
<td>One-syllable adjectives form their comparatives by adding ( -e r, -l e, -s t )</td>
<td>One-syllable adjectives form their superlatives with most ( -e s t )</td>
</tr>
<tr>
<td></td>
<td>If the one-syllable adjective ends with a consonant and a vowel before it, double the consonant and add ( e r, -l e, -s t )</td>
<td>If the one-syllable adjective ends with an ( e ), just add ( -e r, -l e, -s t )</td>
</tr>
<tr>
<td></td>
<td>If the one-syllable adjective ends with a single consonant and a vowel before it, double the consonant and add ( e r, -l e, -s t )</td>
<td>If the one-syllable adjective ends with an ( e ), just add ( -e r, -l e, -s t )</td>
</tr>
<tr>
<td>Two-syllable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectives</td>
<td>Two-syllable adjectives form their comparatives with more ( -e r, -l e, -s t )</td>
<td>Two-syllable adjectives form their superlatives with most ( -e s t )</td>
</tr>
<tr>
<td></td>
<td>If the two-syllable adjective ends with a ( y ), change the ( -y ) to ( -i ) and add ( e r, -l e, -s t )</td>
<td>If the two-syllable adjective ends with a ( y ), change the ( -y ) to ( -i ) and add ( e r, -l e, -s t )</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Adjectives with three or more syllables form their comparatives with most ( -e r, -l e, -s t )</td>
<td>Adjectives with three or more syllables form their superlatives with most ( -e s t )</td>
</tr>
</tbody>
</table>

Adjectives with three or more syllables

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>far</td>
<td>farthest / further</td>
<td>farthest / further</td>
</tr>
</tbody>
</table>

NOTE: Superlative adjectives are preceded by the article \( the \).

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Work in the Future

B Sentence Connectors Showing Comparison

<table>
<thead>
<tr>
<th>Type of Connector</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating conjunction</td>
<td>Smoking is unhealthy and can be harmful to children too.</td>
</tr>
<tr>
<td>Subordinating conjunction</td>
<td>Exercise is just as important as a healthy diet.</td>
</tr>
<tr>
<td>Conjunctive adverbs</td>
<td>High level positions are stressful at times; similarly, they can be harmful to your health.</td>
</tr>
</tbody>
</table>

Prepositions

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>like, similar to</td>
<td>Similar to other important professions, high level business positions are stressful at times.</td>
</tr>
</tbody>
</table>

Here is a list of comparison conjunctions you can use:

**Short Conjunctions**

<table>
<thead>
<tr>
<th>Short Conjunctions</th>
<th>Longer Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likewise</td>
<td>the same way</td>
</tr>
<tr>
<td>The same</td>
<td>X is similar to Y in that (hat) ..</td>
</tr>
<tr>
<td>The same as</td>
<td>X and Y are similar in that (hat) ..</td>
</tr>
<tr>
<td>So</td>
<td>Like X Y (er) ..</td>
</tr>
<tr>
<td>Bf</td>
<td>B like manner,</td>
</tr>
<tr>
<td>Any way in which X is similar to Y is (hat) ..</td>
<td></td>
</tr>
<tr>
<td>Other way in which X is similar to Y is (hat) ..</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 1**

Fill in the blanks with a proper word from the list.

- however
- another difference
- whereas
- while
- but
- on the other hand

Even though A izona and R ode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. A izona is large, having an area of 5 000 square miles. (1) A rode Island is only about a tenth the size, having an area of only 1 000 square miles. (2) A izona has about four million people living in it, (3) R ode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, A izona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. (4) R ode Island is located in a temperate zone and receives an average of 4 inches of rain per year. In addition, (5) A izona is a landlocked state and thus has no seashore, R ode Island lies on the Atlantic Ocean and does have a significant coastline.

**Activity 2**

Fill in the blanks with a proper word from the list.

- in the same way
- likewise
- another difference
- similarly
- too
- both

Even though we come from different cultures, my wife and I are alike in several ways. For one thing, we are (1) thirty-two years old. B fact, our birthdays are in the same month, hers on July 8 and mine on July 8. (2) is that we both grew up in large cities. Helene was born and raised in Paris and I come from Yokohama. Third, our hobbies are alike (3) My wife devotes a lot of her free time to playing jazz piano. (4) I like to spend time after work strumming my guitar. A more important similarity concerns our values. For example, Helene has strong opinions about educating our children and raising them to know right from wrong. I feel (5) Our children should receive a good education and have strong moral training.

**Answers**

1 both 2 Another difference 3 whereas 4 On the other hand 5 likewise
Lesson Five

Learning Objectives
- Practising making predictions
- Talking about work in the future

H Reading

10

- Allow time for students to read the text individually and silently.
- Answer any questions about vocabulary.
- Tell students to read the questions, then allow them time to read the text again and look for the answers.
- Check answers as a whole class.

Answers
1. Students’ answers
2. Telepresence will be used to eliminate unnecessary travel / people managers will be replaced by computer applications and many people will live and work in the same building / Robots will replace more and more human activities / we will eventually see machines which will be able to perform most of the manual tasks that people can do.
3. Students’ answers
4. Students’ answers
5. Students’ answers

Activity Book page 22 exercise 5

Teaching Tips

Teaching Reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what that meaning is. Reader knowledge, skills and strategies include:

- **Linguistic competence**: the ability to recognise the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- **Discourse competence**: knowledge of discourse markers and how they connect parts of the text to one another
- **Sociolinguistic competence**: knowledge about different types of texts and their usual structure and content
- **Strategic competence**: the ability to use top-down strategies, as well as knowledge of the language (bottom-up strategy)

The purpose for reading and the type of text determine the specific knowledge, skills and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understands how to apply them to accomplish the reading purpose.

Integrating Reading Strategies

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Educators can help their students become effective readers by teaching them how to use strategies before, during and after reading.

H Reading

Read the text and answer the questions.

Office life in the most advanced organisations is already almost entirely electronic. It is expected that telepresence, such as videoconferencing, will be used to eliminate unnecessary travel. Furthermore, people managers will be replaced by computer applications and many people will live and work in the same building. Robots will replace more and more human activities and we will eventually see machines which will be able to perform most of the manual tasks that people can do.

However, if machines are likely to be capable of doing almost everything, what will we humans do? The answer is that people are sociable and want to engage with people. Culture is a human activity, so arts, media, entertainment and politics are all examples of areas where people will be dominant. If machines and computers are to become more widespread, then they will have to be conceived, designed, managed and maintained by people (aided by machines).

The pace of science is quickening, so there will be greater need for people to work in nanotechnology, biotechnology, cognitive sciences and the engineering required to apply the science. An ageing population will need more doctors and health workers but some may be eventually replaced by machines. Science and technology will transform the world so that many of today’s jobs will simply not exist in the future. Machines will do the work better and cheaper, thus enabling people to work more with other people.

Change is the only certainty, so the best advice is to be flexible, multi-skilled and to never stop learning. Some basics do not change, such as the ability to communicate well, but not everyone will want mass-produced articles so there will be a need for traditional craft workers. Perhaps some will choose to live a very simple life and reject technology.

Questions
1. Give the text a suitable title.
2. List the changes that the writer predicts will happen in the future of work.
3. List your own predictions for the future of work.
4. The author writes “Culture is a human activity...” Explain by giving examples.
5. Do you believe the change that the text describes will happen?

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to read the text from the top down (focus on the overall meaning) or from the bottom up (focus on the words and phrases)

During reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary
g

- Ask students to read the jumbled memo.
- Allow time for students to rearrange the memo in the correct order.
- Put students in pairs and ask them to compare answers.
- Invite volunteers to read their answers aloud.

**Answers**

To / From / Subject / Date / MEMO / As you may...Department / The new...Deeb / They will...course / Please...coffee.

h

- Students work individually to complete the task.
- Ask students to exchange books and mark their partner’s work as you give the correct answers orally.

**Answers**

a3  b1  c2  Explanation: Students’ answers
**Activities**

**Activity 1**

**Work with a partner. Are these statements about memos true (T) or false (F)?**

1 A memo is short for memorandum. __ __
2 It cannot be sent without a salutation. __ __
3 A memo is usually sent to more than one person. __ __
4 Memos are usually short and to the point. __ __
5 A memo is usually sent to people in a different company. __ __
6 A memo has a specific date format. __ __
7 You should always reply to a memo. __ __
8 A memo usually has one specific format. __ __
9 Memo writing is similar to letter writing. __ __
10 You can write a memo on paper or as an email. __ __

**Activity 2**

**Read the memos and write the correct subject on the subject line of each memo. Choose from these subjects:**

- a Company health club
- b New general manager
- c New sales manager
- d Closure of cafeteria
- e Meeting postponed
- f Conference rooms

1 Date: October 30, 2010
To: All staff
From: Ali Halabi
Subject: ______________________________
Zeina Hamdan has been appointed General Manager following the retirement of Fatima Hussain. All staff are requested to attend an informal meeting in the cafeteria Monday November 5 at 4 p.m. where they will be introduced to Ms Hamdan.

2 From: f.salem@tst.com
To: All sales staff
Subject: ______________________________
Many of the sales staff are absent due to flu, therefore, the November monthly sales meeting scheduled to be held on November 2 has been postponed. The meeting will now be held on Monday, December 3 at 10 a.m. in the Conference Room.

3 TST Communications Inc.
Date: October 30, 2010
To: All employees
From: Zahra Ahmed
Subject: ______________________________
The new company health club has been completed and will be open from Sunday, November 2. Operating hours will be 7 a.m. to 9 p.m. Sunday to Thursday. If you would like to use the health club, please fill out the attached registration form.
A Dialogue

Read the dialogue and answer the questions.

Walid is the Sales Manager of a company. Juliet is an IT specialist. She is producing a new website for the company.

Walid: Good morning, Juliet. How is it going?
Juliet: I’ve just finished the new website. Have a look at this page on the screen. Customers can now see all our products online.
Walid: Can they pay online?
Juliet: Yes, they can if they have a credit card.
Walid: Have you written a report to explain how it works?
Juliet: Yes, I have.
Walid: Great. Have you produced an English version and an Arabic version of the website?
Juliet: I haven’t finished the Arabic version yet because the translator is off sick.
Walid: OK. Could you let me have a copy of your report, please?
Juliet: Yes, certainly. I’ll print you a copy now.
Walid: Thank you. Well done, Juliet.

Questions
1. What is Juliet doing for the company?
2. Is the website ready for customers?
3. What can customers see on the website?
4. How can customers pay when they place an order?
5. Is the website ready for customers?
6. Why has Juliet written a report?
7. Do customers have to understand English to use the website?
8. Where is the report now?

Answers
1. She is producing a new website for the company.
2. Yes.
3. They can see all the company’s products.
4. They can place orders online or by telephone.
5. They can pay online if they have a credit card.
6. To explain how the website works.
7. No. There will be an Arabic version too.
8. Juliet is printing a copy for Walid now.

Teaching Tips

Searching the Net

The World Wide Web offers information and data from all over the world. Because so much information is available and because that information can appear to be fairly “anonymous”, it is necessary to develop skills to evaluate what one finds. When one is using the World Wide Web, there are no filters. Because anyone can write a webpage, documents of the widest range of quality, written by authors of the widest range of authority, are available on an even playing field. Excellent resources reside along side the most unsure.

In other words, there is an extremely wide variety of material on the Internet ranging in its accuracy, reliability and value that no one has to approve the content before it is made public. It’s the job of the a searcher, then, to evaluate what he/she locates in order to determine whether it suits his/her needs.

Screening Information

Pre-evaluation: The first stage of evaluating sources takes place before any searching. Students should take a minute to ask themselves what exactly they are looking for. Do they want facts, opinions, reasoned arguments, statistics, narratives, eyewitness reports or descriptions? Is the purpose of their research to get new ideas, to find either factual or reasoned support for a position, to survey opinion or something else? Once they decide on this, they will be able to screen sources much more quickly by testing them against their research goal.

Select sources likely to be reliable: Becoming proficient at selecting sources will require experience, of course, but even inexperienced researchers can take a few minutes to ask: What source or what kind of source would be the most credible for providing information in this particular case? Which sources are likely to be fair, objective, lacking hidden motives and showing quality control? It is important to keep these considerations in mind so that they will not simply take the opinion of the first source or two you can locate. By thinking about these issues while searching, they will be able to identify suspicious or questionable sources more readily. With so many sources to choose from in a typical search, there is no reason to settle for unreliable material.

Authorship: It is perhaps the major criterion used in evaluating information. Who wrote this? When we look for information with some type of critical value, we want to know the basis of the authority with which the author speaks. The publishing body also helps evaluate any kind of document you may be reading. On the Internet, students should ask the following questions to assess the role and authority of the “publisher”, which in this case means the server (computer) where the document lives: Is the name of any organisation given on the document you are reading? Are there headers, footers or distinctive watermarks that show the document to be part of an official academic or scholarly website? etc…
B Listening

Give the students time to read the rubric carefully. Check, by asking questions, that students understand what they are going to hear and what their task is.

Tell students that you are going to play the recording twice. The first time, they should listen but not write anything. On the second listening, they should complete the sentences.

When the students have listened to the recording twice and have completed the sentences, ask them to check their answers in pairs.

Then take responses from individual students reporting back to the whole class.

Audioscript

The rapid penetration of the Internet into households, businesses and all spheres of economic activity continues. The number of hosts on the Internet has increased to approximately 80 million, an increase of nearly 100% over the last year. Worldwide nearly 300 million people are estimated to be online. The diffusion of the Internet has been much more rapid than that of other modern technologies.

The number of corporations with some Internet-related purchases or sales is increasing too. The new technology has produced changes in the organisational structure of the firm and the distribution networks of businesses.

While both for consumers and businesses the Internet is still primarily a medium of efficient and inexpensive information access and dissemination, its other uses are now being increasingly exploited. Consumers use the Internet for entertainment, education, information and product research. While businesses still primarily use the Internet for marketing and information dissemination, they are also taking advantage of Web features to enable collaboration among firms and for communications within firms.

Answers

1. 80 million
2. are estimated to be online
3. changes in the organisational structure of the firm and the distribution networks of businesses

C Email and web addresses

Do the first item with the class, as an example, to check that students understand the task.

Then tell them to complete the task individually or in pairs.

Check answers as a whole class.

Answers

1. waleed@city.co.uk
2. adamcitydotco.uk
3. theowalcott@goalfeast.com

Lesson Two

Learning Objectives

- Practising making conversations using picture cues
- Practising buying sports equipment online
- Using correct language according to context

D Buying sports equipment online

Have a look at the Internet page below and choose an item you would like to buy online. In pairs, describe the item you choose, its size, colour and price.

Answers

Students’ answers

Activity Book page 25 exercises 1 and 2
Lesson Three

Learning Objectives

- Demonstrating an understanding of the present perfect by completing a table
- Practising using the present perfect in context
- Practising using adverbs / prepositions that are used with the present perfect

Grammar

present perfect with irregular verbs

The Internet

We use the present perfect tense when...

We want to say or ask whether an action is now complete (or not).

Example: I have written two pages. (= Now two pages are complete.)

If the date or time is included or understood, we use the simple past tense.

Example: I wrote the letter yesterday.

Work in pairs. Say that the person(s) in the sentence(s) has / have already done the action.

Examples

1. Don't forget to write the letters.
   I've already written them.
   She's already sent it.
   3. Remember to check your account online.
   4. Is she going to pay the bill today?
   5. Don't forget to log on to the website.

Study the table and then complete the sentences with one of the words from the table.

We often use these words with the present perfect.

ADVERBS

I've already done it.
He hasn't done it yet, but he will soon.
I want to sit down because I've just had a big lunch.
Have you ever driven a car? No I've never driven a car.

PREPOSITIONS

I haven't seen him for many years.
I haven't seen him since 1994.

1. I've been at this school since 1999.
2. I've lived in Damascus for ten years.
3. He has used the Internet before.
4. I haven't checked my email for two weeks.
5. We haven't finished this exercise yet.
6. She has posted the letters.
7. I haven't been to the cinema since May.
8. Have you ever seen an elephant?

Say true sentences about yourself like sentences 1-8 above.

6

Present the information from the box.

Ask a volunteer to read the example questions from the exercise and get repetition from other students. Do a few more with the whole class, and then tell the class to work through the whole exercise in pairs, taking turns to ask and answer. Remind them that they may refer back to the table in exercise 5 if they are not sure of any of the participle forms.

Answers

3. I have already checked it.
4. She has already paid it.
5. I have already logged on to the website.
6. I have already spoken the web last night.
7. She has already told the web designer about the error.
8. I have already given the document to Huda.
9. They have already sent the forms.
10. He has just arrived.
11. She has already met her friends online.

7

Read the gapped sentences with the class.

Answer any vocabulary questions that they might have.

Ask students to complete the task by filling in the blank with the proper word. Go round and offer help where necessary.

Put students in pairs to check their answers.

Answers

1. since
2. for
3. never
4. for
5. yet
6. just / already
7. since
8. ever

8

Allow time for students to complete the task individually.

Invite volunteers to read their sentences aloud.

Answers

Students' answers

Grammar

5

Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.

Check understanding by asking questions and giving students an opportunity to ask questions.

Allow time for students to complete the table individually.

When they have finished, check their answers and make sure they can pronounce the verbs correctly.

Answers

Bought / done / given / paid / read / sent / spoken / told / written
Activities

I Write the participle forms of the following verbs.

1 shut _____________________
2 spend _____________________
3 give _____________________
4 teach _____________________
5 sell _____________________

II Complete the table in the present perfect simple.

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
<th>question</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have chatted.</td>
<td>The lesson has not started.</td>
<td>Have we won?</td>
</tr>
<tr>
<td>She has turned around.</td>
<td>They have not arrived.</td>
<td></td>
</tr>
</tbody>
</table>

III Write sentences in the present perfect.

1 we / reach / our goal ______________________________________________________________________
2 our team / lose / the match ___________________________________________________________________
3 she / underline / the word ___________________________________________________________________
4 they / not / discover / the treasure ___________________________________________________________________
5 Ron / not / talk / about the problem ___________________________________________________________________

IV Write questions in the present perfect.

1 you / knock / at the door ______________________________________________________________________
2 the teacher / mark / the tests ___________________________________________________________________
3 she / buy / a new computer _____________________________________________________________________
4 they / rescue / the girl _______________________________________________________________________
5 Brad / wear / a blue shirt ______________________________________________________________________

V Ask about the information in the bold part of the sentence.

1 They have seen him at the library.
2 Robby Robber has robbed another bank.
3 Bill has ordered three desserts.
4 Clara has repeated the sentence five times.
5 Jane has asked a question.

Answers

1 shut
2 spent
3 given
4 taught
5 sold

F Vocabulary

How an Email is Sent

Jumana lives in Canada. She writes an email to her friend Rima in Syria.

Jumana’s message is then sent to Rima’s electronic post box.

Rima opens her inbox and reads Jumana’s email.

G Spelling

Write the correct spelling of the underlined word in each sentence.

Example

1 Have you choosen a day for the meeting?
C-H-O-S-E-N

2 Have you wroten the letters?

3 He has not finnished the work yet.

4 TST has been in bisinus since 1960.

5 You can buy our products online.

6 Online shopping is cheaper.

7 Selling a product from the list.

II

<table>
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<th>negative</th>
<th>question</th>
</tr>
</thead>
<tbody>
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<td>We have not chatted.</td>
<td>Have we chatted?</td>
</tr>
<tr>
<td>The lesson has started.</td>
<td>The lesson has not started.</td>
<td>Has the lesson started?</td>
</tr>
<tr>
<td>We have won.</td>
<td>We have not won.</td>
<td>Have we won?</td>
</tr>
<tr>
<td>She has turned around.</td>
<td>She has not turned around.</td>
<td>Has she turned around?</td>
</tr>
<tr>
<td>They have arrived.</td>
<td>They have not arrived.</td>
<td>Have they arrived?</td>
</tr>
</tbody>
</table>

III

1 We have reached our goal.
2 Our team has lost the match.
3 She has underlined the word.
4 They have not discovered the treasure.
5 Ron has not talked about the problem.

IV

1 Have you knocked at the door?
2 Has the teacher marked the tests?
3 Has she bought a new computer?
4 Have they rescued the girl?
5 Has Brad worn a blue shirt?

V

1 Where have they seen him?
2 What has Robby Robber robbed?
3 How many desserts has Bill ordered?
4 How often has Clara repeated the sentence?
5 Who has asked a question?
Lesson Four

Learning Objectives
- Demonstrating an understanding of the relationship between text and pictures
- Identifying the steps for sending an email
- Demonstrating understanding of puzzle clues

F Vocabulary
9
- Read out the title of the article and allow time for the students to look at the pictures. Then read out the words in the box.
- Ask students to read the text and match these words with the correct picture. Go round and offer help if needed.

Answers
1 Jumana’s computer
2 server in Canada
3 satellite
4 server in Syria
5 Rima’s computer

Activity book pages 26 and 27 exercises 3, 4 and 5

Lesson Five

Learning Objectives
- Identifying spelling errors and correcting them
- Practising writing contracted forms

G Spelling
10
- After getting the answers to the first item as an example, tell the students to prepare the remaining answers individually or in pairs before you go through the exercise with the whole class.

Answers
2 written
3 finished
4 business
5 products
6 shopping
7 select

H Contracted forms
11
- Allow time for students to complete the task either individually or in pairs.
- Check answers as a whole class.

Answers
3 What is he doing? 4 What has he done?
5 Who is going to pay for it? 6 He has already sent the money.
7 Huda is Mr Ali’s secretary. 8 She has shown me the customer’s letter.

Lesson Six

Learning Objectives
- Deciding whether sentences are true or false
- Practising writing a summary
- Practising research skills

I Reading
12
- Ask students to read the text silently.
- Tell the students to read the questions, then allow them time to read the article again and look for the answers.
- Check answers as a whole class.

Answers
1 a True
b False – We have clients in our homes.
c True
d True
2 Students’ answers
3 Students’ answers

The Internet

The Internet is really simple to use, but there’s a lot of complex technology behind the World Wide Web. Computers are linked together in a giant network so they can share information. Information is exchanged between all the computers in a network – it doesn’t matter where they are in the world.

There are two types of computer on the Internet – ‘servers’ and ‘clients’. Servers are like assistants and clients are like customers. Information is stored and distributed by the servers. They are very powerful computers. Your home or school computer is a client and it can get information from the Internet.

Computers are linked together by telephone systems. Information is changed into telephone signals and sent quickly from one computer to another through the servers. Networks in different countries are linked by satellites and large undersea cables.

Questions
1 Decide whether the following statements are true (T) or false (F). Correct the false statements.
   a We can share information with people all over the world with the Internet.
   b We have servers in our homes so we can surf the Internet.
   c The Internet uses telephone systems to send signals.
   d Information exchange on the Internet is very fast.

2 Summarise in one paragraph how the Internet works.
3 Research online more information on how the Internet works and present it to your classmates in a well organised oral presentation.

How the Internet Works

The Internet is really simple to use, but there’s a lot of complex technology behind the World Wide Web. Computers are linked together in a giant network so they can share information. Information is exchanged between all the computers in a network – it doesn’t matter where they are in the world.

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Computers are linked together by telephone systems. Information is changed into telephone signals and sent quickly from one computer to another through the servers. Networks in different countries are linked by satellites and large undersea cables.

Answers
1 a True
b False – We have clients in our homes.
c True
d True
2 Students’ answers
3 Students’ answers

Activity Book page 27 exercises 6 and 7
Teaching Tips

Finding Information and Documenting Sources

The following steps outline a simple and effective strategy for finding information for a research paper and documenting the sources students find.

**Step 1: Identify and develop the topic.**

**Step 2: Find background information.**

Additional background information may be found in textbooks or on the Internet.

**Step 3: Evaluate what is found.**

It’s important to keep in mind that just because information is published in a book, a journal or the web doesn’t mean to say it is true. One must take the time to evaluate the accuracy of the information. The purpose of this tip is to provide the necessary guidelines used to determine the quality and accuracy of the information found on the World Wide Web. The following checklist is a guideline which students may use to help them judge how credible or useful the website they are looking at is. Students should try to answer as many of the questions as possible by circling Yes or No. The greater number of times students answer Yes, the more likely the page is of higher informational quality.

| Title of website: | ________________________________ |
| Date evaluated: | ________________________________ |

<table>
<thead>
<tr>
<th><strong>AUTHORITY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority reveals that the person, institution or agency responsible for a site has the qualifications and knowledge to do so.</td>
<td></td>
</tr>
<tr>
<td>Is it clear who developed the site?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Has the author clearly provided all contact information including: email address, snail mail address, phone number and fax number?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Has the author clearly stated their qualifications, credentials or provided some personal background information, that gives them the authority to present the information on the site?</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PURPOSE &amp; COVERAGE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The author should be clear about the purpose of the information presented in the site. Some sites are meant to inform, persuade, state an opinion, entertain or parody something or someone.</td>
<td></td>
</tr>
<tr>
<td>Do you know what the purpose of the site is and if the content supports it?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Does the domain name of the site indicate its purpose?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the site well organised and focused?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Are the links appropriate for the topic of the site?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the information geared toward a specific audience?</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CURRENCY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The currency of the site refers to: 1) how current the information presented is, and 2) how often the site is updated or maintained. It is important to know when a site was created, when it was last updated and if all of the links are current.</td>
<td></td>
</tr>
<tr>
<td>Is the date the information was first written given?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the date the information was placed on the web given?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the date the information was last revised given?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Are the links up-to-date and reliable?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the information timeless rather than trend-related so that its usefulness is not limited to a certain time period?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Is the site fully developed?</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ACCURACY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectivity of the site should be clear. Beware of sites that contain a certain bias. Objective sites will present information with a minimum of bias, without the intention to persuade.</td>
<td></td>
</tr>
<tr>
<td>Is the information presented without a particular bias?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Does the information avoid trying to sway the audience?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Does the site avoid advertising that may be a conflict of interest with the content?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Does the site avoid trying to persuade or sell something?</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

| **Overall opinion of website based on results of checklist:** |  |
### Correspondence

**Lessons Eight and Nine**

**Learning Objective**
- Identifying various types of documents for accounting
- Identifying various types of documents for accounting
- Identifying characteristics of tenders and contracts

#### B Documents for accounting

**a**  Allow time for students to complete the task individually.

- When they have finished, ask students to exchange books and mark their partners’ work as you give the correct answers orally.

**Answers**
1 receipt / 2 invoice / 3 credit note / 4 statement / 5 reminder

**b**  Allow time for students to complete the task either individually or in pairs.

- Check answers as a whole class.

**Answers**
1 10 May 2010 / 2 the invoice and the credit note / 3 b / 4 a / 5 c

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### Lessons Eight and Nine

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Lesson One

Learning Objectives
- Talking about work experience
- Practising giving full informative answers to questions
- Practising showing keenness
- Practising giving details

Warm-up
- Ask the students to cover the dialogue and then invite the class to look at the title of the unit and the picture and tell you what they think the dialogue is about. Write students’ suggestions on the board.

A Dialogue

1
- Ask the students to read the dialogue quickly and silently.
- Check that the students understand the meaning of all the words in the dialogue.
- Ask volunteers to model reading the dialogue.
- In pairs, the students try to answer the questions.
- Check answers as a whole class.

Answers
1 He wants to be a telephone sales assistant at TST.
2 No, he hasn’t.
3 Because they use computers a lot in their department.
4 He takes orders by telephone.
5 a
6 a
7 a
8 Students’ answers

2
- Put students in pairs and ask them to prepare a list of the three most important factors for good communication.
- Students discuss their lists in their pairs.
- Pairs of students should then join with other pairs to make groups of four, in which they compare their answers and discuss any differences.
- Go round and monitor students’ conversations, offering help where necessary.

Answers
Students’ answers

B Listening

3
- Give the students time to read the gapped sentences.
- Play the recording and ask students to listen. Play it another time and ask students to listen and choose the correct answer.
- Put students in pairs in order to compare their answers or play the recording again for students to check their answers.

Audioscript
Walid Falleh’s English is very good, isn’t it?
Juliet Yes, it’s very good indeed.
Walid What about work experience?
Juliet Well, he’s done a lot of telephone work.
Walid Yes. That’s important. But he’s never worked in a sales office.
Juliet That’s a disadvantage.
Walid Hmm.
Juliet But he’s very keen to learn.
Walid Yes, he’s very keen, isn’t he? I think he’s the best applicant.
Juliet I think so too.
Walid Right. We’ll offer him the job.

Answers
1 c / 2 a / 3 b / 4 b
Lesson Two

Learning Objectives
- Practising phrases that show keenness
- Practising making sentences

C Showing keenness
1. Present the information from the box. Get choral and individual repetition of all possible six combinations.
2. After getting the answers to the first item as an example, tell the students to prepare the remaining answers individually or in pairs before you go through the exercise with the whole class.
3. When students give you the answers, get various students to repeat the whole sentence.

Answers
1. to
2. in
3. to
4. starting
5. hoping
6. interested
7. using / answering
8. to

5. Write the three words on the board (keen / hoping / interested) and give students time to think of three true sentences about themselves using one of these words in each sentence. Tell them that they can use one of the sentences in task 4 if it is true for them, but they should try to make two new sentences as well.

Lesson Three

Learning Objectives
- Practising giving details
- Identifying ways to deal with communication breakdown

D Giving details
6. Present the information from the box. Point out that the answer uses the same tense as the question, but that the details are in the past tense. Students should be able to tell you why (because the details are about the past and include a date or definite past time).
7. Tell the students to make questions with ‘Have you ever...?’ and the question phrase above each picture (1 Have you ever used a computer?). Get choral and individual repetition of each question.
8. Go through the six items again, but this time ask the questions and elicit answers that include a short answer plus details that are with the picture (1 ‘Yes I have. I did a training course in 2009.’).
9. Put the students into pairs to practise asking the questions and answering in this way with a short answer followed by details.

Answers
1. Q: Have you ever used a computer?
   A: Students’ answers
2. Q: Have you ever worked in an office?
   A: Students’ answers
3. Q: Have you ever flown in a plane?
   A: Students’ answers
4. Q: Have you ever seen an elephant?
   A: Students’ answers
5. Q: Have you ever been abroad?
   A: Students’ answers
6. Q: Have you ever played in a team?
   A: Students’ answers

7. Put students in pairs and allow them time to practise asking and answering the questions. Encourage them to answer in the same way as in task 6, with a short answer followed by details.
8. After the pairwork, ask a few students to tell the class what they learned about their partner. For example: ‘Salwa has swum in the sea. She went to Lattakia last year.’

Answers
1. Q: Have you ever swum in the sea?
   A: Students’ answers
2. Q: Have you ever seen a dangerous animal?
   A: Students’ answers
3. Q: Have you ever travelled by train?
   A: Students’ answers
Lesson Four

Learning Objective
■ Practising using adjectives with -ing or -ed

Grammar
Present perfect vs simple past

E Vocabulary

Write the words interested and interesting on the board and see if students can give you example sentences to illustrate the difference between the two words. Then refer them to the examples in the box in their SB.

Ask the class to tell you the answer to the first item as an example.

Work through the rest of the exercise orally with the whole class getting answers from various students when a student gives you a correct answer, get other students to repeat it. See if students can spell the word correctly without looking at the book.

If the students have had difficulty with any of the words, give them some extra practice. For example, help them to produce new sentences using the words.

Answers
1 bored 2 interesting 3 tired 4 excited 5 pleased 6 surprising 7 confused

Mini-Grammar + Activity

Present Perfect vs Simple Past
This section makes clear the differences between the present perfect tense and the simple past tense.

A Use

<table>
<thead>
<tr>
<th>Tense</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>when the time period has NOT finished</td>
<td>I have seen three movies this week. (This week has not finished yet.)</td>
</tr>
<tr>
<td></td>
<td>when giving recent news</td>
<td>Martin has crashed his car again. (This is new information.)</td>
</tr>
<tr>
<td></td>
<td>when the time is not specific</td>
<td>I have seen that movie already. (W e don’t know when.)</td>
</tr>
<tr>
<td></td>
<td>with for and since, when the actions have not finished yet</td>
<td>I have lived in Victoria for five years. (I still live in Victoria.)</td>
</tr>
</tbody>
</table>

F Grammar

Study the sentences in the table. Then choose the correct form of the word(s) in brackets.

Example
1 (you see) that film yet? Have you seen that film yet?
2 Falleh (apply) for a job at TST two weeks ago.
3 Falleh (have) an interview yesterday.
4 He was nervous before the interview and he (feel) tired afterwards.
5 He (not receive) a letter from TST yet.
6 How long (Falleh be) in his present job?
7 When (he start) his present job?
8 How many jobs (he have) since leaving school?
9 He (do) an interesting training course last year.

Simple Past

when the time period is finished
I saw three movies last week. (I ast week is finished.)

when giving older information
Martin crashed his car last year. (F his is old information.)

when the time is clear
I saw that movie on Thursday. (W e know exactly when.)

with for and since, when the actions have already finished
I lived in Victoria for five years. (I don’t live in Victoria now.)
Put the verbs into the simple past or the present perfect.

1
A: (you / play / already) _______ the new computer game?
B: No, not yet. I only (buy) _______ it yesterday and I 
   have (not) _______ the time yet.

2
A: (you / go) _______ to the cinema last night?
B: Yes, I (be) _______ there with Sue and Louis. (you / be) to 
   the cinema recently?
A: I last (go) _______ to the cinema two weeks ago.
B: So you (see / not) _______ the new action film yet.
   A: No, unfortunately not. (you / enjoy) _______ it?
   B: I (like) _______ it. B: I (enjoy) _______ it.

Activity Book page 29 exercises 3 and 4

Lesson Five

Learning Objectives
- Demonstrating understanding of a reading text by answering comprehension questions
- Discussing ways of staying in contact

G Reading

10
- Ask students to read the text silently.
- Tell the students to read the questions, then allow them time to read the article again and look for the answers.
- Check answers as a whole class.
Lesson Six

Learning Objective

- Reviewing elements already practised

H Revision

11

- Do the first item with the class as an example to check that students understand the task.
- Then tell them to complete the task individually or in pairs.
- Alternatively do it as a quiz where teams get five points for a correct answer, three points for a partially correct answer or two points for correcting another team.

Answers

1 b/2 c/3 a/4 b/5 a/6 d/7 a/8 a/9 c

Activity Book pages 29 and 30 exercises 5 and 6

Teaching Tips

Advantages and Disadvantages of Multiple Choice Assessment

Advantages

There are several advantages to multiple choice tests. Item writers are well trained and items are quality assured, it can be a very effective assessment technique. Students are instructed on the way in which the item format works, they will perform better on the test. Reliability improves with larger numbers of items on a test.

Multiple-choice tests often require less time to administer for a given amount of material than would tests requiring written responses. This results in a more comprehensive evaluation of the candidate’s extent of knowledge.

Because this style of test does not require a teacher to interpret answers, test-takers are graded purely on their selections creating a lower likelihood of teacher bias in the results. Factors irrelevant to the assessed material (such as handwriting and clarity of presentation) do not come into play in a multiple choice assessment, and so the candidate is graded purely on their knowledge of the topic.

Disadvantages

The most serious disadvantage is the limited types of knowledge that can be assessed by multiple choice tests. Multiple choice tests are best adapted for testing well-defined or lower-order skills. Problem-solving and higher-order reasoning skills are better assessed through short-answer and essay tests. However, multiple choice tests are often chosen, not because of the type of knowledge being assessed, but because they are more affordable for testing a large number of students.

A other disadvantage of multiple choice tests is possible ambiguity in the examinee’s interpretation of the item. Failing to interpret information as the test maker intended can result in an “incorrect” response, even if the taker’s response is potentially valid. The term “ultiple guess” has been used to describe this scenario because test-takers may attempt to guess rather than determine the correct answer.

In addition, even if students have some knowledge of a question, they receive no credit for knowing that information if they select the wrong answer. However, free response questions may allow an examinee to demonstrate partial understanding of the subject and receive partial credit.

A other disadvantage of multiple choice examinations is that a student who is incapable of answering a particular question can simply select a random answer and still have a chance of receiving a mark for it.

Additionally, it is important to note that questions phrased ambiguously may cause test-taker confusion. It is generally accepted that multiple choice questions allow for only one answer, where the one answer may encapsulate a collection of previous options. However, some test creators are unaware of this and might expect the student to select multiple answers without being given explicit permission. Of course, untrained test developers are a threat to validity regardless of the item format.

Tips for writing good multiple choice items:

- Stem should present single, clearly formulated problem.
- Stem should be in simple, understood language.
- Avoid “all of the above” / “one of the above”.
- Make all distractors plausible.
- Don’t overlap response alternatives.
- Don’t use double negatives.
- Present alternatives in logical or numerical order.
- Place correct answer at random.
- Make each item independent of others on test.
- List alternatives on separate lines, indent, separate by blank
- line, use letters vs. numbers for alternative answers.
- Need more than 3 alternatives, 4 is best.
Learning Objective

- Practising making predictions about the future of humanity

Introduce the topic and use the picture to elicit a few key words that the students will read in the timeline.

Allow time for students to read the timeline silently. Give the students the opportunity to ask you about anything that they didn’t understand.

Ask students to work individually and try to find the answers to the comprehension questions.

Check answers by asking volunteers to read their answers aloud.

Answers

1 converse: engage in the informal exchange of ideas by spoken words
automated: operated automatically
combustion: the process of burning something
longevity: long duration of service
manned: operated by people
self-sustaining: able to continue in a healthy state without outside assistance
embarkation: the process of loading passengers aboard a cruise ship
intravenous: existing or taking place within or administered into a vein or veins

Questions

1 Find the meanings of the words in bold.
2 Explain two of the predictions mentioned above.
3 Which one do you believe is going to happen? Explain.
4 Which one do you believe will not happen? Why?

Teaching Tips

Small Talk (2)

Here are some tips that should make finding a small talk topic less difficult:

1 Ask the other party or parties a lot of questions about themselves. Not only is this the polite thing to do, it also helps move the conversation along.
2 Be sure to listen to the responses to your questions. It would not do to ask questions then not pay attention to the replies of the other person. Plus, if you listen closely, the responses to your questions may lead you to ask even more in-depth questions.
3 Ask questions that are relevant to the other person – such as questions about their background, their family, any friends you have in common or what he / she may like to do. This opens up areas in his / her life that he / she may have in common with you, posing an opportunity to bond.
4 Be well-read and well-informed about a host of topics. You have heard it said that it pays to read a lot and it is true – if you know a lot about different topics, you can easily conduct a conversation with people from different backgrounds. It will not be so hard to find a small talk topic.
5 Topics should be light, hopefully cheerful, so that you will be able to bond better with the other party.
6 Avoid controversial topics. Controversial topics might only put the other person on the defensive. Also, you and the other person might be on opposite sides of the issue.

What are some common topics that you can safely conduct small talk about? You could initiate small talk about:
- Sports - almost everyone likes some kind of sport
- Hobbies
- Weather and climate
- Your respective spouses and children
- Media such as television shows, movies or music that both of you may like
- Holidays that you think the other person may enjoy
- Your respective hometowns
- Oral information about the occupation of each person
- Current trends in art or fashion
- Gossip about famous people
Teaching Tips

**Documents of Accounting: Receipts**

Customers want receipts even for informal transactions. You might not have a cash register to print out a proper receipt, but you still want a professional invoice. This allows your customers a chance to prove that they paid for the item. Receipts also come in handy for your own records. You can require that a receipt be present with an item before you’ll accept a return. This way, you’ll know that it came from your store. You’ll even need to send receipts for any online selling you do. You can write your receipts by hand, send a digital copy or print them out.

**How to make a receipt**

**Step 1**

Create a header. The first line of your receipt should be your name or the name of your company. Follow this by your address and then your phone number. This allows the customers to contact you with any questions. You can also include your store hours or website address so your buyers can find your store again. Write the date and time of your transaction.

**Step 2**

List the items. A receipt is a reference for you and your customer. Include a small item description so they can remember what they bought. You can also write down the ISBN or any code you have for the product. The price of the item is usually on the right side of the receipt.

**Step 3**

Put in details that are specific to your transaction. If you are sending a receipt online, include the buyer’s name and address under your company header. You can also add the quantity of items that were purchased.

**Step 4**

Add in sales tax. You can find the sales tax for your state listed online. Some states charge a different percentage for food or allow tax exemptions for certain items.

**Step 5**

**Give the total.** Add the sales tax and the cost of the item together. Double-check your math with a calculator. Space down and then give the total amount of the purchase.

**Sample Receipt**

When you go shopping you receive a receipt for what you buy. Receipts are small and can be difficult to read if you don’t understand the common symbols used on receipts. Here is a sample receipt with an explanation of common symbols and expressions.

| KG = Kilogrammes  |
| WT = Weight of Item (g)  |
| @ = At  |
| / = Price per unit (in this case: Pound)  |
| TAX = State and local taxes due on purchases made (similar to VAT - Value Added Tax)  |
| BA RE CE DU = Total of all purchased items  |
| CS H / CH = Payment method  |
| CN G = Money returned after a cash payment  |
| @ = Date of Purchase (month, day, year in the US / day, month, year in the UK)  |

**Sample Receipt**

<table>
<thead>
<tr>
<th>Item / description</th>
<th>Unit</th>
<th>Unit price</th>
<th>No. of units</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisps</td>
<td>80 g packet</td>
<td>8 SYP</td>
<td>1</td>
<td>8 SYP</td>
</tr>
<tr>
<td>Apples</td>
<td>kg</td>
<td>3 SYP</td>
<td>2</td>
<td>6 SYP</td>
</tr>
<tr>
<td>Cereals</td>
<td>1 kg packet</td>
<td>75 SYP</td>
<td>1</td>
<td>75 SYP</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>1 litre carton</td>
<td>3 SYP</td>
<td>3</td>
<td>9 SYP</td>
</tr>
<tr>
<td>Beef</td>
<td>kg</td>
<td>80 SYP</td>
<td>1.5</td>
<td>120 SYP</td>
</tr>
<tr>
<td>Cheese</td>
<td>kg</td>
<td>10 SYP</td>
<td>1</td>
<td>10 SYP</td>
</tr>
<tr>
<td>Soft drinks</td>
<td>can</td>
<td>9 SYP</td>
<td>6</td>
<td>54 SYP</td>
</tr>
<tr>
<td>Bread</td>
<td>loaf</td>
<td>5 SYP</td>
<td>2</td>
<td>10 SYP</td>
</tr>
<tr>
<td>Fresh fish</td>
<td>kg</td>
<td>8 SYP</td>
<td>3</td>
<td>24 SYP</td>
</tr>
<tr>
<td>Salad dressing</td>
<td>jar</td>
<td>90 SYP</td>
<td>1</td>
<td>90 SYP</td>
</tr>
<tr>
<td>Ice</td>
<td>2 kg bag</td>
<td>8 SYP</td>
<td>2</td>
<td>16 SYP</td>
</tr>
<tr>
<td>Black grapes</td>
<td>kg</td>
<td>3 SYP</td>
<td>2</td>
<td>6 SYP</td>
</tr>
<tr>
<td>TAX @ 7%</td>
<td></td>
<td>28 SYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DE BI   CE DU = Total of all purchased items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAS H / CH = Payment method</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH AN GE = Money returned after a cash payment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>@ = Date of Purchase (month, day, year in the US / day, month, year in the UK)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

06/24/2010
Correspondence
Lesson Seven

Learning Objectives

- Demonstrating understanding of tenders and contracts
- Practising giving reasons
- Demonstrating understanding of a text

Students work individually to match the questions with their answers.

Ask students to exchange books and mark their partner's work as they give the correct answers orally.

Answers

1 e / 2 f / 3 d / 4 b / 5 c / 6 a

This exercise gives students the opportunity to practise the language function, giving reasons. Go through the first item with the class in order to make sure that they understand what they are asked to do.

Allow them to work in pairs if they wish and give them time to discuss and write reasons for items 2 and 3. Check answers as a whole class.

Answers

Students' answers

C Job Documents

Read the CV and answer the questions.

Curriculum Vitae

Name
Samer Moussa
Address
Al Harka, Damascus, Syria
Telephone
963 13 ******
Date of Birth
7 May 1983
Nationality
Syrian
Education
Work Experience
2000: SCN (Assistant to Personnel Manager)
1999: DIC Damascus (computer assistant)
Special skills
- Computer skills: Windows, Word and Excel
- Language skills: English (intermediate level)
Driving
I am learning to drive
Activities and interests
Football player in school team
References
Mr Ali Radeen
Mr Khaled Mansour
Address
Al Harika, Damascus, Syria
SCN

When Samer wrote this CV...
1. Where did he live?
2. Was he still at school?
3. What was Samer's most recent job?
4. Was he still at school?
5. Could he drive a car?
6. What could an employer learn about Samer from his "Activities and Interests"?
7. Which referees could tell an employer whether Samer was good at his job?

Read and complete the text with one word in each blank.

Some employers ask applicants to complete an application form, but many employers ask for a CV instead.

Different people write CVs in different ways. (1) _________ example, you can put your address and telephone number at the beginning or the end, and you (2) _________ use some different headings.

However, all CVs must contain personal details such as (3) _________, address, and details of education, (4) _________ experience, and additional information such as special skills. When you write your CV, include everything that might interest an (5) _________, for example, have you ever done any voluntary work? Have you played in any sports teams?

All CVs must have clear headings. They (7) _________ be easy to read, and the information must be in the correct order; for example, people usually put their latest job first and the previous (8) _________ second. You should always write your CV on a computer and keep it (9) _________ on disc. Then you can update it easily.

When you have finished writing your CV, ask yourself, "Have I spelled all the words correctly?" and "(10) _________ my CV look good?"

Lessons Eight and Nine

Learning Objectives

- Identifying parts of a Curriculum Vitae
- Demonstrating understanding of a text by completing a gap fill exercise

a / b

Explain the task to the students and give them time to complete it in pairs.

Check answers as a whole class.

Answers

1 Al Harka, Damascus, Syria
3 Assistant to personnel manager
5 No
7 Mr Khaled Mansour
2 No
4 Computer assistant
6 He likes football
8 job
9 it
10 does
Supply and Demand

Lesson One

Learning Objectives

- Practising offering help
- Practising negotiating a price
- Practising talking about preferences

Warm-up

- Bring to class pictures of items you would find in an electronics store.
- Put students in pairs and give each pair two pictures. Point out to students that they are going to practise buying and selling these items. Once students agree on a price, tell them to switch roles for the second picture.
- Go round and monitor students’ conversations, offering help when necessary.

A Dialogue

Allow time for students to read the dialogue silently. Tell them to complete the sentences and to be ready to justify why they think their answer is correct.

When students have finished, allow them to work in pairs and compare answers. If they disagree about any of the answers, they should look again at the dialogue and try to agree which answer is best and why.

Check answers by asking volunteers to read their answers aloud.

Answers

1 the solid silver one
2 expensive
3 the price; discount
4 1500 SYP
5 c

2

Allow time for students to discuss the question in pairs.

Go round and monitor students’ conversations, offering help where necessary.

Answers

Students’ answers

B Listening

Play the recording and ask students to write their answers individually.

Ask students for their answers. If necessary, play the recording again or read out the bits that caused trouble. Finally confirm the correct answers.

Answers

1 big
2 one hundred
3 sixty-five SYP

Audioscript

Sally: How much are these earrings?
Hassan: Good morning. Can I help you?
Sally: Yes. How much is this?
Hassan: That’s 1800 SYP. It’s solid silver.
Sally: Hmm... It’s very nice, but I’m looking for something cheaper.
Hassan: This one here is only 1000 SYP.
Sally: I prefer the first one, but I don’t want to pay that much.
Hassan: Well, I can give you a discount. I can let you have it for 1600 SYP.
Sally: How about 1200 SYP?
Hassan: I’ll tell you what. I can let you have it for 1500 SYP. But that’s a special price. I can’t sell it for less than that.
Sally: Yes, I know. OK, I’ll take it.
Hassan: I’ll put it in a box for you.
Sally: Thank you.

Question

Complete the sentences below.

1 Nissrine prefers the _______.
2 But it is too _______.
3 Hassan offers to reduce _______. but Nisreen asks for a bigger _______.
4 In the end, she agrees to pay _______.
5 “I’ll tell you what” is a phrase for introducing a _______.
a compliment b question c new suggestion d polite refusal

Do you think Hassan is good at his job? Give reasons.

40
Lesson Two

Learning Objective

- Practising negotiating a price

C Agreeing on a price

4 and 5

- Give the students a few minutes to read the gapped dialogue and think about which words or phrases could be used to complete the gaps.
- Let students complete the task in pairs.
- When they have finished, ask volunteers to come to the front and role play their completed dialogue.

Answers

4

1 much is 2 pay / spend 3 only 4 one 5 I can let you have it for 1750 SYP 6 too 7 quality

5 Students' answers

Activity Book page 31 exercises 1 and 2

Lesson Three

Learning Objective

- Talking about preferences

D Preferences

6

- Present the information from the box. Check understanding by asking questions and giving students an opportunity to ask questions.
- Working alone, students write sentences about their favourite item in each category.
- Put students in pairs and allow them time to ask and answer each other about respective preferences.
- Go round and monitor students’ conversations, offering help where necessary.

Answers

Students' answers

7

- Point out to students that they are going to practise buying and selling the items from exercise 6. Tell Student A to choose an item and Student B to choose another item. Student A plays the role of the seller and Student B plays the role of the buyer. Once students agree on a price, tell them to switch roles.
- Go round and monitor students’ conversations, offering help when necessary.

Answers

Students' answers
Lesson Four

Learning Objectives

- Practising using prepositions correctly
- Distinguishing between the simple past and the past perfect
- Identifying the meanings of words
- Identifying a product from its sales description

Grammar

the past perfect

E Vocabulary

8

- Ask students to work out the answers in pairs.
- Check answers as a whole class.

Answers

<table>
<thead>
<tr>
<th>1. for</th>
<th>2. by</th>
<th>3. to</th>
<th>4. of</th>
<th>5. for</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>7. for</td>
<td>8. in</td>
<td>9. on</td>
<td></td>
</tr>
</tbody>
</table>

Mini-Grammar

Forming and Using the Past Perfect Tense

The past perfect tense is formed using two components: the verb HAVE (in the past tense) and the past participle form of a verb. With a regular verb, the past participle ends with -ed (just like the simple past). Regular verbs have a special past participle form that you have to learn.

Use 1

The past perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

- I had never seen such a beautiful beach before I went to Kauai.
- I did not have any money because I had lost my wallet.
- Tony knew Aleppo so well because he had visited the city several times.
- Lama had never been to an opera before last night.
- We were not able to get a hotel room because we had not booked in advance.
- A: Had you ever visited the U.S. before your trip in 2008? B: Yes, I had been to the U.S. once before.

Use 2

With non-continuous verbs and some non-continuous uses of mixed verbs, we use the past perfect to show that something started in the past and continued up until another action in the past. For example:

- The time he finished his studies, he had been in London for over eight years.
- She had visited her Japanese relatives once in 1993 before she moved in with them in 1996

F Grammar

9 and 10

- Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.

1 Fairytale dominoes

Students continue a story by choosing from pictures that they have spread out on the table in front of them, continuing until they bring the story to a conclusion with the very last picture. To encourage the use of the past perfect, allow them to add pictures to earlier parts of the story with phrases like the time he arrived at the airport, the airplane had already left. If you can’t find suitable pictures, students can play the same game with relevant words on cut-up pieces of paper.

Answers

9

<table>
<thead>
<tr>
<th>1. the person wrote the letter</th>
<th>3. the phone rang</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I arrived at the station</td>
<td>4. the plane left</td>
</tr>
</tbody>
</table>

10

| 1. read; had received | 2. paid; gave | 3. sent; had already paid | 4. said; had finished | 5. told; had not received |

Activity Book page 32 exercises 3 and 4

Teaching Tips

Fun Activities to Practise the Past Perfect Tense

1 Fairytale dominoes

Students continue a story by choosing from pictures that they have spread out on the table in front of them, continuing until they bring the story to a conclusion with the very last picture. To encourage the use of the past perfect, allow them to add pictures to earlier parts of the story with phrases like the time he arrived at the airport, the airplane had already left. If you can’t find suitable pictures, students can play the same game with relevant words on cut-up pieces of paper.
Alibi game
Half the class are suspects for hiding something in the school, and the other half are their alibis. In pairs, they have to create the stories of what they were doing elsewhere at the time of the disappearance of the item. They are then questioned separately, and the pair with the most differences between their stories are the guilty ones.

Guess what order
One student says two things they did and their partner has to make a true sentence, keeping the same order in the sentence as they were said in, e.g. “When you had a shower, you had already finished breakfast.” or “You had a shower and then you had breakfast.”

Yesterday’s schedule spot the differences
Give the students schedules with differences in the order of the events to ask and answer questions about such as “How many times had you studied maths by the end of school on Thursday?”

Sentence completion guessing game
Give students ten to twenty sentence stems that you know that most people can complete in some way, e.g. “When I joined this class…” or “I had never felt more excited before in my life when…” Tell them to complete at least half the sentences. They then read out only the part they have written and their partners guess which sentence it is a completion of, e.g. “I had already worked in twenty three places.”

Your partner’s day backwards (the Memento game)
Starting when their partner went to bed, students see how many true sentences they can make about things they did before that, working backwards slowly, e.g. “When you went to bed, you had already brushed your teeth.” “T’s right.” “When you brushed your teeth, you had already had a shower.” “Wrong! I had a shower after I cleaned my teeth. My turn.”

Who had been busier competition
Choose a time of day yesterday and students try to prove they had been busier or more productive than their partner, e.g. 6 p.m. yesterday, I had typed 40 pages.” “That’s nothing.” “By 6 p.m. yesterday I had made 20 phone calls.” “Really? I still think typing is more difficult though…”

Lesson Five

Supply and Demand

G Duties of a salesman
What are the salesmen talking about? Match the sentences to the products.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It isn’t expensive although the cotton is very good quality, so it’s good value.</td>
<td>a. a shirt</td>
</tr>
<tr>
<td>2. It’s easy to use, and it produces good pictures.</td>
<td>b. a camera</td>
</tr>
<tr>
<td>3. It can go from nought to a hundred in seven seconds.</td>
<td>c. a car</td>
</tr>
<tr>
<td>4. It includes a CD player, radio and cassette player and it has a lot of extra features.</td>
<td>d. a sound system</td>
</tr>
<tr>
<td>5. It’s very fast. It’s also very reliable. It doesn’t often break down, which is important for an office machine.</td>
<td>e. a photocopier</td>
</tr>
</tbody>
</table>

H Roleplay
Imagine that you are a salesman. What can you say about these products?

<table>
<thead>
<tr>
<th>Product</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a car</td>
<td>It isn’t expensive although the cotton is very good quality, so it’s good value.</td>
</tr>
<tr>
<td>b. a photocopier</td>
<td>It’s easy to use, and it produces good pictures.</td>
</tr>
<tr>
<td>c. a shirt</td>
<td>It can go from nought to a hundred in seven seconds.</td>
</tr>
<tr>
<td>d. a sound system</td>
<td>It includes a CD player, radio and cassette player and it has a lot of extra features.</td>
</tr>
<tr>
<td>e. a camera</td>
<td>It’s very fast. It’s also very reliable. It doesn’t often break down, which is important for an office machine.</td>
</tr>
</tbody>
</table>

Lesson Six

Learning Objectives
- Describing and promoting a consumer product
- Demonstrating understanding of a reading text by answering comprehension questions
- Practising giving examples

H Roleplay
Working alone, students try to write brief descriptions about products 1-4.

Put students in pairs and explain to them that they are going to take part in a role playing exercise. Student A plays the role of a salesman and Student B plays the role of a customer. In their pairs, students practise buying and selling items 1 and 2.

Ask students to switch roles for products 3 and 4.

Go round and monitor students’ conversations.

Answers
Students’ answers
I Reading

13

■ Ask students to read the text silently.
■ Tell the students to read the questions, then allow them time to read the advertisement again and look for the answers.
■ Check answers as a whole class.

Answers

1 on the company’s website
2 selling goods and services through the Internet
3 companies that want to sell online
4 c
5 b
6 c
7 c

14

■ Put students in pairs and allow them time to think of examples of e-commerce.
■ Pairs of students should then join with other pairs to make groups of four, in which they compare their answers and discuss any differences.
■ Go round and monitor students’ conversations.

Answers

Students’ answers

Activity Book page 33 exercise 5

Activity

This is an additional text that the teacher can use to teach students about the concept of supply and demand.

Supply is one of the most basic concepts of economics: supply and demand. These are really two separate things, but they are almost always talked about together.

Supply is how much of something is available. For example, if you have 9 baseball cards, then your supply of baseball cards is 9. If you have 6 apples, then your supply of apples is 6. On the other hand, demand is how much of something people want. It sounds a little bit harder to measure, but it really isn’t. To measure demand, we can use a very simple numbering system, just like the supply one. If 8 people want baseball cards, then we can say that the demand for baseball cards is 8. If 6 people want apples, then we can say that the demand for apples is 6.

So we have supply, which is how much of something you have, and demand, which is how much of something people want. Put the two together, and you have supply and demand. Now, how do you show the relationship between the two? One way is to use the price of something.

Generally speaking, the price of something will go up if the demand goes up. Why? Because the seller thinks he or she can get more money for whatever he or she is selling. If more people want something, they will be willing to pay more for it. In the same way, the price will go down when the demand goes down. What does all this mean? It means that you can track supply and demand by also tracking price. If something has a high price, you can usually conclude that the demand for that item is low. If his is not always the case, it is usually the case.) In the same way, if something has a low price, you can usually conclude that the demand for that item is high.

I Reading

13 Read the text and answer the questions.

Many large and small companies sell goods and services through the Internet. A company’s website can contain a catalogue of its products. Buyers can see pictures and information about the products, complete an order form online and pay online by credit card. Customers who have an account with the supplier can key in their account number and pay after receiving the goods.

If a company wants to sell online, it needs e-commerce software for its computers, like the software in this advertisement:

Start and Manage Your E-commerce Site with E-sale Software

With e-sale you can:
• create and update a catalogue on your website
• accept orders online
• create invoices and statements automatically

See what users of e-sale say
John Baxter of Baxter Cottons, London, says: “People told me that e-commerce software was difficult to use, but e-sale is easy.”

Sheila Steen of S & R Steen Jewellers, Manchester, says: “When we started our website, we had been in business for ten years. Our customers were all in Manchester. Now we have customers in twenty countries, thanks to e-sale software.”

Questions

1 Where on the Internet can buyers find information about a company’s products?
2 What does e-commerce mean?
3 Who is likely to buy this software?
4 If a company uses this software, its _____ can sell goods or services.
   a salesmen
   b secretaries
   c computers
   d calculators
5 Baxter and Steen are _____ of e-sale software.
   a advertisers
   b users
   c suppliers
   d the makers
6 John Baxter said the software was easier than _____.
   a he had expected
   b his previous
   c people thought
   d any other

7 When S & R Steen started a website, the company was ______.
   a already exporting jewellery
   b new
c ten years old
d importing jewellery

14 Give some examples of e-commerce in Syria. You may search the Internet for help.

Why? By all of a seller has already paid money for what he is trying to sell. A bookseller has paid $ for each paperback book he has on his shelves. He has bought 1 000 books and paid $ 000. He is selling those same books for $ each. He hopes to sell all of them at $ each and get a total of $ 000.

But what if the demand is low and no one wants to buy them? The seller wants to make some of his money back, so he might lower the price. If he lowers the price of the books to $ each, he breaks even on each book but still takes in some of the money he had spent to buy the books in the first place. And this bookseller would have had to lower the price of the books because the demand was low. The reverse can also be true. If the bookseller decides that he wants to get as much money as he can back, then he might raise the price of the books to $ each, figuring that he will sell fewer books overall but will get more money for each book he sells.

What does it all mean? Supply and demand are two very strong market concepts. Studying the two of them can give you a good idea of what people like to buy and sell. And you can track both supply and demand by comparing the price of an item over time.

To study supply and demand is to understand economics at its basis.
Reading and Writing

**Learning Objectives**

- Demonstrating understanding of a text by completing a gap-fill exercise
- Identifying job skills
- Practising taxonomic skills
- Interpreting headings on applications
- Demonstrating understanding of a text by answering questions
- Identifying expressions used in business communication
- Practising giving explanations

**Put the stages of getting a job in order.**

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**Correspondence**

**Lessons Seven, Eight and Nine**

**Reading and Writing**

- Give students time to read sentences a-g.
- Then students try to put the sentences in the correct order.
- Ask volunteers to read aloud their answers.

**Answers**

```
da/e
c/d/f/g/i
6/8/19/34/5/7/2
```

**Give as homework or revision:**

Activity Book, exercises a, b and c pages 56 - 57

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**Correspondence**

**Put the stages of getting a job in order.**

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**Correspondence**

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**Give as homework or revision:**

Activity Book, exercises a, b and c pages 56 - 57

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**Correspondence**

**Put the stages of getting a job in order.**

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</table>

**Correspondence**

**Put the stages of getting a job in order.**

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<td>7</td>
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</tbody>
</table>

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**Give as homework or revision:**

Activity Book, exercises a, b and c pages 56 - 57
Teaching Tips

Job Interviews
Tell the students that you will be talking about job interviews today. Define the words benefit and qualification on the board. Make a chart with the headings benefits and qualifications on the board and ask the students to write the following words under the appropriate headings.

- promotion
- work experience
- medical insurance
- vacation
- bachelor
- masters
- doctor degree
- references
- salary
- wage
- housing
- license
- commissions
- tips
- bonus
- being well-spoken
- being hardworking
- discount on goods
- training courses
- dental insurance
- creativity
- report card transcript
- raise
- neat appearance
- dress

Have a group, decide what the most important qualifications and benefits are.

Most important benefits:
Most important qualifications:

Divide the class into two groups: companies seeking to hire employees and people seeking to find jobs.

The companies line up in a row. And the job seekers go from company to company and ask about the jobs. The job seekers are primarily interested in what benefits they can get. The companies are primarily interested in the qualifications of potential employees.

Are you let the students start, you should probably model an example interview with one student.

Both groups should fill out the table on their activity worksheet. And when they are done and if time permits, you can ask the employers who they would like to hire and why.

<table>
<thead>
<tr>
<th>Employee Sheet</th>
<th>Job Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of company</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>Incentives</td>
<td></td>
</tr>
<tr>
<td>Promotions</td>
<td></td>
</tr>
</tbody>
</table>

Questions to ask employers:

What company do you represent?
What kind of job do you offer?
How much does the job pay?
Where is it located?
Do you offer any benefits?
Is there any chance for a promotion or a raise?

Your Name:
Work Experience:
Your Major:
Special Skills:
Good Points:
Bad Points:

Employee Sheet | Applicant Information
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of applicant</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Good points</td>
<td></td>
</tr>
<tr>
<td>Bad points</td>
<td></td>
</tr>
</tbody>
</table>

Questions to ask applicants:

Could you spell your name please?
What kind of experience do you have?
What did you study at university?
Do you have any special skills?
What are your good points and bad points?

Company Name:
Job Description:
Job Salary:
Location:
Benefits and Incentives:
Promotions and Raises:
A Dialogue

Read the dialogue and answer the questions.

Ahmed: Where do you do most of your business?
Client: Right now, 90% of it is in Damascus. But we want to expand into other regions.
Ahmed: Then you should consider doing business online. The advantage is that you can reach pharmacies all over Syria for very little cost.
Client: But isn’t it expensive to set up?
Ahmed: Not at all. Let me give you an example. One of our clients was in the same situation. Now he is doing four times more business in Middle and Upper Syria.
Client: What do I have to do?
Ahmed: First, we discuss your IT needs. Then you install the hardware and the right kind of software.
Client: Are there disadvantages?
Ahmed: Of course, you need to finance the set-up costs. But higher sales will pay for this. We can go over your figures together and see how long that will take.
Client: How do I contact the pharmacies which my sales force don’t visit at present?
Ahmed: There’s a project called CiraPharma. I’ll give you the details after lunch.

Questions
1. Is Ahmed advising a client about his existing company or a new company?
2. What is Ahmed’s suggestion?
3. What is the client’s business plan?
4. Who could the client contact in the future?
5. What is Ahmed going to do later with the client?
6. What is Ahmed’s suggestion?

Find in the dialogue one advantage and one disadvantage of online business.

Answers
1 Existing company
2 To expand into other regions
3 Pharmacies all over Syria
4 First discussing needs and then installing the hardware and software
5 One advantage of online business is that it allows you to reach similar companies all over your country. On the other, a disadvantage is that it needs to be financed.
6 He’ll give him the details to contact CiraPharma.
7 a
8 d

Put students in pairs and allow them time to complete the task.

Go round and monitor students’ conversations.

When they have finished, allow time for a whole classroom discussion.

Answers
Students’ answers

Teaching Tips + Activity

Ideas for Using Dialogues in the Language Classroom

Ideas for using dialogues to help students develop their conversation skills is common practice in most English classes. One of the main advantages of using dialogues is that students are given a rubric as a basis on which they can then build. If they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

- Introduce new vocabulary and help students become familiar with standard formulae used when discussing various topics.
- Do a gap-fill exercise for students as a listening exercise.
- Use dialogues for roleplays.
- Have students write dialogues to test key vocabulary and language formulae.
- Have students memorise simple dialogues as a way of helping them improve their vocabulary skills.
- Ask students to finish a dialogue.

Activity

Put students in pairs and tell them that they are going to write a dialogue and present it in class three sessions from now. The topics of the dialogues should be about themselves, their lives, families, hobbies, etc. They need to pick a topic and discuss what they will ask and say. Encourage them to avoid making the dialogue a question and answer interrogation.

- On day two, they must bring a written outline and begin practising it orally. In pairs, not in front of the group. The teacher should circulate and begin to ask up their scripts. Leave as much as 5 minutes for general talk about how to say this and that. The rest of the class may benefit from the questions others ask so encourage them to take notes, putting them in a linguistic diary or journal.
- On day three, the scripts should be polished - they have to have been working out of class. At this stage, edit them closely, group to group, and have them present a part, at least, to you as you circulate.
- On day four, they present.
B Listening

- Give the students time to read the questions.
- Play the recording and ask students to listen without writing anything. Play the recording another time and ask students to listen and answer the questions.
- Put students in pairs in order to compare their answers or play the recording again for students to compare their answers.

Audio script

Telephone call 1
[Telephone rings]
Secretary: Office Needs. Good morning.
Caller: Hello. I have an appointment with Mr Newman at 10 o’clock. My name’s James Anderson.
Secretary: Ah, yes, Mr Anderson. What can I do for you? I’m afraid I can’t get to the meeting. Could you apologise to Mr Newman for me?

Telephone call 2
[Telephone rings]
Secretary: Office Needs. Good morning.
Caller: Oh, Hello. It’s Mary Jones here.
Secretary: Hello Ms Jones. What can I do for you?
Caller: Can you tell me what time the meeting is tomorrow?

Telephone call 3
[Telephone rings]
Secretary: Office Needs. Good morning.
Caller: Good morning. This is Mike Baldwin from Baldwin Carpets. Can you send us 6 boxes of photocopy paper as soon as possible, please?

Answers
1. cancel a meeting
2. ask for information
3. to place an order

Lesson Two

Learning Objectives
- Identifying functions
- Demonstrating understanding of a text by completing a gap fill exercise
- Using language meaningfully in context

C Identifying functions

- Put the students into pairs and tell them that they must match the functions with the example sentences.
- Point out that they should give a new example of each function. Go round to offer help where necessary.
- Ask volunteers to share their answers with the class.

Answers
4. She rang to ask about the advertisement in the newspaper.
5. She phoned to ask for a catalogue.
6. He phoned to ask for a price list.
7. She phoned to ask for information.
8. He phoned to ask for help.
9. They phoned to talk about going to the office.
10. She phoned to tell them the address.

Activity Book page 36 exercises 1 and 2
Lesson Four

**Business Online**

**Learning Objective**

- Demonstrating understanding of a text by completing a gap fill exercise

**E Vocabulary**

- Read the gapped sentences with the class.
- Answer any vocabulary questions they might have.
- Ask students to complete the task by filling in the blanks with the proper words. Go round and offer help where necessary.
- Put students in pairs to check their answers.

**Answers**

1. wireless communication
2. network
3. cell phones
4. portable
5. modems
6. high-bandwidth
7. devices
8. converge
9. distribution
10. e-commerce

**Teaching Tips**

**Vocabulary Teaching Techniques**

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practised and then revised to prevent students from forgetting.

**Business Online**

**E Vocabulary**

**Fill in all the gaps using the words in the box.**

<table>
<thead>
<tr>
<th>cell phones</th>
<th>converge</th>
<th>devices</th>
<th>distribution</th>
<th>e-commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>high-bandwidth</td>
<td>modems</td>
<td>network</td>
<td>portable</td>
<td>wireless communication</td>
</tr>
</tbody>
</table>

- **Tim:** How’s school going, Barbara? Are you taking any new classes?
  - **Barbara:** I’m taking a really interesting course called “Business and the Web.” We’re learning about (1) , and how new technological developments will affect the way we buy, sell and market things in the future.

- **Tim:** Wow, that sounds like something I should take.
  - **Barbara:** I think it’s one of the most useful courses I’ve had so far. Right now, we are studying (2) , it’s a fascinating field. We’ve had several lectures on how the increasing use of (3) has led to the development of a whole new generation of (4) computers and hand-held electronic (5) .

- **Tim:** What other kinds of topics will you be covering?
  - **Barbara:** We’re going to discuss (6) Internet connections, like cable (7) , which allow us to exchange information more quickly. We will focus on how Internet, TV and telephone technologies are all starting to come together.

- **Tim:** I’ve been reading about that in the newspaper. But how does that relate to online business?
  - **Barbara:** As these technologies (8) in the near future, a new high-speed (9) will develop which will be perfect for the (10) of products and services online.

**Ideas for Vocabulary Activities**

The following ideas for vocabulary work in class may not be equal to authentic, real-life situations but they are useful and effective ways to teach vocabulary to ESL students.

1. **Brainstorming:** This is useful for revision and for the introduction of new words. This technique can be used as a warm-up exercise or as a way to teach new vocabulary. Teachers write a single word in the middle of the board and ask students to brainstorm any words they can think of that are connected to that word in some way. Teachers write down all suggestions with that word in some way. Teachers write down all suggestions with the aid of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary and nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

2. **Verbal explanation:** This pertains to the use of illustrative situations, synonymy, opposites, scales, definition and categories.

3. **Use of dictionaries:** Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri and the like. As French René perceives them, dictionaries are “passports to independence,” and using them is one of the student-centered learning activities.

**E Vocabulary**

**Fill in all the gaps using the words in the box.**

- **Salwa:** “Hello. I saw your advertisement online.”
  - **Ali:** “Hello. May I speak to the manager, please?”

- **Wafaa:** “Could you send me a copy of the new price list?”
  - **Huda:** “Could you send me a price list, please?”

- **Falleh:** “When would you start designing the website?”
  - **Don:** “We’re having a party next Saturday. Would you like to come?”

- **Barbara:** “Could you send me a price list, please?”
  - **Ali:** “Could you send me a copy of the new price list?”

**Answers**

1. wireless communication
2. network
3. cell phones
4. portable
5. modems
6. high-bandwidth
7. devices
8. converge
9. distribution
10. e-commerce

**Teaching Tips**

**Vocabulary Teaching Techniques**

There are endless ways to teach vocabulary to ESL students. Other than the methods listed in this article, teachers can also use flashcards or put students into real-life situations where they are forced to understand the meaning of the words through the context in which they find themselves.
Lesson Five

Learning Objectives
- Rewriting sentences in direct speech
- Rewriting sentences in reported speech

Grammar
past tenses in reported speech

Mini-Grammar

Reported Speech

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
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</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>Past simple</td>
</tr>
<tr>
<td>She said, “It's cold.”</td>
<td>She said it was cold.</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Past continuous</td>
</tr>
<tr>
<td>She said, “I’m reading a book.”</td>
<td>She said she was reading a book.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Past perfect</td>
</tr>
<tr>
<td>She said, “I’ve been on the web since 1999.”</td>
<td>She said she had been on the web since 1999.</td>
</tr>
<tr>
<td>Present perfect continuous</td>
<td>Past perfect continuous</td>
</tr>
<tr>
<td>She said, “I’ve been teaching for seven years.”</td>
<td>She said she had been teaching for seven years.</td>
</tr>
<tr>
<td>Past simple</td>
<td>Past perfect</td>
</tr>
<tr>
<td>She said, “I taught online yesterday.”</td>
<td>She said she had taught online yesterday.</td>
</tr>
<tr>
<td>Past continuous</td>
<td>Past perfect continuous</td>
</tr>
<tr>
<td>She said, “I was teaching earlier.”</td>
<td>She said she had been teaching earlier.</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Past perfect</td>
</tr>
<tr>
<td>She said, “The lesson had already started.”</td>
<td>She said the lesson had already started.</td>
</tr>
<tr>
<td>Past perfect continuous</td>
<td>Past perfect continuous</td>
</tr>
<tr>
<td>She said, “I’d already been teaching for five minutes.”</td>
<td>She said she’d already been teaching for five minutes.</td>
</tr>
</tbody>
</table>

Modal verb forms also sometimes change:

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>She said, “I’ll teach English online tomorrow.”</td>
<td>She said she would teach English online tomorrow.</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>She said, “I can teach English online.”</td>
<td>She said she could teach English online.</td>
</tr>
<tr>
<td>must</td>
<td>had to</td>
</tr>
<tr>
<td>She said, “I must have a computer to teach English online.”</td>
<td>She said she had to have a computer to teach English online.</td>
</tr>
<tr>
<td>shall</td>
<td>should</td>
</tr>
<tr>
<td>She said, “What shall we learn today?”</td>
<td>She asked what we should learn today.</td>
</tr>
<tr>
<td>may</td>
<td>might</td>
</tr>
<tr>
<td>She said, “May I open a new browser?”</td>
<td>She asked if she might open a new browser.</td>
</tr>
</tbody>
</table>

Note - There is no change to: could, would, should, might and ought to.

Direct speech
“I might come”, he said.

Indirect speech
He said he might come.

F Grammar

Past tenses in reported speech

When a reporting verb is past (e.g. said), verbs in the speech usually change.

<table>
<thead>
<tr>
<th>SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>(present)</td>
<td>(past)</td>
</tr>
<tr>
<td>‘She likes to shop online.’</td>
<td>John said she liked to shop online.</td>
</tr>
<tr>
<td>‘We are checking the emails.’</td>
<td>They said they were checking the emails.</td>
</tr>
<tr>
<td>(will)</td>
<td>(would)</td>
</tr>
<tr>
<td>‘I will update the website.’</td>
<td>John said he would update the website.</td>
</tr>
<tr>
<td>(past simple and present perfect)</td>
<td>(past perfect)</td>
</tr>
<tr>
<td>‘She has placed an online order.’</td>
<td>John said she had placed an online order.</td>
</tr>
</tbody>
</table>

Rewrite these sentences in reported speech.

Example
1 Hassan: “Ali has left the office.” 
   Hassan said that Ali had left the office.
2 Sami: “The telephone is ringing.” 
   Huda: “I'll answer it.”
3 Sami: “Salwa has just answered it.” 
   Omar apologised and said he didn’t know the manager’s email address.
4 Saad: “I’m phoning about a horse.” 
   7 Caller: “Sorry, I dialled the wrong number.”
5 Salwa: “I don’t understand.” 
6 Call: “The man phoned about a horse.”

G Reading

Read the text on the following page and answer the questions below.

Questions
1 If you order from BOE today, when will you get the goods?
2 In which year did BOE Syria begin trading?
3 Why is it quicker to buy from the website than from a shop?
4 How can a customer see information about office desks?
5 What information must the customer give when he orders?
6 What companies do if they want to order now and pay later?
7 If a personal customer does not have a credit card, how and when does he pay?
8 If a customer needs help, which department at BOE can he phone?

You can use the present tense in reported speech if you want to say that something is still true i.e. my name has always been and will always be Rima so:

Direct speech  “My name is Rima”, she said.

Indirect speech  She said her name was Rima.

or

She said her name is Rima.

Time change
Expressions of time if reported on a different day

day today  yesterday  these (days)  those (days)
now then
(a week) ago  (a week) before
last weekend  the weekend before last / the previous weekend
here there
next (week)  the following (week)
tomorrow  the next/following day

Pronoun change
In reported speech, the pronoun often changes. For example:

“i teach English online.”  She said she taught English online.
Business Online

**BOE SYRIA**

**The Best Office Equipment in Syria**

Welcome. Start your online shopping at BOE. Find the best products at the best prices.

**Why buy from the BOE website?**
- BOE is a name you can trust. We’ve been in business since 1960.
- Prices are lower than in the shops. We update this site every day, so you can see the newest products.
- Save time. Choose and buy without leaving your chair.

**SPECIAL TODAY**

**ONLY 30 SYP**

1. Order the items that you want. Just click on the items and enter your name, address and telephone number in the box.

   Any questions?
   - Email customer-services@boe.com
   - Phone our special customer services number: 96311 365****

**HOW DO I ORDER PRODUCTS?**

1. Select a product from the list. Click on it to see information and prices.
   - Basic office stationery
   - Electronic items
   - Office furniture
   - Office machines
   - Paper and envelopes
   - Pens and pencils
   - Computer supplies
   - Or search for a product here

**GO**

**HOW DO I PAY?**

Companies

Click here and complete the form to arrange credit or pay on delivery.

Personal customers

Enter your credit card number when you order or pay cash on delivery.

---

**F Grammar**

8 and 9

- Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Go through the example in item 1 and make sure all students understand what they have to do in the exercise.
- Allow time for students to complete the task individually or in pairs.
- Check answers as a whole class.

---

**Answers**

8

2 “Sami has 18 years of experience in online business.”
3 “I sent the email on Monday.”
4 “I will give him the message.”
5 “I’m sorry, I don’t know the manager’s email address.”

9

2 Sami said that the telephone was ringing.
3 Huda said that she would answer it.
4 Sami said that Salwa had just answered it.
5 The caller said that he was phoning about the horse.
6 Salwa said that she didn’t understand.
7 The caller apologised and said that he had dialled the wrong number.
8 Salwa said that the man had phoned about a horse.

---

**Activity Book page 37 exercises 3 and 4**

**Lesson Six**

**Learning Objectives**

- Reading about the accounts department
- Arranging paragraphs to make a coherent text
- Comparing types of financial record keepers

**G Reading**

10

- Explain the task.
- Give the students plenty of time to read the passage silently and carefully.
- After they have finished reading, get the students to do the task orally or in writing.
- Check answers as a whole class.

---

**Answers**

1 tomorrow
2 in 1960
3 You can choose and buy without leaving your chair.
4 Click on ‘office furniture’ or search for ‘office desks.’
5 Name, address and telephone number.
6 They can complete a form online to arrange credit.
7 Cash on delivery
8 Customer services

---

**Activity Book pages 37 and 38 exercises 5 and 6**
Activity 1

The following text may be used for further practice.

Before Reading
1 In pairs discuss two positive and two negative ways in which online shopping affects the retail business.
2 Skim the article and find out why some retailers are worried.

After Reading
Read the article and answer the questions.

Worry for Retailers as Web Shopping Clicks into Place

For traditional stores, online shopping has become a cause for concern in a difficult retail environment. The Internet is accounting for more spending than ever. In addition, it also makes it easier for consumers to compare prices across a far bigger selection of items than a trip to the high street.

"The way the Internet encourages people to shop about is having a big impact on the market," says Nick Gla dding of Verdict Research, a consultancy. Internet retailers have been able to offer cut-throat prices because they do not have to bear the cost of running a physical shop.

Price comparison websites where a shopper can compare prices on any product from DVDs to perfume to get the best deal, make the market even more competitive. "It is a lot more competitive online because you are always just one click away from a rival," says a CEO.

Retailers selling electrical goods have been particularly hit by the Internet, as items such as televisions and DVD players become more common purchases. This creates a dilemma for retailers who sell products both online and in shops.

Some bricks-and-mortar retailers are adopting a model of dual pricing in order to keep their position online while maintaining margins in their shops. Mr Gla dding says dual pricing will become harder to practise as consumers become better at surfing the Internet. "In the long run, prices must come together," he says.

To be successful in operating in the online and offline world, retailers should probably try to integrate the two as much as possible. Some businesses, for example, have set up their operation to allow customers to shop online, over the telephone or in stores.

Answer these questions about the article.

1 Give two reasons why shopping makes the market extremely competitive.
2 Why are retailers who sell products both online and in shops in a difficult position?
3 Why is the practice of dual pricing only a short-term solution, according to Mr Gla dding?
4 How can retailers make the best of both the online and offline world?

Activity 2

Use the following information to write a Curriculum Vitae.

Name  Karol Miner
Address 8 W. Chugalug Way, Sentinel, WY 83666
Telephone  444-***-****
Date of Birth 25/7/1975
Nationality British
Education 1992-1996 BS Chemical Engineering
Work Experience 2005 – Present: TST (Senior Process Engineer / Technical Support)
1997 – 2000 Halogen Energy Services (Technical Professional)
Special Skills Research Information and Analyse Options
Manage People and Projects
Activities and Hobbies Painting
References Mr Archie Weatherby
CEO, TST
Mr George Gilhooley
Personnel Manager, TST

Answers
Name Karol Miner
Address 8 W. Chugalug Way, Sentinel, WY 83666
Telephone  444-***-****
Date of Birth 25/7/1975
Nationality British
Education 1992-1996 BS Chemical Engineering
Work Experience 2005 – Present: TST (Senior Process Engineer / Technical Support)
1997 – 2000 Halogen Energy Services (Technical Professional)
Special Skills Research Information and Analyse Options
Manage People and Projects
Activities and Hobbies Painting
References Mr Archie Weatherby
CEO, TST
Mr George Gilhooley
Personnel Manager, TST
Part Two: Oral Communication

A Revision
1 Meetings

Khaled is general manager of a fuel research company. He phones Hanan to ask her to come to a meeting to discuss items on the agenda below. Complete Khaled’s phone call. Use the correct form of words in the box.

look go attend be see discuss hold would should will

Hello! Is that Hanan? Hello Hanan, it’s Khaled here. I’m (1) _________ holding a staff meeting next Thursday the 14th. Would you (2) _________ be able to (3) _________ hold the meeting? We’ll be (4) _________ discussing the specifications of the new hydrogen fuel cells and I (5) _________ like to decide how many fuel cells we (6) _________ would see order. In addition, I’m (7) _________ about to announce the date of our new project, and I (8) _________ also create a new project team. I’m (9) _________ forward to (10) _________ you at the meeting. Bye.

The following is an old draft of the agenda for the meeting. Rewrite it according to Khaled’s telephone call, and in the correct order.

Staff meeting 14 October
Agenda
1. Number of new fuel cells to be ordered
2. Date for ordering new hydrogen fuel cells
3. Creation of new project team
4. Date of new project

Present: ________________________________________

Minutes of Meeting
Date: __________

Main agenda
1. ______________________________________
2. ______________________________________
3. ______________________________________

ABB*: ________________________________

* AOB: Any Other Business

Correspondence

Lesson Seven

Learning Objectives

- Identifying duties of an interviewer and an interviewee
- Comparing and contrasting the duties of an interviewer and an interviewee
- Demonstrating understanding of a dialogue by completing its missing parts

Give as homework or revision: Activity Book, exercises a and b page 59

Lessons Eight and Nine

Learning Objectives

- Identifying skills of an interviewer
- Identifying the skills of an interviewee
- Demonstrating understanding of a dialogue by completing its missing parts
- Practising formulating questions
- Interpreting information on a Curriculum Vitae in order to write questions for an interview

2 Interviews

a

Divide the class into two groups and put students in each group in pairs. Ask the pairs in Group A to do the interviewer’s task and pairs in Group B do the interviewee’s task.

When they have finished, ask pairs from Group A to join with other pairs from Group B. Allow time for them to compare answers and discuss any differences.

Answers

1b / 2c / 3e / 4d / 5a
1c / 2e / 3a / 4b / 5d

b

Allow time for the students to complete the task either individually or in pairs.

Go round and offer help where necessary.

Check answers as a whole class.

Answers

Students’ answers

Give as homework or revision: Activity Book, exercises a and b page 59
Financial Markets and Banknotes

Lesson One

Learning Objective
- Describing the process of designing banknotes

Warm-up
- Tell students that they are going to read a dialogue about the process of designing banknotes. Tell them to fill a KWL chart. In the K column they write about their prior knowledge. In the W column they write what they want to learn. Tell them that they can fill the L column after they have read the dialogue.

A Dialogue

Tell students to read the dialogue silently. Then, ask them to answer the questions in pairs before you check the answers with the whole class.

Answers
1. It's a long process. Once the designs have been approved, the bank contracts the printing of the notes to security printing companies. The banknotes are printed 45 to a sheet, cut and delivered to the bank.
2. Financial institutions examine the notes and return the bank any notes that are considered unfit for further circulation.
3. 100% cotton paper

Teaching Tips

Developing Listening Activities
As you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students’ confidence in their listening ability.

Construct the listening activity around a contextualised task.
Contextualised listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. Locating places on a map or exchanging name and address information are examples.

Define the activity’s instructional goal and type of response.
Each activity should have as its goal the improvement of one or more specific listening skill(s). Recognising the goal(s) of listening comprehension in each listening situation will help students select appropriate listening strategies.

Use pre-listening activities to prepare students for what they are going to hear or write.
The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may:
- assess students’ background knowledge of the topic and linguistic content of the text

Sample pre-listening activities are:
- looking at pictures, maps, diagrams or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

Match while-listening activities to the instructional goal, the listening purpose and students’ proficiency level.
While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening.

If students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

Keep students’ writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

A Dialogue

Lama: Nowadays, banknotes are printed on 100 percent cotton paper. The paper-making industry has long acknowledged the superior quality of cotton-based paper over wood pulp paper. It is both more durable and more resistant to fading. For these reasons, cotton paper has been used for banknote production for several centuries.

Mum: What kind of paper is used for printing?

Lama: It’s a long process. Once the designs have been approved, the bank contracts the printing of the notes to security printing companies. The banknotes are printed 45 to a sheet, cut and delivered to the bank.

Mum: What happens next?

Lama: Well, the bank supplies financial institutions with enough banknotes to satisfy public demand. Financial institutions examine the notes and return to the bank any notes that are considered unfit for further circulation.

Mum: What kind of paper is used for banknote production?

Lama: Nowadays, banknotes are printed on 100 percent cotton paper. The paper-making industry has long acknowledged the superior quality of cotton-based paper over wood pulp paper. It is both more durable and more resistant to fading. For these reasons, cotton paper has been used for banknote production for several centuries.

Mum: Yes, it is. Did you know, it takes several years to design a series of banknotes. Once the designs have been approved, the bank contracts the printing of the notes to security printing companies. The banknotes are printed 45 to a sheet, cut and delivered to the bank.

Mum: Really? That sounds interesting!

Lama: Yes, it is. Did you know, it takes several years to design a series of banknotes. Once the designs have been approved, the bank contracts the printing of the notes to security printing companies. The banknotes are printed 45 to a sheet, cut and delivered to the bank.

Mum: What happens next?

Lama: Well, the bank supplies financial institutions with enough banknotes to satisfy public demand. Financial institutions examine the notes and return to the bank any notes that are considered unfit for further circulation.

Mum: What kind of paper is used for printing?
C Idioms

Listen and complete the text.

Economic growth and prosperity are created primarily by the productivity of the (1) ________, the quantity and quality of the (2) ________, the availability of land and (3) ________, the state of (4) ________ and the creativity and skills of (5) ________.

Extensive experience highlights the crucial supporting role that (6) ________ play in the economy. An entrepreneur with a great new idea for building a better mousetrap typically must use (7) ________ to transform that idea into a (8) ________ or to help finance their (9) ________.

To expand and modernise their (10) ________, most firms must turn to (11) ________ or to financial institutions to secure this essential input. Families rely on the financial markets to obtain (12) ________ or to help finance their (13) ________.

In short, healthy financial conditions help a modern economy realise its full potential. For this reason, one of the critical priorities of developing economies is establishing a modern, well-functioning financial system.

Financial Markets and Banknotes

Lesson Two

Learning Objective

Demonstrating understanding of a text by completing a gap fill exercise

B Listening

2

Play the recording twice while students listen without looking at the book. Ask them to note down any information they think will be useful.

Tell students to open their books and complete the text.

If people have made mistakes, play the recording again so that they can hear why an answer is wrong.

Audiocript

Economic growth and prosperity are created primarily by the productivity of the workforce, the quantity and quality of the capital stock, the availability of land and natural resources, the state of technical knowledge and the creativity and skills of entrepreneurs and managers.

Extensive experience highlights the crucial supporting role that financial factors play in the economy. An entrepreneur with a great new idea for building a better mousetrap typically must use financial capital, perhaps from a bank or a venture capitalist, to transform that idea into a (10) ________.

To expand and modernise their (11) ________, most firms must turn to (12) ________ or to financial institutions to secure this essential input. Families rely on the financial markets to obtain (13) ________ or to help finance their (15) ________.

In short, healthy financial conditions help a modern economy realise its full potential. For this reason, one of the critical priorities of developing economies is establishing a modern, well-functioning financial system.

Answers

1 workforce 9 venture capitalist
2 capital stock 10 profitable commercial enterprise
3 natural resources 11 plants
4 technical knowledge 12 staffs
5 entrepreneurs 13 financial markets
6 managers 14 mortgages
7 financial factors 15 children's education
8 financial capital

Activity Book page 39 exercise 1

Lesson Three

Learning Objective

Identifying the meaning of idioms

C Idioms

3

Students work individually to match the idioms with their definitions.

Ask students to exchange books and mark their partners' work as you give the correct answers orally.

Answers

a 6/b 3/c 5/d 4/e 9/f 12/g 1/h 7/i 8
Lesson Four

Learning Objectives
- Demonstrating an understanding of the relationship between pictures and sentences
- Practising giving reasons
- Talking about counterfeiting

D Counterfeiting

4
- Ask students to work in pairs to complete the task.
- Check answers with the whole class.

Answers
a The counterfeit medicines, oil, and engine parts were not as good as the real ones.
b Counterfeit watches are cheap watches that customers buy because they have a famous name of a manufacturer on them.
c Counterfeiting banknotes used to be rare.
d The examples show that counterfeiting is a serious crime.

5 and 6
- Do this task orally with the whole class, eliciting ideas from various students.
- Write students' ideas on the board.

Answers
5 and 6
Students' answers

Lesson Five

Learning Objective
- Distinguishing between gerunds and infinitives

Grammar
- gerunds and infinitives

E Grammar

7
- Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information box in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Ask students to work out the answers to the exercise relying on the information in the box.
- Check answers with the whole class.

Answers
1 to win; writing; travelling
2 to save; to travel; wasting; to save; to make; leaving
3 to go; fishing; to bring; to catch

Activity book page 40 exercises 2 and 3

Mini-Grammar + Activities

Gerunds and infinitives (1)
A gerund is a noun made from a verb by adding “-ing.” The gerund form of the verb “read” is “reading.” You can use a gerund as the subject, the complement or the object of a sentence.

Examples:
Reading is my favourite hobby. (subject of sentence)
I don’t like writing. (object of sentence)
My favourite occupation is reading. (complement of sentence)

Infinitives are the “to” form of the verb. The infinitive form of “learn” is “to learn.” You can also use an infinitive as the subject, the complement or the object of a sentence.

Examples:
To follow his advice seemed logical. (subject of sentence)
The most important thing is to believe. (complement of sentence)
I agreed to help Jack with his homework. (object of sentence)

Activity 1
Put the verb in brackets in the correct form.
1 Dan enjoys (read) science fiction.
2 Cheryl suggested (see) a movie after work.
3 I miss (work) in the travel industry. Maybe I can get my old job back.
4 Where did you learn (speak) Spanish? Was it in Spain or in Latin America?
5 Do you mind (help) me translate this letter?

Answers
1 Dan enjoys reading science fiction.
2 Cheryl suggested seeing a movie after work.
3 I miss working in the travel industry. Maybe I can get my old job back.
4 Where did you learn to speak Spanish? Was it in Spain or in Latin America?
5 Do you mind helping me translate this letter?
Give reasons why people do the following:

- download music from the Internet
- buy counterfeit brands of clothes

### Grammar

#### Gerunds and Infinitives

A gerund is a noun made from a verb by adding -ing. You can use a gerund as the subject, the complement or the object of a sentence.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading helps you learn English. (subject of sentence)</td>
<td>Infinitives are the “to” form of the verb. You can also use an infinitive as the subject, the complement or the object of a sentence.</td>
</tr>
<tr>
<td>Her favourite hobby is reading (complement of sentence)</td>
<td>NOTE: Some verbs in English are followed by gerunds and others by infinitives—yet others use both and sometimes with a change in meaning.</td>
</tr>
<tr>
<td>I enjoy reading (object of sentence)</td>
<td>Examples:</td>
</tr>
<tr>
<td>She stopped to answer the phone.</td>
<td>She stopped answering the phone.</td>
</tr>
<tr>
<td>He plans on going to Africa next year.</td>
<td>She didn’t like to cook.</td>
</tr>
<tr>
<td>Nate deserved winning the prize for writing that amazing short story about travelling through Peru.</td>
<td>He needed to get a visa extension immediately. The authorities won’t permit him to stay in the country without a visa.</td>
</tr>
<tr>
<td>After deciding to save what he needs to make the trip, he plans on travelling through Peru.</td>
<td>I can’t stand her complaining all the time.</td>
</tr>
</tbody>
</table>

#### Activity 2

Circle the correct answer.

1. Nate deserved (to win / winning) the prize for (writing / to write) that amazing short story about (to travel / travelling) through Peru.
2. Vince is determined (to save / saving) enough money (to travel / to travelling) to South Africa next year. If he avoids (to waste / wasting) his money and manages (to save / saving) what he needs (to make / making) the trip, he plans on (to leave / leaving) in June.
3. I can’t believe you wanted (to go / going) (to fish / fishing) and you forgot (to bring / bringing) a fishing pole. How did you expect (catching / to catch) any fish?

#### Activity 3

Write the words in brackets in the right form.

1. Sheryl forgot (bring) her purse, so I lent her ten dollars.
2. I completely forgot (come) here when I was a kid. But now I remember! My parents brought me here when I was three.
3. Lydia really regrets (drop) out of high school. She has really had to struggle to make a living because of that decision.
4. She understands his saying no to the offer. (He said no.)
5. We discussed the machine’s being broken. (The machine is broken.)
6. Fred remembered to bring sunblock to the beach: Fred remembered that he needed to bring sunblock.
7. I can’t believe you wanted (to go / going) (to fish / fishing) and you forgot (to bring / bringing) a fishing pole. How did you expect (catching / to catch) any fish?

#### Answers

1. I can’t stand her complaining all the time.
2. Our teacher won’t allow us to use dictionaries during the test.
3. We advised him to take a taxi instead of walking to the restaurant.
4. She prefers my making dinner because she doesn’t like to cook.
5. I hope you don’t mind my smoking while you eat.
6. He needs to get a visa extension immediately. The authorities won’t permit him to stay in the country without a visa.
Lesson Six

Learning Objectives

- Identifying the meaning of words from context
- Distinguishing between different types of financial institutions
- Practising research skills

F Reading

Ask students to work out the answers to the questions in pairs.

When they have finished, allow students to compare their answers in pairs.

Check answers as a whole class.

Answers

1 Students’ answers
2 a pool  b incorporate  c array  d monitoring  e fluctuation  f reapp
3 support people: behavioural finance; real estate; financial markets
4 a the process a government, central bank, or monetary authority of a country uses to control (i) the supply of money, (ii) availability of money, and (iii) cost of money or rate of interest to attain a set of objectives oriented towards the growth and stability of the economy
b the degree to which an investor or business is utilising borrowed money
c a series of unexpected cash withdrawals caused by a sudden decline in depositor confidence or fear that the bank will be closed
d an investment professional who helps individuals set and achieve their long-term financial goals, through investments, tax planning, asset allocation, risk management, retirement planning and estate planning
5 Students’ answers

Activity book page 41 exercise 4

Teaching Tips

Making Oral Presentations

The material of your presentation should be concise and tell an interesting story. In addition to the obvious things like content and visual aids, the following are just as important as the audience will be subconsciously taking them in

- Your voice - how you say it is as important as what you say.
- Body language - a subject in its own right and something about which much has been written and said. In essence, your body movements express what your attitudes and thoughts really are.

Making the presentation

Greet the audience and tell them who you are. Next, introduce your topic and then present the information. At the end review with the audience the main points you have mentioned in your presentation.

Delivery

- Speak clearly and slowly. Don’t shout or whisper.
- Pause at key points in order to emphasise important points.
- Look at the audience but don’t fix on an individual - it can be intimidating.
- Avoid moving about too much.

Visual Aids

Visual aids significantly improve the interest of a presentation. However, they must be relevant to what you want to say. What you use depends on the type of talk you are giving. Here are some possibilities: overhead projection transparencies, powerpoint, video, real objects, clipchart and blackboard.

Preparing an Effective PowerPoint Presentation

Step 1
Draft an outline of your presentation highlighting the basic concepts and major points you intend to cover.

Step 2
Make a basic drawing of each slide and place them in the order you’d like to present them.

F Reading

Read the text and answer the questions.

Financial Markets

Financial institutions are a pillar of civilised society, supporting people in their productive ventures and managing the economic risks they take on.

1 Technology and innovation underpin finance. In order to manage risks successfully, particularly long-term ones, we must pool large amounts of risk among many diverse people and overcome barriers. Inventions such as insurance contracts, social security, information technology and the postal service, among other inventions, have helped to manage risks.

2 Behavioural finance is a relatively recent revolution in finance that applies insights from all of the social sciences to finance. New decision-making models incorporate psychology and sociology, among other disciplines, to explain economic and financial phenomena. Psychological patterns such as overconfidence seem to impact financial decision making.

3 Real estate is the biggest asset class and is of great importance for both individuals and institutional investors. An array of economic and psychological factors impact real estate investment decisions. People’s demand to buy a home by taking on long-term debt is often tied with the overall health of the economy and financial markets.

4 Central banks implement monetary policy using their leverage over the supply of money and credit standards. They pursue monetary policy to stabilise the banking system, monitoring currency flows and inflation and acting when crises emerge. They also play an increasingly expansive role in stabilising economic fluctuations.

5 Most people are not very good at dealing in financial markets. Professional money managers assist individuals in matters of personal finance. Mutual funds exist to assist individual investments, and pension funds provide further services. These investment institutions help people to put money in diversified portfolios and, in some cases, reap some tax benefits for funding their retirement income.

Questions

1 Give each paragraph a title.
2 Find in the text words that mean:
   a put together  b include  c collection  d examining  e variations  f collect
3 Which of the five financial institutions described above help support people in their productive ventures and which ones manage the economic risks people take on?
4 Search the Internet for the definition of the following concepts and explain them to your classmates.
   a monetary policy  b leverage  c bank runs  d financial planners
5 Is knowledge about financial markets important for citizens? How?

Step 3
Choose the wording for the title slides carefully so there will be little room for misinterpretation by the audience. Clear categories help people to follow along with the presentation topics. Also, make sure any artwork you’d like to include is relevant and supports the content you’re presenting.

Step 4
Think big. Large graphics are easily seen by all members of the audience and can be quite memorable. If necessary, use one slide for the graphic and one for the accompanying text.

Step 5
Ensure each slide supports one concept only and provides only the basic elements or visuals needed to drive the concept home. Each slide can be further explained verbally as part of your presentation.

Step 6
Be certain all information presented on each slide is clearly visible and easy to read, otherwise the audience will be spending all their time trying to decipher the visual and not listening to what you are saying.

Step 7
Choose a font which is plain, use straightforward language and apply a bright color to emphasise keywords or concepts.

Step 8
Decide upon a basic colour scheme and a slide style, and maintain that style throughout the presentation. Also, keep the text size, font and position relatively constant.

Step 9
Start your preparations early, being sure to leave yourself enough time to make any essential modifications. Creating effective visual presentations takes time as does checking the slides for punctuation, grammar and spelling errors. Finally, practise your PowerPoint presentation using your finished slides.
B Negotiations

Learning Objective
- Practising negotiation skills

Correspondence

Lessons Seven, Eight and Nine

Learning Objectives
- Practising formulating questions
- Interpreting information on a Curriculum Vitae in order to write questions for an interview
- Practising negotiation skills

Education
Higher Institute of Technology, Lattakia: 2001 - 2002
Damascus Industrial School, Damascus: 1995 - 2000
Aleppo Primary and Preparatory School, Aleppo: 1988 - 1995

Qualifications
Diploma in Gas Pipeline Technology: July 2002

School Achievements
Captain of Damascus Industrial School Football Team
First prize for project on natural gas technology, 2000

Work Experience

Industrial Training
IT for pipeline safety engineers (Apr. 2003)
Pipeline safety (Feb. - Nov. 2002)

Interests
I play football in my company team and I enjoy swimming.
I am a member of the company Safety and First Aid voluntary team.
I go to evening lessons to improve my ability to speak and write English.

Answer

1. Put students in 2 groups. Group A is Ahmed and Group B is the Shopkeeper.
2. Practise reading the dialogue aloud.
3. Practise reading the dialogue again in pairs. (Student A is Ahmed and Student B is the shopkeeper)
4. Invite volunteers to model reading the dialogue in front of the whole class.

Answers
Students' answers

Put as homework or revision: Activity Book, exercises a, b, c and d page 60
Teaching Tips

The DOs and DON'Ts of Oral Presentations

DOs

Prepare an organised presentation to flow from one section to another.
Prepare and rehearse the presentation.
Tell the audience in the introduction your subject, who you are and your qualifications to speak about the subject.
State your main ideas at the beginning.
Provide adequate support for your ideas.
Integrate relevant, supportive and attractive audio-visual aids into your presentation.
Use vocabulary that is appropriate for your audience. If you use new vocabulary, make sure you explain it and write it on the board.
Use acceptable pronunciation and enunciation.
Dress appropriately.
Avoid distracting body movements.
Maintain eye contact with the audience.
Display enthusiasm and genuine concern for your subject.
Use appropriate tone.
Use transitional devices, words and phrases coherently.
Start and stop your presentation on time.

DON'Ts

Don't be late for the presentation.
Don't be afraid to pause and take a deep breath or two before you begin (or during your presentation, if required).
Don't hyperventilate; just relax and breathe normally.
Don't speak in a monotone or mumble.
Don't read your notes.
Don't sit or lean on the desk.
Don't sway or rock in place.
Don't pace back and forth.
Don't forget your audience.
Don't avoid eye contact.
Don't stand in front of your visual aids.
Don't leave a visual aid in place that is no longer relevant to the current topic.

Oral Presentations: Peer Evaluation

Person Presenting: ____________________________

Please rate each of the following criteria on a scale of 1 to 5:
(needs improvement) 1 2 3 4 5 (good)

1 The presenter spoke clearly. 1 2 3 4 5
2 The presenter spoke at a good volume. 1 2 3 4 5
3 The presenter spoke at a good pace. 1 2 3 4 5
4 The presenter faced the audience. 1 2 3 4 5
5 The presenter appeared relaxed. 1 2 3 4 5
6 The presenter stood up straight. 1 2 3 4 5
7 The presenter made eye contact. 1 2 3 4 5
8 The introduction caught my attention. 1 2 3 4 5
9 The presenter gave examples. 1 2 3 4 5
10 The conclusion wrapped up the speech. 1 2 3 4 5
11 I found this topic interesting. 1 2 3 4 5

Oral Presentations: Teacher Evaluation

Part One: Grammar

* Verb Forms _________________________________________
* Articles ____________________________________________
* Prepositions ________________________________________
* Word Choice ________________________________________
* Sentence Structure __________________________________
* Other ______________________________________________

Part Two: Presentation Comments __________________________

Grade: ______
Lesson One

Learning Objectives

- Defining corporate finance
- Identifying the objective of corporate finance
- Identifying the opposite meaning of words from context
- Practising taxonomic skills
- Demonstrating understanding of a listening text by completing a true or false task

A Dialogue

1

- Give students time to practise reading the dialogue first in groups (Group A: Ahmed; Group B: Khaled) and then in pairs (Student A: Ahmed; Student B: Khaled).
- Then discuss any questions students may have about vocabulary.
- Allow time for students to read the question and look for the answers in the dialogue.
- Check answers as a class.

Answers

1 corporate finance
2 Net Present Value
3 a
4
   a minimising
   b short-term
   c negative

A Dialogue

Read and answer the questions.

Ahmed: What is corporate finance?
Khaled: It’s an area of finance which deals with decisions made by different corporations. Its main objective is the maximisation of corporate value by minimising corporate risks.
Ahmed: In other words, it’s important to analyse both long-term and short-term decisions that are taken in the corporate sector, right?
Khaled: Yes, that’s right. Also the goal of the corporate sector is to maximise returns on investments in projects which have a positive Net Present Value (NPV).
Ahmed: What do you mean by “Net Present Value”?
Khaled: Well, it’s an amount that expresses how much value an investment will result in. Therefore, if the NPV method results in a negative amount, the project should not be undertaken by the corporation.
Ahmed: So you think corporations need an investment strategy?
Khaled: Yes, a well-planned investment strategy is essential before making any investment decisions. So an investment strategy which balances long-term goals and risk tolerance is essential.
Ahmed: Now I understand. Thank you for the information!

Questions

1. What is Ahmed explaining to Khaled?
2. What is NPV?
3. In the text, tolerance means __________.
   a. control    b. patience    c. easiness
4. Find the word the opposite of:
   a. maximisation  b. long-term   c. positive

Teaching Tips

Dialogue Journals

What is a dialogue journal?

A dialogue journal is an informal written conversation between two or more people (student-student or student-teacher) about topics of mutual interest. Dialogue journals provide students with a meaningful writing activity that is engaging because it involves other students. These written conversations reinforce learning while forming bonds between students that can provide a foundation for later cooperative learning activities.

For example, students finish reading a story and are asked to work with a partner to respond in a dialogue journal to the question, “Did the story end as you thought it would?”

Student 1: I thought the story would end differently.
Student 2: Why?
Student 1: I thought the boy would get what he wanted (the bike) because it seemed like he did all the right things.

Why is it important?

Journal writing is an important way of individualising instruction and encouraging independent thinking. Journals record the students’ individual travel through the academic world; at the same time, journals can provide a springboard for more formal papers or projects.

When students have conversations about what they have seen, heard, experienced or read, they have the opportunity to identify key points, make connections to prior learning and hear other perspectives on the same material. Dialogue journals offer a written record of the discussions, which help keep the conversations focused and serve as a reference at a later time.

Using dialogue journals

There are many ways to use a dialogue journal. Be creative and adapt the activity to the situation and the learner’s needs. Here are some guidelines for students to follow when they use dialogue journals:

Use journals outside of classroom situations on a more personal level. Here are the steps to follow to use dialogue journals with learners: Write a personal message in the journal that is designed to get a response from the learner. For example, start with a question such as: “Have you planted your garden? What do you usually plant? What is the next event to celebrate? How will you celebrate it?” Have the learner write a response and return the journal to the teacher to continue the dialogue. Continue to exchange the journal in this way to keep the dialogue going on.
B Listening 2 and 3

- Play the recording twice while students listen without looking at the book. Ask them to note down any information they think will be useful.
- Tell students to open their books and complete the task.
- If people have made mistakes, play the recording again.

Audio Script (exercise 2)

How to Get Started Investing in the Stock Market

Step 1
Get educated. Read about stocks and the market, take a seminar or class on investing and review online financial sites.

Step 2
Develop financial goals and an investing and stock-picking strategy.

Step 3
Research individual stocks by reading annual reports, quarterly reports and other documents.

Step 4
Invest in what you know. Consider the stocks of local companies with which you are familiar and in which you have confidence.

Step 5
Check out the holdings of some successful mutual-fund companies. If they are winning with particular stocks, perhaps you will too.

Step 6
Diversify. Avoid putting your money in just one or two stocks or in one or two industries.

Step 7
Use a discount brokerage to buy stocks if you are confident in your investment skills and have the time to do your own investing. You’ll save on commissions.

Step 8
Buy stocks that you will feel comfortable holding for three to five years. Resist the temptation to dump a stock the moment its price drops a few percentage points. Give it a chance.

Answers
8 5 2 6 1 4 3 7

Audio Script (exercise 3)

- Know your appetite for risk before you start investing. The stock market can be a roller-coaster ride.
- If you don’t have time to research and review stocks daily, try investing in a mutual fund account, at least to get started.
- Look for value. Use price-earnings ratios, usually reported in newspapers’ stock tables, to compare a stock to industry norms before you buy.
- Don’t think that by investing all your money today, you will be a millionaire next month. Invest for the long term.

Answers
1 true
2 false – If you don’t have time to research and review stocks daily, try investing in a mutual account.
3 false – Compare a stock to industry norms before you make a purchase.
4 false – Don’t think that if you invest all your money today, you will be a millionaire next month.
5 true

B Listening

- Listen and arrange the steps for investing in the stock market in the correct order.
- Suggest that students use the recording to help them arrange the steps.

C Vocabulary

- Complete the text using the words in the box:

bondholder capital payments company profits creditor equities for investment equity investment fixed income investments lending profits shareholder

- Read this short excerpt from an article about stocks. Then match the words in italic with their definitions.

A sharp decline in stocks recently has some analysts wondering whether now is the time to get out of speculative tech names and into quality issues that have largely been ignored. In addition, investors began to question whether the economic recovery priced into these issues will materialize in stocks recently has some analysts wondering whether now is the time to get out of speculative tech names and into quality issues that have largely been ignored. In addition, investors began to question whether the economic recovery priced into these issues will materialize. As a result, some tech names have seen a decline in their stock prices. However, other analysts believe that the market can be a roller-coaster ride. If you don’t have time to research and review stocks daily, try investing in a separate account. Compare a stock to industry norms as soon as you make a purchase. If you invest all your money today, you will be a millionaire next month.

Answers
1 shareholder
2 profits
3 bondholder
4 creditor
5 capital payments
6 company profits
7 lending
8 equity investment
9 fixed income investments
10 equities for investment

Activity Book page 42 exercise 1
Lesson Three

Learning Objectives
- Identifying the meaning of words
- Practising making word combinations
- Practising writing a paragraph using cue words

5
- Ask students to work in pairs to match the words with their respective definitions.
- Check answers with the whole class.

Answers
a go  b public  c offering  d shares  e produced  f prospectus  g issue

6
- Tell the students to read the instructions carefully.
- Then make sure that they understand the task before they write their paragraphs individually.
- Ask students to check each other's work in pairs, and then collect it for you to mark.

Answers
Students' answers

Lesson Four

Learning Objectives
- Distinguishing between active and passive verbs
- Rewriting active sentences in the passive
- Rewriting passive sentences in the active
- Practising using the active and passive in context

Grammar
active and passive

Mini-Grammar

Forming the Passive

Tense | Auxiliary | Past Participle
--- | --- | ---
Present | is / are | designed
Present perfect | have been | designed
Past | was / were | designed
Past perfect | had been | designed
Future | will be | designed
Future perfect | will have been | designed
Present progressive | is being / are being | designed
Past progressive | was being / were being | designed

D Grammar

8
- Ask students to work out the answers in pairs.
- When they have finished, allow pairs to join other pairs to form groups of four. In their groups, students compare answers and discuss any difficulties.
- Check answers as a whole class.

Answers
1 passive  2 passive  3 active  4 active  5 passive  6 active  7 active  8 active  9 passive  10 active
9 and 10

- Do the first two sentences as an example with the whole class in order to make sure that students understand the task.
- Put the students in pairs to complete the task. Go round and offer prompts if needed.

Answers

9
1 Receipts are securities that people may freely buy.
2 We can divide financial markets into different subtypes.
5 People have commonly used silk and other fibres in the manufacture of various banknote papers.
9 No one has widely studied the history of banknotes in India.

10
3 He was offered a new job by his manager last week.
4 They were given a chance to have a share in the profits.
6 95% of the US dollar’s value has been lost since 1913.
8 A surplus of cash has been experienced by many companies.

11 and 12

- Tell the students to read the instructions carefully.
- Then make sure that they understand the task before they write their sentences individually.
- Ask students to check each other’s work in pairs, and then collect it for you to mark.

Activity book page 43 exercise 2

Answers

Students’ answers

Activities

Activity 1

Circle the correct passive form.

1 He bought a new bike.
   a A new bike had been bought.
   b A new bike was bought by him.
   c A new bike is bought by him.

2 F ed asked Simon.
   a Simon was asked by F ed.
   b Simon had been asked by F ed
   c Simon is asked by F ed

3 Caroline paid for the meal.
   a The meal is paid for by Caroline.
   b The meal has been paid for by Caroline.
   c The meal was paid for by Caroline

4 You will meet you at the airport.
   a You will have been met by you at the airport.
   b You will be met by you at the airport.
   c You would be met by you at the airport.

5 Tom respects Lindsay’s opinion.
   a Lindsay’s opinion would be respected by Tom.
   b Lindsay’s opinion was respected by Tom.
   c Lindsay’s opinion is respected by Tom.

6 Jane upset me by what she said.
   a I would be upset by what Jane said.
   b I was upset by what Jane said.
   c I would have been upset by what Jane said.

7 In going to inform John later today.
   a John would be informed by me later today.
   b John was informed by me later today.
   c John is going to be informed by me later today.

8 The police have arrested 2 people.
   a 2 people were arrested by the police.
   b 2 people have been arrested by the police.
   c 2 people should be arrested by the police.

Answer

Activity 1

1 b / 2 a / 3 c / 4 b / 5 c / 6 b / 7 c / 8 b

Activity 2

1 active
2 active
3 passive
4 passive
5 passive
6 active
7 passive
8 active
9 passive
10 passive
Lessons Five and Six

Learning Objectives
■ Distinguishing between true and false sentences
■ Talking about economic crises
■ Identifying the meaning of words

E  Reading
13
■ Allow time for students to read the article silently. Go round and explain any new vocabulary.
■ Put the students in pairs to discuss each question. Go round and monitor students’ conversations.
■ When they are ready, ask different students to report back to the class. Have a short class discussion and then vote for the correct answer.

Answers
1 a false b false c true d false e false
2 yes it did. No it is a long-term one
3 Students’ answers
4 Students’ answers
5 a8/b4/c2/d10/e1/f9/g3/h6/i5/j7

Teaching Tips
Assessment
Accurate assessment is beneficial for both teacher and student. As teachers, you will want to know that the knowledge you have worked hard to organise and present is getting across. For students, well-developed exams give them the opportunity to establish their true mastery of the subject matter.

Bloom’s taxonomy is an example. The following chart summarises the levels of Bloom’s taxonomy and it includes learner action at each level, question cues you can use to develop questions at the level and examples of questions written to assess that level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Learner Action</th>
<th>Question Cues</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Recall content in the exact form that it was presented.</td>
<td>List, define, label, identify, name</td>
<td>Define compound interest.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Restate material in their own words, or can recognise previously unseen examples of a concept.</td>
<td>Describe, associate, categorise, summarise</td>
<td>Given a list of examples, categorise the following words.</td>
</tr>
<tr>
<td>Application</td>
<td>Apply rules to a problem, without being given the rule or formula for solving the problem.</td>
<td>Apply, calculate, illustrate, solve</td>
<td>Illustrate your answer by giving an example.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Break complex concepts or situations down into their component parts, and analyse how the parts are related to one another.</td>
<td>Analyse, compare, separate, order, explain</td>
<td>Compare item A to item B.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Rearrange component parts to form a new whole.</td>
<td>Combine, modify, rearrange,</td>
<td>Rearrange the following statements to make a summary of the information gathered.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluate or make judgments on the worth of a concept, object, etc. for a purpose</td>
<td>Assess, decide, grade, recommend, explain, judge</td>
<td>Give a list of three choices select the best option, and defend your decision.</td>
</tr>
</tbody>
</table>
Culture and Values 3

Geniuses and Scientists

Learning Objective
■ Identifying the importance of a specific organisation

Introduce the topic and ask students to guess what the word NOSSTIA stands for. Write students’ guesses on the board.

Allow time for students to read the timeline silently. Give the students the opportunity to ask you about anything that they didn’t understand.

Ask students to work individually and try to find the answers to the comprehension questions.

Check answers by asking volunteers to read their answers aloud.

Answers
Students’ answers

Teaching Tips

Small Talk (3)
The following are ideas about conversational skills and communication in business.

• Small talk in business is an art form that can be practiced and perfected. Warm-up conversation in sales is a very important interpersonal skill to learn as it increases success in selling and networking.

• Learning the skills of how to start a conversation comes with practice and self-confidence. The skill is in the ability to know when to keep the conversation light and superficial, and when to delve deeper into more meaningful information and subjects.

• Conversation is an interpersonal skill that is important in business because it helps build rapport with the prospects and customers. Conversations give a human dimension to the business relationship, and help build trust and friendship.

• If nervous, start with easy, generic topics such as the weather, traffic, or the price of gasoline. It’s okay to briefly bring up a mundane subject just to break the ice, but this should only be used as a conversation starter.

• Comments about obvious things in society do not inspire extended discussions, so another tip for how to start a conversation would be to ask questions. Good questions to ask during small talk involve asking for the person’s opinion about something (e.g. a current event that was on the news the night before).

The Network of Syrian Scientists, Technologists and Innovators Abroad (NOSSTIA) is a non-governmental organisation (NGO) committed to support Syria’s public and private sectors in introducing and implementing advanced knowledge, processes and techniques in a variety of scientific fields.

NOSSTIA’s mission is to offer Syrian expatriates the means and support to initiate and implement cooperation initiatives and work on projects and services that could be of great benefit to Syria. Its members have distinguished leadership skills.

The main role of the network is to build bridges between Syrian experts living abroad and their motherland, Syria, and to facilitate communication and knowledge exchange in order to contribute to the economic, human and technical development of the country.

NOSSTIA has defined a framework for action in order to meet its objectives, which is to be considered as the cornerstone of any future proposals and initiatives provided by its members.

NOSSTIA emerged after a group of Syrian expatriates specializing in a variety of fields from around the world convened in Damascus, the capital of Syria, in June 2001. The conference attendees came out with a charter for the network, its objectives and policies.

NOSSTIA has also organized and participated in several specialized conferences and seminars in Syria, and continues, through its office in Damascus and its active expatriate members, to be engaged in a variety of highly visible projects.

Questions
1 Define NOSSTIA in your own words.
2 Research the projects that NOSSTIA has worked on or will be working on in the future and report to your classmates.
3 Are there any other organizations in Syria similar to NOSSTIA? Find one and write about it.

• Topics for conversation can be found by observation of the person, the location of the meeting, and common points of interest and knowledge.

• Make small talk about the person’s clothes by giving compliments or asking where he/she shops.

• Observe the office, room, or house around you. Look for topics of interest to the person. Are there pictures on the desk or fridge? Are there certificates, awards or trophies to comment on, or ask about?

• Ask general questions about the business or industry the person is in.

• Listening skills are just as important as conversation skills. Over talking is one of the worst of all social faults. If you set out with the objection of understanding your customers rather than persuading them, then you’ll find that you’ll automatically ask a lot more questions.

• Ongoing practice and fine tuning the art of business small talk and starting business conversations are important for building successful business relationships.
Note

Techniques in Price Negotiation

1 You understand the industry: Some industries are easier than others to negotiate on price. But
more importantly, it is vital to understand how the business sets its price. Corporations can
be more difficult than others when it comes to price negotiation. Small businesses are more
easily flexible. Educating yourself on the product you are seeking and comparing competition
can be valuable. Entering into negotiation well-informed will be an advantage as you attempt
to lower standard pricing.

2 Be patient: This is one of the strongest techniques for getting the best price. Remember,
you are the one with the cash! Patience will reap you huge rewards.

3 Walk when appropriate: Explain to the salesperson that you might shop around if you think
you can get better deals elsewhere. If you really want the better deals, come back a day
later and explain you might still be interested in the product. Tell the salesperson you are
“thinking about it.” This goes hand in hand with patience. Walking away a few times will
prepare many businesses to give you the better deal.

Negotiating helps you build character! Using price negotiation might be stressful at first, but
you’ll surely save money while building character! You’ll be a stronger, healthier person when
you seek out the best deals. Don’t be unfriendly. You can be quite pleasant as you negotiate.

C

■ Explain the task to the students. Tell them that the duty of a
chairperson is to try to seek everyone’s agreement.

■ Put students in groups of three. For the first situation, Student A is
the chairperson and Students B and C are the members of the school
football club. In situation 2, Student B is the chairperson and Students
A and C are the managers. Finally, in situation 3, Student C is the
chairperson and Students A and B are the brothers / sisters.

■ Allow time for students to prepare their conversations using phrases
from the box. Go round and offer help where necessary.

■ Invite volunteers to come to the front and read aloud their
conversations.

Answers

Students’ answers

Give AS homework or revision: Activity Book,
exercises e, f and g page 61
Teaching the Four Skills

Listening, speaking, reading and writing are the four primary skills of language teaching. Listening and reading are considered as receptive skills that help students get information as the input of language. On the other hand, speaking and writing are both treated as productive skills that make language output possible and require sufficient language input as their basis. Therefore, developing these four skills is the key to achieving optimum language learning.

Listening and Speaking

The ability to listen and speak is fundamental for social and language development. It is an essential tool for all areas of the curriculum since oral communication underpins learning and thinking. It is vital that its significance is recognised by students, parents and teachers. Students need to be provided with many varied contexts for oral practice, but they also need direct teaching of listening and speaking skills.

In order to ensure that students develop listening and speaking skills of a high standard, teachers should:
- provide a model for listening practice, dialogues and participation;
- ensure that students make use of a wide range of contexts for listening and speaking practice;
- give a wide range of tasks which require the students to communicate in English;
- present new words in context and not as isolated words;
- enable students to be exposed to the listening materials on the cassette as often as time allows;
- endeavour to nurture the students' natural desire to imitate in order to help them progress in their learning.

Reading

Reading is the basis for all academic pursuits because achievement depends on the ability to read and comprehend the materials presented.

Once children can recognise written words in their language with relative ease, they need to develop fluency in reading. Fluency develops with both oral language development and print exposure. The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading. Having opportunities to write will also improve reading ability.

Practical applications
- Students should have access to plenty of books and reading materials at home and at school.
- Sustained silent reading programmes can be used to promote reading practice.
- Encourage students to read independently and extensively.
- Encourage students to read different types of texts.
- Teach students how to choose books of the appropriate reading level.
- Develop students' interest in reading by connecting reading with their interests, hobbies and life goals.

Writing

Learning how to write can be difficult. These tips can help you to both teach writing skills and help your students to learn.

- Have students write about familiar subjects. Things like what they did over their summer vacation, about the pets they own, and what kind of food they like are great ways to start.
- Teach them brainstorming techniques early. This will help them to develop clear thoughts and stay organised in their writing.
- Revision is the best way to learn spelling and grammar. Those who can edit writing can write and the other way around.
- Encourage Reading. This is very important. Students will gain a more diverse pool of examples they can draw from in their own writing.
- Be patient with students. If you become frustrated with them, they will become discouraged.

Teacher's role in teaching writing

When helping students to become better writers, teachers have a number of crucial tasks before, during and after student writing.

a. Demonstrating
Students need to be aware of writing conventions and genre constraints in specific types of writing so teachers have to be able to draw these features to their attention.

b. Motivating and provoking
Student writers often find themselves ‘lost for words," especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas and persuading them what fun it can be.

c. Supporting
Students need a lot of help and reassurance once they get going. With students who lack familiarity or confidence with writing, teachers need to spend some time making students feel comfortable as writers in English and so gaining their willing participation in more creative or extended activities. This will involve choosing the right kinds of activity with appropriate levels of challenge and providing them with enough language and information to allow them to complete writing tasks successfully.
Review (Units 1-3)

Write a well-organised paragraph using the following words.

container port     affect     state asset     privatised     vital role     economy      vessels

Complete these questions using the given verbs.

1. Who - Salwa?  (call)
2. Where - Shereen?  (work)
3. How many - purchase invoices?  (type)
4. Which jacket - he?  (buy)
5. What does a regular meal?  (cost)
6. When - you?  (travel)
7. How much - a regular meal?  (cost)
8. Which jacket - he?  (buy)
9. What - Mahmoud?  (enjoy)
10. What - double tide?  (mean)

Arrange the following positions according to their order of importance in a company’s hierarchy.

1. sales director
2. managing director
3. sales assistant
4. sales representative

Correct, if necessary, the following phrases by rearranging the adjectives.

1. a successful Syrian big company
2. a hospitable female sales representative
3. a comfortable leather brown couch
4. a sales young manager
5. a green safe economy

Rewrite each sentence twice: once in the affirmative and once in the negative.

1. Tarek finally went public two years ago.
2. For years, Littletons was a small private company. Then they invested, expanded and finally went public two years ago.
3. Peggy has been moved from pillar to post by the company in the last four years. She’s tired of never being in one place for more than a few months.
4. Adams was asked to speak to the workers on the management’s behalf, as he was regarded as having the common touch.
5. Several small companies always go to the wall in a time of recession.

Match the words with their definitions.

a stable  1 monetary support
b dramatically  2 partial payment
c paradigm  3 noticeably
d instalment  4 pattern or model
e survey  5 free time
f expenditure  6 study
g pension  7 spending fund
h leisure  8 firmly fixed

Match the underlined idioms with their definitions.

a Several small companies always go to the wall in a time of recession.
b Peggy has been moved from pillar to post by the company in the last four years. She’s tired of never being in one place for more than a few months.
c Adams was asked to speak to the workers on the management’s behalf, as he was regarded as having the common touch.
d For years, Littletons was a small private company. Then they invested, expanded and finally went public two years ago.
e Several small companies always go to the wall in a time of recession.

Match the underlined idioms with their definitions.

1. issue shares on the Stock Exchange for the public to buy
2. be ruined, be in a hopeless situation
3. earning a lot of money
4. the ability to adapt to people of all types and classes, being accepted and liked by them
5. in several different directions or places

Review (Units 1-5)

Learning Objective

■ Oral / written revision and consolidation of language from unit 1 to unit 3

Warm-up

■ Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learnt in the previous three units.

■ Explain that it is important for two reasons. Firstly, it will help them to remember what they have learnt, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A

Students’ answers

B

1. Who did Salwa call? / Who called Salwa?
2. Where does Sheereen work?
3. How many purchase invoices do you type?
4. Which jacket did he buy?
5. How much does a regular meal cost?
6. When did you travel?
7. What did Juliet sell?
8. What does Mahmoud enjoy?
9. Who does Huda work for?
10. What does double tide mean?
Review Answer Key

Review (Units 4-6)

Learning Objective

- Oral / written revision and consolidation of language from unit 4 to unit 6

Warm-up

- Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learnt in the previous three units.

- Explain that it is important for two reasons. Firstly, it will help them to remember what they have learnt, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A


B


C


D

1. Is Ali going to travel to Lattakia on holiday? 2. Is the company going to launch a unique soft drink next month? 3. Are the secretaries going to prepare the conference rooms for the formal meetings?

E

1. Juliet said that she was starting her holiday the following day.
2. The sales representative said that they did not have grey chairs; they had blue ones.
3. Mr. Ali said that the new offices for the sales department were nearly ready.
4. Ms. Sarah Sanderson said that the English language training at TST was going well.

F

1. Eric said, “Companies who put in their tax returns late would be fined.”
2. Carol said that she would start collecting the information for the ACE account immediately.
3. Financial analysts said that the percentage of people who spent money was the reason behind a country’s economic growth.
4. Economists said that they knew how society distributed resources, such as land, labour, raw materials and machinery to produce goods and services.

G

1. Economists will project future spending needs according to their studies if they analyse data on employment and unemployment rates.
2. If robots replace some human activities, more people will be unemployed.
3. Only people with interpersonal skills will remain employed. AI will replace many experts.
4. Sales representatives work hard. They get promotion.

H

1. Best / 2. Healthiest / 3. The most successful / 4. The most influential / 5. Worst
# Review Answer Key

## Review (Units 7-9)

### Write the past participle of the following verbs.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>costed</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>gotten</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
</tbody>
</table>

### Rewrite the sentences in the present perfect using the adverbs between brackets.

1. Julia has just finished the new website. (just)
2. Customers have already placed orders online. (already)
3. Falleh has never received a CV in French. (never)
4. Walid has interviewed Falleh first, then he (hires) him. (always)
5. Walid has always wanted to work in a sales office. (bored, boring).

### Put the verbs in the brackets in their correct tense.

1. Julia finished the new website. (just)
2. Walid has interviewed Falleh. (already)
3. Walid did not receive a CV in French. (never)
4. Walid interviewed Falleh first, then he (hires) him. (always)
5. Walid has always wanted to work in a sales office. (bored, boring).

## Review (Units 7-9)

### Learning Objective

- Oral / written revision and consolidation of language from unit 7 to unit 9

### Warm-up

- Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learnt in the previous three units.

- Explain that it is important for two reasons. Firstly, it will help them to remember what they have learnt, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

### Answers

#### A

- 1. brought / 2. cost / 3. caught / 4. forgotten / 5. given / 6. found / 7. got / 8. had / 9. known / 10. kept

#### B

- 1. Julia has just finished the new website.
- 2. Customers have already placed orders online.
- 3. Julia hasn’t finished the Arabic version of the website yet.
- 4. Walid has never received a CV in French.
- 5. Falleh has always wanted to work in a sales office.

#### C

- 1. since / 2. for / 3. since / 4. for / 5. since

#### D

- 1. in / 2. to / 3. on / 4. at / 5. at / 6. from / 7. to / 8. from / 9. in / 10. on

#### E

- 1. He has started the job.
- 2. He is too late for the meeting.
- 3. We have finished the Arabic version of the website.
- 4. She is on the phone.
- 5. Walid has interviewed Falleh.

#### F

- 1. attractive / 2. interesting / 3. interested / 4. exciting / 5. bored

#### G

- 1. bought - had bargained / 2. liked - had seen / 3. had learnt - applied / 4. had interviewed - hired / 5. had finished / 6. has been / 7. produced / 8. has been / 9. used / 10. have changed
Review Answer Key

Review (Units 10-12)

Match the words with their antonyms.

a expand 1 refuse
b expensive 2 contract
c distribution 3 susceptible
d approve 4 suitable
e production 5 collection
f confidence 6 economical
g unfit 7 sterile
h decline 8 short-lived
i durable 9 flourish
j resistant 10 distinct

Match the words with their synonyms.

a counterfeit 1 administer
b contract 2 variation
c manage 3 variation
d neglect 4 anxiety
e impact 5 false
f implement 6 effect
g fluctuation 7 economic decline
h pension 8 agreement
i recession 9 reciprocal
j residual 10 execute

Rewrite the sentences in the reported speech.

1 The clients said, “We want to expand into other regions in Syria.”
2 Ahmed explained, “One of my clients was in the same situation. Now he is doing four times new business.”
3 Barbara answered, “I’m taking a really interesting course about how new technological developments affect the way we buy and sell.”
4 Tim asked, “What other topics will you be covering?”

What were the speakers’ words?

1 Tim said that he should take some of Barbara’s courses.
2 Huda wanted to know if she could speak to the manager.
3 Maha said that the teacher had explained to them about the design, production and distribution of banknotes that day.
4 The specialist said that counterfeit medicines made good profits but could kill users.

Rewrite the following passive sentences in the active form.

1 The accountant broke down the budget so that all the expenses could be clearly seen.
2 After learning that her fiance had lied, Huda called off the engagement.
3 After the owner went bankrupt, the store closed down.
4 The government imposed its price to lower taxes.
5 Ahmed thought the shirt was too expensive, but the salesman talked him into buying it.

Learning Objective

■ Oral / written revision and consolidation of language from unit 10 to unit 12

Warm-up

■ Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learnt in the previous three units.

■ Explain that it is important for two reasons. Firstly, it will help them to remember what they have learnt, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A

a 2 / b 6 / c 5 / d 1 / e 7 / f 10 / g 4 / h 9 / i 8 / j 3

B

a 5 / b 8 / c 1 / d 2 / e 6 / f 10 / g 3 / h 4 / i 7 / j 9

C

1 The clients said that they wanted to expand into other regions in Syria.
2 Ahmed explained that one of his clients had been in the same situation.
3 Barbara answered that she was taking a really interesting course about how new technological developments affected the way they bought and sold.
4 Tim wanted to know what other topics he would be covering.

D

1 Tim said, “I shall take some of Barbara’s courses.”
2 Huda asked, “Can I speak to the manager?”
3 Maha asked, “The teacher explained to us about the design, production and distribution of banknotes today.”
4 The specialist said, “Counterfeit medicines make big profits but can kill users.”

E

1 In order to expand into other regions, doing business online should be considered seriously.
2 Many advertisements are seen online by web surfers.
3 The receptionist said that the message would be given to him.
4 Once the designs of banknotes are approved by the government, security printing companies print them.

F

1 broke down / 2 called off / 3 closed down / 4 went back on / 5 talked into

G

1 The bank supplies financial institutions with enough banknotes to satisfy public demand.
2 The financial market crisis and global economic recession are leaving deep scars in many places around the world.
3 The secretary will provide the client with the contact details of several pharmacies.
4 The government informed us about the production of banknotes.
Activity Book Answer Key

Unit 1, page 3 exercise 1
Students’ answers

Unit 1, page 4 exercise 2
1 Direct taxes: a, c, d
Indirect taxes: b, e, f
2 See glossary
3 their (governments) / their (people) / these (indirect tax) / some (individuals and businesses) / this (tax avoidance) / others (individuals and businesses) / it (income).

Unit 1, page 5 exercise 3
1 c / 2 d / 3 b / 4 f / 5 g / 6 / 7 a / 8 e / 9 h / 10 i

Unit 1, page 5 exercise 4
Students’ answers

Unit 1, page 5 exercise 5
Students’ answers

Unit 2, page 6, exercise 1
A
1 client 4 value
2 vendor 5 promotion
3 pay for 6 outlet
B
1 b / 2 c / 3 b / 4 a / 5 c / 6 b

Unit 2, page 7, exercise 2
2 Would you like to try it on?
3 May I have your name and address?
4 You’re welcome.
5 I’m just looking, thank you.
6 How much are these large brown envelopes?

Unit 2, page 7, exercise 3
1 small rewarding money 6 three red
2 Syrian private 7 big Swiss
3 white expense 8 British treasury
4 first old finance 9 certified official
5 lovely personal

Unit 2, page 8, exercise 4
Students’ answers

Unit 2, page 8, exercise 5
1 a / 2 c / 3 c / 4 b / 5 c / 6 b

Unit 3, page 9, exercise 1
1 E / 2 D / 3 I / 4 f / 5 G / 6 F / 7 A / 8 B / 9 C / 10 H

Unit 3, page 10, exercise 2
1 unemployment 5 seller
2 living 6 installing
3 additional 7 teaching
4 easiest 8 breather

Unit 3, page 11, exercise 3
1 unemployment benefit; salary
2 earn; money
3 bonus
4 debt
5 currency
6 side jobs
7 taxes
8 rent
9 pension

Unit 3, page 11, exercise 4
1 How much did you pay for it?
2 Where did they go yesterday?
3 Did you enjoy your trip?
4 How much did you pay for this shirt?
5 Did you visit him in his office last week?

Unit 3, page 11 exercise 5
Students’ answers

Unit 3, page 11 exercise 6
Students’ answers

Unit 4, page 14, exercise 1
Students’ answers

Unit 4, page 14, exercise 2
1 b, e
2 c, f
3 a, h
4 d, g

Unit 4, page 15, exercise 3
1 She said that she didn’t like it.
2 The angry customer complained that those desks were broken.
3 The director announced that company profits were up.
4 He agreed that it was a good idea.
5 She told Huda that she didn’t know.
6 He said that they would probably move on the 24th.
7 “I won’t be at the meeting,” the manager said.

Unit 4, page 15, exercise 4
1b, 2a, 3a, 4b, 5a

Unit 4, page 16, exercise 5
1 changed his mind
2 was surprised
3 decided
4 planned
5 thought
6 knew
7 understood

Unit 4, page 16, exercise 6
Students’ answers

Unit 5, page 17, exercise 1
A
1 b / 2 a / 3 f / 4 e / 5 c / 6 d
B
1 subsidies
2 foreign debt
3 recession

Unit 5, page 17, exercise 2
1 The markets are suspicious of the system’s lack of transparency and banks have lost some of their influence over corporations.
2 There is fierce competition in the growing market for high speed Internet access.
3 Some executives involved in the deal argue that authorities are intimidated by the complexity of the issue.
4 They all agreed that week managements was largely to blame for the downfall of the company.
5 As the company thrived on rising property prices, it suffered when they began to fall.

Unit 5, page 18, exercise 3
1 If they advertise their business through TV ads, they will increase their sales percentage.
2 If they don’t listen to their customer’s comments and suggestions, they will never be able to improve their online services.
3 We will have a competitive market for Internet access if our ITs deregulate our telecommunications environment.

Unit 5, page 18, exercise 4
1 increase trade between countries of the world
2 47 years
3 to increase world trade and to arrange meetings where member countries could discuss trade problems
4 c
5 c
6 c
Unit 5, page 19, exercise 5
Our country has become a completely modern market economy. It is characterised by high-tech agriculture, the up-to-date industry and an extensive government welfare measures. Other features include very good living standards, as well as high dependence on foreign trade. We export food and energy and have a comfortable balance of payments surplus. The government has reduced the formerly high unemployment rate and maintained low inflation and a stable currency. It has also lowered income tax rates and raised environmental taxes. In this way, it has been able to maintain overall tax revenues. Finally, in order to deal with long-term demographic changes which could reduce the labour force, the government has introduced a number of labour market reforms.

Unit 6, page 20, exercise 1
A
1 up-to-date
2 a thing of the past
3 ahead of its time
4 old fashioned
5 state-of-the-art
6 the way forward
7 out of date
8 up to the minute
9 at the cutting edge
10 behind the times

B
very bad: bleak / depressing / dire / dreadful / terrible
bad: doubtful / uncertain / worrying
good: bright / promising / rosy
very good: brilliant / great / magnificent / marvellous / prosperous

Unit 6, page 21, exercise 2
Students' answers

Unit 6, page 21, exercise 3
Students' answers

Unit 6, page 22, exercise 4
Students' answers

Unit 6, page 22, exercise 5
Students' answers

Unit 7, page 25, exercise 1
1 Internet
2 IT ; website
3 pages ; screen
4 click ; online
5 report

Unit 7, page 25 exercise 2
Students' answers

Unit 7, page 26, exercise 3
1 I haven't phoned him yet.
2 I've already written the letter.
3 I haven't posted the letters yet. I forgot.
4 Did you send the fax yesterday?
5 I haven't printed the report yet. I'll do it now.
6 Have you photocopied the minutes yet?
7 She has already spoken to him, so you don't need to.

Unit 7, page 26, exercise 4
1 customer
2 update
3 enter
4 click
5 site
6 at
7 free
8 credit
9 online
10 email
11 search

Unit 7, page 27, exercise 5
1 emails
2 web
3 games
4 chat
5 order
6 Internet
7 page
8 blue
9 hand
10 click

Unit 7, page 27, exercise 6
1 c / 2 a / 3 b / 4 b / 5 c

Unit 7, page 27, exercise 7
1 Mr Jones has not arrived yet.
2 I have just called the manager.
3 I have never tried the ADSL, but I would like to.
4 Have you ever tried this connection?
5 She has not finished yet, but she has just phoned me saying that she only has one more client.

Unit 8, page 28, exercise 1
1 sales assistant
2 present job
3 Word processing
4 CV
5 e-commerce
6 experience
7 sales manager
8 spreadsheet

Unit 8, page 28, exercise 2
Students' answers

Unit 8, page 29, exercise 3
1 has never been
2 involved
3 was
4 has used
5 have taken place

Unit 8, page 29, exercise 4
1 He came an hour ago. He's already here.
2 I expected him an hour ago, he hasn’t come yet.
3 He came yesterday, he is still here today.
4 He didn’t come yesterday, he still hasn’t come.
5 He came last week, but he doesn’t come anymore.

Unit 8, page 29, exercise 5
Good communicators: coherent, articulate, persuasive, eloquent, fluent, focused, extrovert, responsive, succinct

Bad communicators: inhibited, reserved, hesitant, sensitive

Unit 8, page 30, exercise 6
1 senior managers hide behind their computers / staff use voice mail to screen calls / employees sitting next to each other will send emails rather than speak / bombarding people with useless information and leaving them to sort it out / information overload
2 because they hit the reply all button
3 He thinks it is pointless because it’s not about the people; it’s about the group and the group dynamics.
4 Students' answers
5 Students' answers

Unit 9, page 31, exercise 1
2 smaller
3 something lighter
4 something more old-fashioned
5 for something shorter
6 for something more interesting
7 looking for something easier
8 looking for something more comfortable
Unit 9, page 31, exercise 2
1 Yes, I'm looking for some chairs.
2 This one's quite nice. How much is this one?
3 That's a bit more than I wanted to pay. / That's very nice but I'm looking for something cheaper.
4 Do you have / Have you got any green ones?
5 They're nice. I think I'll take some of these ones.
6 Five, please. Can you let me have the five for a bit less? / Can you give me a discount on the five?
7 Can I pay by cheque / Can I give you a cheque?

Unit 9, page 32, exercise 3
Students' answers

Unit 9, page 32, exercise 4
A
1 profit
2 reduction
3 loss
4 trial order
5 margin
6 quantities
B
1 c / 2 g / 3 f / 4 a / 5 i / 6 b / 7 h / 8 e / 9 d

Unit 9, page 33, exercise 5
1 a false – Demand refers to how much of a product or service is desired by buyers.
b true
c true
d true
e false - Price increases if demand increases.

2 Students' answers

Unit 10, page 36, exercise 1
1 order
2 invoice
3 statement
4 credits
5 balance
6 buyers
7 advance
8 pro forma

Unit 10, page 36, exercise 2
Students' answers

Unit 10, page 37, exercise 3
1 She said that it only costed 18 pounds.
2 He said that he would pay the bill on Thursday.
3 He said that it had only taken him half an hour to get to the airport.
4 "My company sells office furniture,“ the salesman said.
5 "I’ll send the letter,” Huda said.
6 "I arrive at 9 am,” Salwa said.

Unit 10, page 37, exercise 4
1 c / 2 e / 3 a / 4 d / 5 f / 6 b

Unit 10, page 37, exercise 5
Students' answers

Unit 10, page 38, exercise 6
1 Less time consuming, can save money
2 Buyers compete against each other and the best offer wins
3 Hotels, car hire, money, information
4 saves time and money / gives feeling of independence
5
1 d
2 e
3 b
4 a
5 f
6 c

Unit 11, page 40, exercise 2
1 Collecting
2 leaving
3 exploring
4 to know
5 learning
6 collecting
7 to collect
8 to collect
9 to enjoy

Unit 11, page 40, exercise 3
Students' answers

Unit 11, page 41, exercise 4
1 financial crisis affecting people / the least and most affected / people affected depending on household income / stable incomes not affected by the crisis
2 respondent: a person who replies to something, esp. one supplying information for a survey or questionnaire or responding to an advertisement
Household: a house and its occupants regarded as a unit
basically: in the most essential respects
drop: a sudden fall
stable: not likely to change or fall; firmly established

3

<table>
<thead>
<tr>
<th>Percentage</th>
<th>What it relates to</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.70%</td>
<td>Number of respondents who believed they were severely affected</td>
</tr>
<tr>
<td>22.20%</td>
<td>Number of respondents between the age of 41 and 50 who chose severely affected option</td>
</tr>
<tr>
<td>22.6%</td>
<td>Self employed / freelance workers who believe the crisis had a major impact on their lives</td>
</tr>
<tr>
<td>70.00%</td>
<td>Households with incomes below 2000 Yuan per month who believed they were affected</td>
</tr>
<tr>
<td>54.90%</td>
<td>People surveyed in 2008 whose salaries remained unchanged</td>
</tr>
<tr>
<td>26.00%</td>
<td>People surveyed in 2008 whose salaries dropped</td>
</tr>
</tbody>
</table>

Unit 12, page 42, exercise 1
Students' answers

Unit 12, page 43, exercise 2
Students' answers

Unit 12, page 44, exercise 3
Students' answers
Part One: Written Communication

A Revision

1 Letters

a
1 letterhead 4 left
2 contact details 5 date
3 person 6 recipient’s

b
1 complaint letter; formal language
2 recommendation letter; formal language
3 invitation letter; informal language
4 request letter / inquiry letter; informal language
5 application letter; formal language

b
1 Dear Mr Mahrous – Yours sincerely
2 Dear Sir / Dear Sir or Madam – Yours faithfully
3 Dear Ms Kassem – Yours sincerely

c
Complaint about delivery: 5 / 7 / 6 / 4 / 2 / 9
Reply to reminder to pay: 11 / 1 / 3 / 8 / 10

d
The company runs other funds that would have competed with the joint venture.

Students’ answers

2 Emails

a Students’ answers
b Students’ answers
c Students’ answers
4/7/5/2/1/6/3/8
1 Students’ answers
e Students’ answers

3 Memos and faxes

a Students’ answers
b Students’ answers
c Students’ answers
d 5/3/6/1/4/2
1 Students’ answers

B Documents for accounting

a Students’ answers
b Students’ answers
1 c / 2 e / 3 b / 4 d / 5 a

c Students’ answers
d 1 g / 2 e / 3 d / 4 f / 5 b / 6 a / 7 h / 8 c

C Job Documents

a
1 Address 7 Experience
2 Telephone 8 Qualifications
3 Email 9 Personal details
4 Profile 10 Interests
5 Achievements 11 Referees
6 Special skills

b
Students’ answers

C Job Documents

a
1 Address 7 Experience
2 Telephone 8 Qualifications
3 Email 9 Personal details
4 Profile 10 Interests
5 Achievements 11 Referees
6 Special skills

Students’ answers

Seek the Challenging Position of Accounting Clerk

A highly talented Accounting Clerk with huge experience in performing various clerical and routine accounting tasks in support of an operating unit, including posting entries, verifying and reconciling input to financial reporting system output, processing payments, and assisting in preparation of billings and other financial reports; responding to inquiries and contacting other departments and vendors to resolve a variety of problems.

Education

New York University, NY
Associate Degree in Accounting (2000)

Professional Experience

Rainbow College, Tarrytown, NY 2000 - Present

Accounting Clerk

Key data and prepare batches for processing which involve sorting, alphabetizing, and running tapes to verify hash counts and totals.
Prepare purchasing, travel, personnel, or related documents.
Sort documents; code, log, review for accuracy; match supporting invoices to procurement documents; and verify invoices for payment.
Prepare routine entries and post financial transactions.
Reconcile entries and internal ledgers to financial reporting system reports.
Handle cash and cash related transactions, issue receipts, record and type money lists, and balance cash fund.
Assist in preparation of financial statements such as billings, budgets, and cost reports.
Verify account numbers; maintain sick and annual leave and other payroll records.
Lead, guide, and train staff/student employees, interns, and volunteers performing related work;
Participate in the recruitment of volunteers, as appropriate to the area of operation.

Part Two: Oral Communication

A Revision

1 Meetings

a Students’ answers

b
Step 1
Decide whether you really need to call a meeting.

Step 2
Determine who needs to attend. Try keeping the number of attendees small.

Step 3
Set definite starting and stopping times.

Step 4
Prepare an agenda.

Step 5
Circulate the agenda in advance to allow attendees to prepare.

Step 6
Assemble visual aids such as charts, handouts or slides.

Step 7
Start the meeting at the designated time, regardless of whether everyone is present.

Step 8
Start off the meeting with straightforward, easily resolved issues.

Step 9
Allocate a specific amount of time for each issue.

Step 10
Postpone discussion until the end of the meeting if debate on an issue runs overtime.

Step 11
Follow up: Circulate copies of the minutes after the meeting.
Internet Marketing Association Meeting Agenda
Start at 10:00 a.m. in Board Room

Opening Remarks President 5 min
Membership Report
- intramural report
- new program intro
Hussein 20 min
Financial report
- status of budget
- house bill status
Nada 7 min
Rush Report
- status of current efforts
- status of next term plans
Ghassan 7 min
Guest Speaker Community Relations 15 min

End at 11:10 p.m.

2 Interviews
Applicants: 1 interview; 2 appointment; 3 computer, 4 files; 5 Check out; 6 deadline
The HR team: 1 system; 2 application; 3 screen; 4 train; 5 conduct; 6 backgrounds

B Negotiations
1 / 3 / 7 / 6 / 2 / 5 / 4

Unfortunately, we couldn't invest in your project in its present form.
Maybe we should talk about start-up costs first.
I'm afraid that's the lowest rate we can offer.
Is there any possibility you could bring in another backer?
Your interest rate is higher than we were expecting.

Students' answers

1c / 2d / 3b / 4a / 5e

Students' answers

1,2 / 2,3 / 3,4 / 4,1 / 5,4 / 6,5

Students' answers

calming down: 1, 4
creating solutions: 2, 3

Test Answer Key

Test 1

I

1. Banks should be penalised when they make a mistake.

2. Students' answers

3. a ... replacement for a lost or damaged ATM card / the use of cheque books / transferring money

b ... a disservice / finding the ATM out of service

4. a rendered

b approved

c attending to

d senior

5. Students' answers

II

payment / industry / cardholder / cashier / account / transfers / voucher / signs

III

Students' answers: refer to page 6 in the Students' Book.

IV

I

sells

2

does

3.

a valuable old antique

4.

did you pay

5. Students' answers

VI

Students' answers

VII

Students' answers

Test 2

I

1. Students' answers

2. Yes. The business may use the Internet for advertising and allowing e-commerce.

3. a. The following are inevitable hazards: eye strain, neck/back strain, RSI (Repetitive Strain Injury: tendon injury from using keyboards too much) and fitness problems.

b. To prevent accidents avoid bringing food or drink near computer equipment, do not overload electric sockets, do not leave wires where they can be tripped over and make sure fire extinguishers are installed.

4. a. fast

b. reduced

c. installed

d. unavoidable

II

1 minutes

2 agenda

3 machinery ; resources

4 investors ; market shares

5 competitors

6 consumers

7 efficient

8 income

III

Students' answers: refer to page 27 in the Students' Book.

IV

I

had

2 reading

3 making

4 has lost

5 can be divided

II

1 covering

2 provided

3 said

4 to go

5 generating

VI

Students' answers

VII

Students' answers

Test 3

I

A

1 b / 2 a / 3 d / 4 c

B

1 because some personal computers were not common

2 they could access the Internet

3 Students' answers

II

Menu

6 Bookmarks

2 click

7 access

3 Address

8 forget

4 surfing

9 GPRS

5 typing

10 modem

III

Students' answers: refer to page 42 in the Students' Book.

IV

1 he forgot the appointment once.

b he always forgets his appointments

2 a she stopped working at the bank.

b she started working 16 years ago and is still working there.

3 a before last year they advertised on TV.

b they never advertised on TV.

V

1 have not telephoned

2 ordered

3 has she left?

4 Did you spend?

5 haven't finished

6 did she send

7 has already written

8 went

9 didn't pay

10 haven't received

VI

Students' answers

VII

Students' answers

Test 4

I

1 more people using the web

2 more people are using Yahoo! Stores

3 Yes, there are three drawbacks: new Yahoo! Stores owners don't know all the legacy code features; it's not optimised for ease of use; RTML is only useful for customising Yahoo! Stores.

4 in spite of: regardless; self-employed: freelance; adapt: customise; management: admin

II

1 financial markets

5 investment institutions

2 money managers

6 tax benefits

3 personal finance

7 retirement income

4 individual investments

III

Students' answers: refer to page 63 in the Students' Book.

IV

1 had

2 reading

3 making

4 has lost

5 can be divided

V

1 covering

2 provided

3 said

4 to go

5 generating

VI

Students' answers

VII

Students' answers
English for Starters, Vocational Stream – Commercial

English for Starters, Vocational Stream – Commercial, is an English language course that was specially written for vocational / commercial secondary schools in Syria. The course progresses from an intermediate level of English in Grade 10 to an advanced level of English in Grade 12. The book introduces students to concepts in commerce; it assumes no prior knowledge of commercial skills on the part of students and teachers.

The course aims to review and consolidate the language and skills learnt at previous levels and equip students for their future foreign language needs in the following areas: language skills (reading, listening, speaking and writing), grammar, vocabulary and commercial knowledge. It enables students to perform routine tasks at work and to take part in social interaction in a commercial context.

Components:

- Students’ Book
- Activity Book including a glossary
- Teacher’s Book
- Audio CD

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