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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Introduction

*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 roleplay 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 writing a report, writing a business, questionnaire, negotiating, as well as aspects of economics such as warehousing and shipping, e-marketing, 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 each three units, there is a Review section. Each section assesses the material covered in every three units. At the end of the book there is 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.

The TB also provides a list of study skills. Topics discussed include taking effective notes, using flashcards while studying, using mnemonic techniques while memorising information and many other topics which make the teaching / learning process more efficient. To stimulate the learning process even further, the TB provides tips for tests. Additionally, sample tests follow after each even unit to incorporate the information and complete the students’ learning process.

**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 all 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 teacher’s 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 learned that is important, but also the activity through which it is learned.
Lesson One

Learning Objectives

- Retelling a story
- Demonstrating understanding of a dialogue by completing comprehension questions
- Demonstrating understanding of a listening text by completing a gap fill exercise

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 warehouses are related to commerce.

A Dialogue

1

- Point the students’ attention to the dialogue’s introductory sentence. Give them some time to try to guess what kind of accidents might happen.
- Write students’ guesses on the board.
- Allow time for students to read the dialogue individually. Did they make correct guesses?
- 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.
- 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.
- 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.
- If you have time, put students into pairs to practise the dialogue. Encourage them to use correct pronunciation.

Answers

1 the WM of BOE; the driver; Tom; the WM; BOE; the carrier; the driver
2 the carrier; he brought the crates back to the same factory.
3 Students’ answers

B Listening

2

- 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

Warehouse 1

The maximum stock order is five hundred tyres.
The minimum stock order is one hundred tyres.
If there are less than two hundred tyres in stock, you must order some more.
Today there are three hundred and twenty-seven in stock.

Warehouse 2

The maximum stock order is one hundred lights.
The minimum stock order is fifty lights.
If there are less than sixty lights in stock, you must order some more.
Today they are out of stock.

Answers

Warehouse 1 Tyres
a 500 b 100 c less than 200 d 327
Warehouse 2 Lights
a 100 b 50 c less than 60 d 0
C Vocabulary
Here are words related to warehousing and shipping. Match them with their definitions.

- auto bag rolls
- flip-top bag
- fragility
- pallet wrap
- skid
- stretch tape
- header bags
- polyethylene
- pallet wrap
- skid
- stretch tape

Answers
1. a stretch film used to protect and secure goods
2. a bag that has a front slit to make product loading simple so it is often used with automatic bag-filling machinery
3. a bag with a lip that can be inserted for closing
4. flexible foam material, reusable and washable, suited for goods with high weight
5. quality of being easily damaged or destroyed
6. a bag with a front slit to make product loading simple so it is often used with automatic bag-filling machinery
7. wooden or plastic object that is used to elevate the product from the ground

D Grammar

Review of the Verb Forms

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<th>Simple Present</th>
<th>Simple Past</th>
<th>Future</th>
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<tr>
<td>The present tense expresses an unchanging, repeated or recurring action or situation. It can also represent a widespread truth.</td>
<td>The past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have special past tense forms which must be memorised.</td>
<td>The future tense expresses an action or situation that will occur in the future. This tense is formed by using will or shall with the base form of the main verb, or by using am, is or are + going to with the base form of the main verb.</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>His job is to store the goods in the warehouse. (Unchanging state) Every year, the company imports thousands of goods. (Recurring action)</td>
<td>They are large trucks to transport goods. (Widespread truth)</td>
<td>They needed a lot of time to arrange the heavy containers. (Regular form)</td>
</tr>
<tr>
<td>The truck drivers drove for hours until they reached the warehouse. (Irregular form)</td>
<td>The imported goods will arrive soon. (Regular form)</td>
<td>The truck drivers (drive) for hours to reach the warehouse this afternoon.</td>
</tr>
<tr>
<td>The manager is going to hold a meeting. (am, is or are with going to + base form of the main verb)</td>
<td>The manager is going to hold a meeting. (am, is or are with going to + base form of the main verb)</td>
<td>The manager (is) sick at home.</td>
</tr>
<tr>
<td>They stopped at a big hotel for them to eat dinner. (be) sick at home.</td>
<td>The shipped container arrives tomorrow. (the present tense of the main verb with an advert or adverbial phrase to express future, e.g. tomorrow)</td>
<td>They stopped at a big hotel for them to eat dinner. (be) sick at home.</td>
</tr>
<tr>
<td>The employees are going to drive to the warehouse.</td>
<td>They are going to drive to the warehouse.</td>
<td>The employees (are) going to drive to the warehouse.</td>
</tr>
</tbody>
</table>

Answers
2. Sentence a means that the storage room has been empty for twenty days and is still empty now, whereas in b the storage room was empty but is not anymore.
3. Sentence a means that the employees agreed to ask for a raise after the manager arrived, whereas in b they decided to ask for a raise before he had arrived.
4. Sentence a means that at the present time he has sent 1000 SYP having previously promised 2000 SYP, whereas in b at a time in the past he had sent 1000 SYP and then promised to send 2000 SYP.

Activity Book pages 3 and 4 exercises 1 and 2

Extra Activity
Put the verb in brackets in the correct tense.

1. I (go) to work everyday.
2. The imported goods (arrive) on August 14th 2006.
3. The employees (carry) the goods when the manager (arrive).
4. Mum, I am hungry. … Okay son, I (get) you a sandwich immediately.
5. I (do) this job for ten years.
6. Even though it (rain) yesterday, they (drive) the goods to the warehouse.
7. When I (be) at university, I (study) with Celine very often.
8. What kind of packaging you (choose) if I asked you?
9. When it (start) to rain, we (watch) TV.
10. I (want) to fix my scratched car yesterday, but the mechanic (be) sick at home.
11. Look! It (rain), so we can’t (wash) the truck.
12. There are a lot of clouds! It (rain) soon.
13. The truck drivers (drive) for hours to reach the warehouse this afternoon.
14. The storage room (be) empty since yesterday.
15. While the carrier (unload) the crates in the warehouse, the truck driver (wait) outside.
16. I (do) shipping reports for five years.
17. After the company (examine) the imported products, the manager (decide) to import more.
18. Wait a minute, I (carry) this box for you.

Answers
1. go / 2. arrived / 3. were carrying / arrived / 4. will / 5. have done / 6. was raining; drove / 7. was; studied / 8. would you choose / 9. started; were watching / 10. wanted; was / 11. it’s raining; wash / 12. it’s going to rain / 13. are going to drive / 14. has been / 15. was unloading; was waiting / 16. have done / 17. had examined; decided / 18. will carry
Lesson Three

Learning Objectives
- Practising describing damage
- Identifying the relationship between words and pictures

E Describing damage
5
- Students work individually to match the words with their pictures.
- Invite volunteers to read their sentences aloud.

Answers
Students’ answers

Lesson Four

Learning Objectives
- Practising making sentences using clues
- Discussing distance

F Talking about distance
6
- Do number 1 as an example; ask students to tell you the correct answer.
- Give the students time to think about sentences 2–5, then ask them to read their answers aloud.

Answers
Students’ answers

Activity Book pages 4 and 5 exercises 3 and 4

Teaching Tips

Introduction to study skills

The general aim of most if not all learning processes is to prepare students to become independent learners. Study skills are one of the many tools that students may use in order to become self-dependent learners. Miller and Mckenna define studying as “the process of learning the content of printed material without direct assistance.”

Educators may wonder about the reason behind teaching their students study skills; on the other hand, research proves that study skills are important because they help improve students’ academic performance. However, it’s important that teachers keep in mind that not all students learn in the same way. Thus, it is necessary that teachers are aware of their students’ learning styles and preferences so they can help them develop studying strategies that would be helpful for them. The three common learning styles are: visual, auditory and kinaesthetic / tactile. Nevertheless, with the development of research on learning styles, researchers have added to the three common styles: reading / writing style, the logical, social and solitary. In general, students use a combination of all the mentioned styles in their learning process; however, they would still have their own strength and weakness in each style. There are several educational tests that help teachers determine students’ learning preference (See p. 13 for a sample questionnaire). Once this is done, teachers can make adaptations to their approach to learning in a way to increase students’ academic performance. The following is a presentation of the characteristics and study tips for the various learners.

A Visual Learners

In general, students who have a visual learning style usually like to read and observe things because they learn better through visual stimulation. For this, they like to use maps, diagrams and colour in their learning process. Moreover, visual learners tend to take detailed notes. If your students have a visual learning style, encourage them to follow these tips. First, advise auditory learners to sit near the front of the class because they understand better information, auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. In contrast to visual learners, auditory learners rarely take notes.

If your students have an auditory learning style, encourage them to follow these tips. Advise learners when studying to have a computer or video while they are learning.

In addition to the above, encourage students to write key vocabulary on flashcards (See p. 43 for details on using flashcards). They can also draw symbols and pictures as this will make retention easier.

B Auditory Learner

As the name indicates, auditory learners prefer spoken language to writing. In other words, they prefer to attend lectures rather than do written assignments. Moreover, when trying to recall information, auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. In contrast to visual learners, auditory learners rarely take notes.

If your students have an auditory learning style, encourage them to follow these tips. First, advise auditory learners to sit near the side or back of the classroom so that they stay away from any

Contrast the meanings of the two sentences. Use number 1 as a model.

Example

1 a That machine loads five containers per minute.  
   b That machine is loading five containers per minute.
   Sentence a means the machine is designed to load five containers per minute, whereas in b the machine is unloading five containers now.

2 a The storage room has been empty for twenty days...
   b The storage room was empty for twenty days.

3 a When the warehouse manager arrived, the employees agreed to ask him for a pay rise.
   b By the time the warehouse manager arrived, the employees had agreed to ask him for a pay rise.

4 a He promised to give the employees 2000 SYP, and he has already sent 1000 SYP.
   b He promised to give the employees 2000 SYP, and he had already sent 1000 SYP.
E Describing damage

The items in the following pictures were damaged on the way from the factory to the warehouse. Say what happened. Use words from the box below.

Example: The car was dented and scratched.

- bent
- bruised
- cracked
- crushed
- dented
- scratched
- stained
- torn

F Talking about distance

Make sentences using the following words.

Example:

- flat / warehouse / 400 metres
- My flat is 400 metres from the warehouse.

1. airport / city / twenty-four km
2. office / train station / one km
3. a warehouse / catch fire / half a km
4. accident / happen / sixty km / terminal building
5. port / my house / only 500 metres

visual distractions. Auditory learners can also benefit from recording their lectures so that they will be able to listen to them later on and fill in any gaps that they have in their class notes.

Furthermore, auditory learners may benefit from mnemonic techniques, such as word associations, when trying to recall information (See pp. 55, 58 59 for details on using mnemonics in the classroom). It is also important to encourage auditory learners to participate in class discussions / debates and to participate in study groups when they are studying at home (See p. 9 for details on study groups). In this way, students may share the ideas with their classmates and this may enhance comprehension.

Encourage students when studying to read aloud the text they are reviewing and to repeat information to themselves with their eyes closed to focus on the tone, pitch and speed of their voices. Finally, auditory learners can benefit from constant oral repetition of information they have learned in order to reinforce the target data in their long-term memories.

C Kinaesthetic / tactile Learners

Kinaesthetic / tactile learners are often referred to as “hands on” learners because they like to experience what they are learning by physically participating in the process of learning. They learn best when they are allowed to participate in roleplays, memory games or group work. If possible it would also be helpful to take them on field trips for this would help them reinforce key concepts. For example, if you are teaching your students about advertising concepts, it is helpful that they actually go to an advertising agency or watch a documentary about how advertisements are prepared.

If your students have a kinaesthetic / tactile learning style, encourage them to study in short periods and to take a five-minute break every 40-50 minutes of studying. Also advise them to make the studying process more physical. For example, when they are memorising, they can pace around the study room, or they can read their book while they are exercising on an exercise bike.

In addition to the above, prompt students to use reading / revision strategies such as the R ST or SQR methods prior to any reading task so that they can “get a feel” for what the text is about and then they can read the text again for details (See p. 7 for details on SQR and R ST methods). Finally, encourage students to arrange their class notes in mind maps as this will facilitate recall (See p. 50 for details on mind maps).

D Reading / writing learners

Reading / writing learners process information most effectively when presented in a written language format. This type of learner benefits from instructors that use the blackboard to write key concepts or to provide an outline for the target lesson. When trying to recall information, reading / writing learners remember the information from their “mind’s eye.”

If your students follow the reading / writing style, encourage them to write full sentences when they are taking class notes and to write explanations using abbreviations and symbols (See p. 31 for details on note-taking). When reviewing for a test, tell students that it is helpful that they rewrite important terms and ideas several times as this will help reinforce the information in their long-term memories. Furthermore, after every lesson, tell students to rephrase their class notes in their own words because it would be easier for them to remember their own words than the teacher’s wording. In addition to the above, encourage students to come to class prepared by reading the target lesson at home before they come to class the following day. While reading prompt students to have pencils or pens in their hands so that they can underline key terms or take margin notes as they are reading (See p. 33 on the Do’s and Don’ts of taking notes for reading assignments).

E Logical Learners

Logical learners often tend to learn by classifying and grouping information under general headings and subheadings. They tend to classify objects based on a logical connection among the data that they have at hand.

If your students follow a logical learning style, it would be helpful for them to keep in mind the following tips. First, encourage students to focus their attention on the details as it is easier for them to understand the details and build logical connections amongst them. Once students have understood the details, they can move on to focus on the general concepts. It is also important that students make a list of key points they have learned after each lesson. In doing this, their revision process would be easier and less time consuming.

F Social Learners

In general, social learners excel in group learning more than individual learning because they are good communicators and active listeners.

If your students have social learning preferences, direct their attention to the following tips. First, advise students to join study groups (See p. 9 for information on study groups). When studying in a group, students will have the opportunity to share information with their classmates. It’s also helpful that students engage in roleplaying activities as they give them the chance to understand the lesson better in a group setting.

G Solitary Learners

As the name indicates, solitary learners prefer to study alone in a calm and quiet environment. Thus it is helpful that you encourage your students to keep a personal journal in which they write their ideas. Moreover, encourage solitary learners to participate in class and group discussions.

To conclude, it’s essential that both you and your students are aware of the different learning styles as this would facilitate the learning and teaching processes.
Lesson Five

Learning Objective
- Discussing ports and warehouses

G Ports and Warehouses

7
- Ask students to think of the answers individually or in pairs.
- Ask different students to say the answers so that everyone can hear. Give the other students the chance to add any new information that they may have.

Answers

Students’ answers

Lesson Six

Learning Objectives
- Identifying the meaning of words in context
- Practising summary skills
- Practising making deductions
- Demonstrating understanding of a reading text by answering comprehension questions about it

H Reading

8
- Allow time for students to read the text silently. Encourage students to guess the meaning of new vocabulary from context. Offer help when needed.
- Ask students to complete the task individually.
- Check answers as a whole class.

Answers

1 Students’ answers
2 To wrap goods securely the way that customers want, and to be as good as they expect
3 Customers can track, modify and customise orders from their computers, add new orders, confirm shipping and receive reports by email.
4 Students’ answers
5 Students’ answers

Activity Book page 5 exercises 5 and 6

Activity Book Answer Key

Unit 1, page 3 exercise 1
1 vii / 2 ii / 3 iii / 4 vi / 5 vii / 6 vi / 7 i

Unit 1, page 4 exercise 2
1 requirements 2 constantly 3 productivity 4 partnerships 5 reliance 6 ability 7 suppliers 8 directly 9 professional 10 growth

Unit 1, page 4, exercise 3
1 enable 2 found 3 will decrease 4 have led 5 works 6 had monitored 7 are receiving 8 were utilising 9 improve

Unit 1, page 4, exercise 4
1 optimising: improve the way that something is done or used
handheld: small and light enough to be operated while you hold it in your hands
comprehensive: including all the necessary facts, details or problems
rugged: strongly built and not likely to break easily
mobility: the ability to move or be moved freely and easily
2 There are products available to help warehouse owners and employees achieve their work quickly and easily.
3, 4 and 5 Students’ answers

Unit 1, page 5, exercise 5
Students’ answers

Unit 1, page 5, exercise 6
Students’ answers
Questionnaire 1: Learning Styles

Circle the answer which best explains your preference.

1. You like lectures
   a where every topic is subject to deliberation.
   b which are presented by diagrams, charts, illustration or outlines.
   c where the topic can be put into practice.

2. When acquiring a new talent,
   a I prefer when someone clarifies how to perform it.
   b I like to observe someone demonstrating how to perform it.
   c I would rather choose to perform it immediately.

3. a You like to hear a story being told.
   b You like to watch the story pictures.
   c You choose to take part in the story.

4. a You are a proficient listener.
   b You are skilled in drawing.
   c You have a talent in constructing things.

5. If you want to make a replica, you
   a prefer to be instructed by someone either by reading or explaining the directions to me.
   b prefer to do it according to a given picture.
   c inspect and choose the suitable pieces that can be joined together.

6. When you want to spell a word,
   a you rely on phonetic techniques.
   b you attempt to see the specific word.
   c you write the word to check if it appears correct.

7. When you want to talk,
   a you prefer to listen but are nervous to talk; you prefer words like: suppose, listen to.
   b you prefer to moderately talk and dislike to listen for a long time; you prefer words like: visualise, watch and inspect.
   c you use body language, gestures and demonstrative signals; you prefer words like: carry, grasp and sense.

8. When you want to concentrate,
   a you are disturbed by noise and conversation.
   b you are disturbed by disorder and motion.
   c you are disturbed by events and incidents happening nearby.

9. When you see someone again,
   a you recall names and the topics discussed but forget faces.
   b you recall faces and places where you have met but forget names.
   c you recall events and incidents done.

10. When you want to read,
    a you prefer to listen to characters’ discourse.
    b you prefer illustration and vivid scenery or you stop to visualise the activity.
    c you like the action scenarios.

11. When you want to do something new at class,
    a you like to be instructed by someone orally about the directions.
    b you prefer to look at figures, pictures and illustrations.
    c you like to start doing it immediately.

If most of your answers are:
   a you are an auditory learner.
   b you are a visual learner.
   c kinaesthetic learner.
Part One: Written Communication

Correspondence

Lessons Seven, Eight and Nine

Learning Objectives

- Identifying the relationship between words and their definitions
- Filling a petty cash voucher
- Filling a weekly expense report

A Revision

1 Documents for Accounting

**NOTE**

Source documents are documents in which all kinds of business transactions are recorded. These include invoice, sales order, purchase order, debit note, credit note, goods received note, quotation, remittance advice and receipt.

**A Revision**

**1 Documents for Accounting**

- Match the following words with their definitions.
  - a quotation: 1 order issued by a business to a customer
  - b credit note: 2 commercial document issued by a buyer to a seller, indicating types, quantities, and agreed prices for products or services
  - c debit note: 3 a document used to record the inward entry of the goods received at the premises of the organisation
  - d remittance advice: 4 a commercial document issued by a seller to a buyer stating that an amount of money has been credited to the buyer's account
  - e goods received note: 5 a note indicating an amount owed by a person or company
  - f purchase order: 6 a statement or listing of the price for something
  - g sales order: 7 letter sent by a customer to a supplier to inform the supplier that his invoice has been paid

- The following is a sample of a petty cash voucher. Create a situation where you, as an accountant, would need to use it for a specific business transaction. Write the situation and fill the voucher accordingly.

**Answers**

a. b / d / e3 / f2 / g1

**b and c**

- Put students in pairs and allow them time to complete the task.
- Go round and offer help where necessary.
- Check answers as a whole class.

**Answers**

b. Students' answers

**Give As homework or revision: Activity Book, exercise A, p. 48**

**Answers**

1 volume 2 retrieval 3 service 4 electronic 5 fundamental 6 solution 7 simple 8 cost effective 9 digitally 10 improve 11 security 12 categorised 13 manual 14 high level 15 confidentiality
A Dialogue

Mounir: Hello, Sami. Can I ask you a question?
Sami: Hi, yes, sure.

Mounir: What is an income statement?
Sami: An income statement is a financial document that summarises a company’s profits and expenses for one quarter of a fiscal year and the entire fiscal year.

Mounir: I see. Is it an important document?
Sami: Of course it is! It is important for both investors and company managers since it helps them understand the company’s financial condition.

Mounir: So, what is the purpose of such a document?
Sami: The main purpose of the income statement is to report a company’s earnings to investors over a specific period. Then, investors can use income statement analysis to calculate financial ratios that show the rate of return the business is earning. In other words, it shows how well the shareholders are investing the money.

Questions

1. What is the meaning of ‘fiscal’?
   a. financial  b. credit  c. taxation

2. What is the meaning of ‘rate of return’?

3. Who are the ‘shareholders’?

4. Write a definition of an ‘income statement’ in your own words.

5. Why do investors need to analyse an income statement?

Answers

1 a
2 how well the shareholders are investing money
3 the investors who own a part of a company
4 Students’ answers
5 to calculate financial ratios to assess how well the business is doing

Teaching Tips

Creating Self-Motivation in Your Students

Motivation is important for good studying. When students are motivated, they will find it easy to stay focused over a period of time. On the other hand, if they are not motivated, they will not only find it difficult to stay focused, but they will also find it difficult to get started in the first place.

Here are some ways to increase students’ motivation to study.

1. After a successful study session, encourage students to have a treat like a nice big ice cream cone.
2. Encourage students to form study groups (See p. 97 for details on study groups).
3. Remind your students that academic success is one step forward towards achieving their long-term goals.
4. Advise students to choose a comfortable environment that is free from distractions for their study time (See p. 63 for details on study environment).
5. Prompt students to take breaks. When they feel that they need to take a break, advise them to stop at a point where they are at something that is easy for them. This will make it easier for them to resume studying after your break.
6. Ask students to establish reasonable goals for a study session. Tell them that it is frustrating for them to look at their study session as “mission impossible.”
7. Encourage students to use a motivational poster. Tell them to place the poster where they can see it as they study. The poster should include positive words and a picture depicting success.
Lesson Two

Learning Objective
- Identifying the relationship between words and their definitions

Vocabulary
- terms related to income statement

C Vocabulary

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

Answers
1. sales revenue
2. sales costs
3. gross profit or loss
4. sales and marketing expenses
5. taxes
6. profit margin
7. net income

Lesson Three

Learning Objectives
- Identifying adverbs that indicate future time
- Identifying the structure of future time clauses

Grammar
future time clauses

D 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.
- Make sure all students understand what they have to do in the exercise. Demonstrate the task by doing the first item as an example.
- Work through the exercise orally with the class, giving students time to think about each item before asking a student for an answer.

Answers
1. arrives, will start
2. reaches, will reward
3. will start, allows
4. finals, will buy
5. feels, will attend
6. will finish, calls
7. won’t do, tells
D Grammar

Future Time Clauses

Time clauses act as adverbs and tell us when something happens. They usually begin with words like: when, as soon as, before, until, if and after.

Clauses that refer to the future are formed with the verb in the present tense.

Examples

When they sign the paper, they will have a good deal.

After the meeting, the company employers are going to have dinner together.

Establishments that balance their books daily will also be able to calculate the income balance as soon as the book of accounts is closed for the day.

Before we examine our profits and losses, we will discuss the company’s new policy.

You won’t have to record the expenses on the cash flow statement until you actually pay them.

Activity 1

Read the paragraph below and put the verb in brackets in the correct form.

What I expect to happen in the next 10 years of my life is as follows: After I (graduate) from this school, I think, I (take) a long holiday and travel through Europe. When I (start) work, I (not/have) much time for myself. Therefore, I (want) to see Europe before I (start) work. I (go) to England, France, Spain and Italy. If I (take) a Eurorail ticket, I can travel inexpensively. So I (not/have to/spend) too much on my travel expenses. After I (come) back to Syria, I (start) looking for a job. I (accept) a job that fits my life style expectations. I (not/want) to work long hours.

Activity 2

Circle the correct words

1 We will examine our profits and losses until / as soon as we discuss the company’s new policy.
2 The company employers haven’t arrived yet so I’ll wait until / when they come.
3 My sister’s going to buy a new computer when / unless she has enough money.
4 He won’t do anything if / unless the manager tells him to.
5 If / Until the government allows us to begin, we will start the construction of a shopping centre.
6 They’ll go for a walk as soon as / unless the weather gets better.
7 He won’t attend the meeting until / as soon as he feels better.
8 When / Unless they put the items in the box, they will wrap it.

Activity 3

Fill in the blanks with if/unless/until/as soon as.

1 My boss is coming to the office at 8:30. I’ll talk to him about my salary __________ he arrives.
2 __________ we sign the paper, we will have a good deal.
3 I can’t buy that car __________ my father lends me some money.
4 It’s an interesting offer. I’ll tell my boss about it __________ he arrives.
5 What will she do __________ she is promoted?
6 __________ we write the income statement, we can report our company’s earnings to investors.
7 Can you look after my parrot __________ I get back from a business trip?
8 Because my boss is on his way to the office, I’ll have to wait __________ he gets here because he doesn’t have a spare key.

Answers

Activity 1

What I expect to happen in the next 10 years of my life is as follows: After I graduate from this school, I think, I am going to take a long holiday and travel through Europe. When I start work, I will not have much time for myself. Therefore, I want to see Europe before I start work. I will go to England, France, Spain and Italy. If I take a Eurorail ticket, I can travel inexpensively. So I will not have to spend too much on my travel expenses. After I come back to Syria, I will start looking for a job. I will accept a job that fits my life style expectations. I will not want to work long hours.
Make sure all students understand what they have to do in the exercise. Demonstrate the task by doing the first item as an example.

Work through the exercise orally with the class, giving students time to think about each item before asking a student for an answer.

Answers
1d / 2c / 3b / 4a / 5c

Lesson Four

Learning Objectives
- Practising research skills
- Performing a presentation

E Speaking

Tell students that they are going to do some research and prepare a presentation to explain the importance of research and development to any business.

In groups of four, students start preparing their presentations.

Go round and monitor students’ discussions. Be ready to offer help where necessary.

Answers
Students’ answers

Activity Book page 8 exercise 3

Lesson Five

Learning Objectives
- Listing ways to improve the profit margin of a company
- Practising writing gerunds
- Identifying the meaning of words from context

F Reading

Allow time for students to read the text silently. While they are reading, go round and answer any questions about vocabulary.

Ask students to answer the questions individually.

Check answers as a whole class.

Answers
1 Working out a reliable inventory system; talking to the supplier representative; preparing a discount structure and promotion; making a sales analysis report; buying on the final day of sales; selling when the product goes off sale; paying attention to what is being sold and what isn’t; keeping an eye on the stock; using correct monitoring procedures; explaining to a customer everything he or she needs
2 up-selling
3 a the amount of money a business generates
   b help; an increase
4 Students’ answers

Circle the correct answer.
1 I’ll cook supper ______ I come home.
   a until   b while   c before   d as soon as
2 I want to finish my work ______ we go out.
   a until   b while   c before   d as soon as
3 She’s going to look after the cat ______ I’m away.
   a until   b while   c before   d as soon as
4 I’ll email you ______ I arrive.
   a as soon as  b until  c as long as  d while
5 We’ll find a hotel ______ we arrive in Aleppo.
   a until   b while   c when   d as long as

E Speaking

In groups of four, research the following questions and prepare a five-minute presentation explaining the importance of R&D (Research and Development) to any business.

- What is R&D?
- How much money is spent on R&D?
- Is R&D important for fast-moving industries?
- Does R&D affect the future of a business?
- Why is it important to compare the level of R&D funding with the percentage of gross profit spent by competitors?

Tips for effective studying

There is no single “best” way to study. Each student must find the best method for him / her. However, three components are common to all: (1) repetition, (2) effort, and (3) time. Repetition is a key component necessary to move information into the student’s long-term memory (see p. 25 for details on methods based on rote-learning). This stage should be a step for active review during which students organise their thoughts and test themselves. Moreover, active studying requires effort and it takes time, there are no shortcuts.

The following are some guidelines for effective study techniques.

1 Encourage students to read their notes prior to every session. Tell them to highlight important ideas while studying. If students don’t have enough time tell them to skim and scan the material quickly to identify key terms and concepts. This can be done in several ways:
   a read the chapter summary.
   b read section headings and bold type.
   c inspect figures and read figure headings.
2 Train students to take effective notes in the classroom (See p. 31 for details on how to take effective notes).
3 Advise students to rewrite their lecture notes as soon as possible after the lecture. Train your students to make this stage an active process. Encourage them to rewrite the information in their own words not just re-copy your words. Furthermore, it is effective that students convert their notes into flashcards for review (See p. 43 for details on flashcards).
G Writing

Read the text and answer the questions.

In conclusion, all that a business needs to improve its profit margin are the above simple tips.

**Questions**

1. List the tips that the text gives to improve the profit margin of a company. (6 marks)
2. Write a paragraph where you define them both and give examples of each. The following table is given to help you.

<table>
<thead>
<tr>
<th>A non-recurring event</th>
<th>An extraordinary event</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a one-time charge that the company does not expect to encounter again.</td>
<td>It includes costs associated with a merger or the expense of implementing a new production system.</td>
</tr>
<tr>
<td>It is recorded under operating expenses.</td>
<td>It is listed after the net line, after-tax.</td>
</tr>
</tbody>
</table>

3. In addition to sales and marketing, what other factors should be considered in order to improve the profit margin of a company? (9 marks)
4. Describe the significance of each factor in improving the profit margin. (9 marks)

Unit 2, page 6, exercise 3

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Income Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 1, xxxx to December 31, xxxx</td>
</tr>
<tr>
<td></td>
<td>Income</td>
</tr>
<tr>
<td></td>
<td>gross sales</td>
</tr>
<tr>
<td></td>
<td>gross profit</td>
</tr>
<tr>
<td>Total Income</td>
<td>XXXX</td>
</tr>
<tr>
<td>Expenses</td>
<td>advertising</td>
</tr>
<tr>
<td></td>
<td>utilities</td>
</tr>
<tr>
<td></td>
<td>salaries</td>
</tr>
<tr>
<td></td>
<td>repairs &amp; maintenance</td>
</tr>
<tr>
<td></td>
<td>cost of goods</td>
</tr>
<tr>
<td></td>
<td>rent</td>
</tr>
<tr>
<td></td>
<td>freight charges</td>
</tr>
<tr>
<td></td>
<td>office supplies</td>
</tr>
<tr>
<td></td>
<td>insurance</td>
</tr>
<tr>
<td></td>
<td>taxes &amp; licenses</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>XXXX</td>
</tr>
<tr>
<td>Net income</td>
<td>XXXX</td>
</tr>
</tbody>
</table>

Unit 2, page 7, exercise 2

| Activity Book page 8 exercise 4 |
| Students’ answers |

Unit 2, page 8, exercise 3

A
1. a 1 have / 2 will guide
d 10 will ask / 11 think
e 12 is / 13 will be
g 14 will take / 15 think
b 3 will help / 4 practise
c 5 makes / 6 will decide / 7 will concentrate
d 8 decide / 9 will be
b Students’ answers

Unit 2, page 8, exercise 4

1. Income statements and balance sheets have common features but are also different in some aspects. There are specific steps to format and write the complex multi-step income statement.
2. a 1 / b 5 / c 6 / d 3 / e 2
3. The potential lenders are banks, investors and vendors.
4. There are six steps: start with the gross profit, calculate the operating expenses, deduct from the gross profit to yield income from operations, add to income from operations, combine with income from operations to yield income before taxes and finally deduct taxes to produce the net income for the period measured.
5. Students’ answers
IV Fill in the blanks using the Simple Present or the Future.

1. When the warehouse manager (arrive) _______ , the employees (ask) _______ him for a pay rise.
2. If they (design) _______ the machine properly, it (unload) _______ five containers per minute.
3. We (get) _______ a higher salary as soon as he (promise) _______ us a pay rise.
4. He (come) _______ back after he (find) _______ the goods he wants.
5. If the storage room (be) _______ empty, the manager (complain) _______.
6. The driver (unload) _______ the truck before it (start) _______ to rain.

Writing

V. Write a short paragraph about the following topic: If you were the manager of a company, would you give your employees a pay rise? Give reasons for your answer.

Answers

Reading

I. 1. them (goods); it (JIT system); they (warehouses)
2. necessitate (demand); decline (decrease)
3. It consists of a traditional building used for loading and unloading goods from trucks and storing them.
4. Students’ answers
5. Students’ answers

Vocabulary

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

Grammar

III. 1. a The employee always writes two reports per hour.
   b The employee is writing two reports per hour now.
2. a The profit margin started to be stable one year ago and still is.
   b The profit margin was stable for a year and then it started to change.
3. a The manager arrived and then they started the meeting.
   b They had started the meeting before the manager arrived.
4. a She promised to send us three sales analysis reports and sent one after she had promised.
   b She promised to send us three sales analysis reports and she had already sent one before promising us.

IV. 1. arrive, will ask
   2. design, will unload
   3. will get, promises
   4. will come, finds
   5. is, will complain
   6. will unload, starts

Writing

V. Students’ answers
2 Job Documents

- Allow time for students to read the sentences silently. While they are reading, go round and answer any questions about vocabulary.
- Ask students to put the sentences under the appropriate heading. Remind them that some can be both a job application and a CV.
- Check answers as a whole class.

Answers

<table>
<thead>
<tr>
<th>Job Applications</th>
<th>CVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4/5/6/7/</td>
<td>1/3/4/5/8</td>
</tr>
</tbody>
</table>

b

- 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 correct the false sentences.
- When they have finished, take whole-class feedback to check students' answers.

Answers

1 false: CVs are the cornerstone of most job searches
2 true
3 true
4 false: Chronological and functional CVs serve different purposes.
5 true
A Dialogue

1

Go through the dialogue in detail and explain any new vocabulary.

Ask the students to try to answer the questions in pairs.

Check answers as a whole class.

Answers

1. it has increased
2. trade restrictions: tariffs and quotas
3. both countries would benefit
4. trade; tariffs and quotas; removing tariffs on agricultural products; removing tariffs on textiles
5. Students’ answers

B Listening

2

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 write correct figures in the five boxes.

When they have finished, invite volunteers to read their answers aloud. Then ask the class whether they agree before you write the correct answers on the board.

Audioscript

The value of world trade for the year 2000 was 7.6 trillion dollars. In other words, 7,600 billion dollars. That’s 7,600 followed by nine zeros.

This total included exports of both goods and services. The value of exported goods was 6.2 trillion dollars which included manufactured goods, raw materials and agricultural products. Exports of services, such as transport and insurance, totalled 1.4 trillion dollars.

Trade in some products increased greatly from the previous year. For example, fuels such as petrol and natural gas increased to 630 billion dollars.

Another big change was office and telecom equipment, with exports of 940 billion dollars. In contrast, agricultural products didn’t go up at all, remaining at 560 billion dollars.

Lesson Two

Learning Objectives

- Identifying the roles of international organisations
- Listing the names of international organisations
- Practising using non-defining relative clauses
- Practising using the proper punctuations used with the non-defining relative clause

C Matching

3

Allow time for students to match the organisations to the descriptions.

When they have finished, check answers with the whole class.

Answers

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

Activity 1
Fill in the blanks with who, which or whose.
1. This is the bank _____ was robbed yesterday.
   a. that
   b. which
   c. who
2. A boy _____ sister is in my class was in the bank at that time.
   a. whose
   b. who
   c. that
3. The man _____ robbed the bank had two pistols.
   a. which
   b. who
   c. that
4. He wore a mask _____ made him look like Mickey Mouse.
   a. which
   b. that
   c. who
5. He came with a friend _____ waited outside in the car.
   a. which
   b. who
   c. that
6. The woman _____ gave him the money was young.
   a. which
   b. who
   c. that

Activity 2
Decide whether a defining or non-defining clause is needed in each situation.

1. I have two jobs.
   a. My job which is in Damascus is to trade agricultural goods between countries.
   b. My job, which is in Damascus, is to trade agricultural goods between countries.
2. I have one job.
   a. My job which is in Damascus is to trade agricultural goods between countries.
   b. My job, which is in Damascus, is to trade agricultural goods between countries.
3. Ahmed’s father has lost his keys.
   a. Ahmed’s father who owns supermarket chains has lost his keys.
   b. Ahmed’s father, who owns supermarket chains, has lost his keys.
4. My friend Jane moved to Canada.
   a. My friend Jane whose husband is Canadian moved to Canada.
   b. My friend Jane, whose husband is Canadian, moved to Canada.

Activity 3
Combine the sentences using a relative clause.

1. We traded electrical goods with Scotland last year. Scotland is in the north of Great Britain.
2. Taxes are paid on imports and exports. Taxes are called tariffs.
3. Less taxes improve sales growth. Sales growth is increasing.
4. FAO means the Food and Agricultural Organisation. FAO improves farming, agricultural production and distribution.
5. The marketer set a pricing strategy. It depends on the winning bid price.

Activity 4
Decide whether the relative pronoun is correct or not.

1. The postman which works in this village is very old.
   a. who
   b. whose
   c. that
2. Every business which aims to maximise profits is successful.
   a. who
   b. whose
   c. that
3. Where is the product who is going to be marketed?
   a. who
   b. whose
   c. that
4. The bottles that are lying on the floor are green.
   a. which
   b. whose
   c. that

Activity 5
Combine the sentences using contact clauses.

1. I read a business article last night. It was interesting.
2. We’re cutting import duties. The import duties are tariffs on textiles.
3. Our company bought new products. The new products are interesting for our clientele.

Answers
Activity 1
1. b. which
2. a. whose
3. b. who
4. a. which
5. a. which
6. b. who

Activity 2
1. a. which
2. a. which
3. a. which
4. a. which
5. a. which

Activity 3
1. a. which
2. a. which
3. a. which
4. a. which
5. a. which

Activity 4
1. a. who
2. a. who
3. a. which
4. a. which

Activity 5
1. a. who
2. a. which
3. a. which

Mini Grammar + Extra Activities
A defining clause includes information that is necessary to understand the meaning of a sentence. A non-defining relative clause provides additional information which is not essential to understanding the meaning of the sentence.

When the relative pronouns who(m), which or that (in object case) are omitted, the relative clause becomes a contact clause. It is also often referred to as “zero clause”. Contact clauses are common in spoken English.
Lesson Three

Learning Objectives
- Practising research skills
- Identifying the aims / goals of international organisations

E Speaking

5
- Ask for the names of other international organisations from students.
- Write the initial letters on the board and ask the students to describe their activities.

Answers
Students’ answers

Lesson Four

Learning Objectives
- Distinguishing between formal and informal proposals
- Rewriting informal proposals as formal ones

F Formal proposals

6
- Present the information from the box. Emphasise that these types of proposals are useful in formal meetings.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Demonstrate the task by getting volunteers to do the first item as an example with the whole class listening. Get choral and individual repetition of the example sentence.
- Work through the exercise orally with the class, giving the students time to think about each item before asking them for an answer.

Answers
Students’ answers

Activity Book pages 10 and 11 exercises 3 and 4

Lesson Five

Learning Objectives
- Making polite oral proposal rejections
- Making polite written proposal rejections

G Rejecting proposals politely

7
- Present the information from the box. Draw attention to the polite expressions: unfortunately and I’m afraid.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Demonstrate the task by getting volunteers to do the first item as an example with the whole class listening.
- Allow time for students to complete the dialogue individually or in pairs. Then get through possible answers as a whole class.

Answers
Students’ answers
E Speaking

In pairs, research some other international organisations and say what they do.

F Formal proposals

<table>
<thead>
<tr>
<th>1 / We suggest / propose</th>
<th>that we both reduce tariffs on electrical goods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My / Our suggestion / proposal is</td>
<td>that you remove tariffs on textiles.</td>
</tr>
</tbody>
</table>

Change these informal sentences into formal proposals.

1 Let’s cut import duty on textiles.
2 How about removing all trade restrictions immediately?
3 Maybe we should allow the free trade of all agricultural products.
4 Couldn’t we both reduce tariffs on electrical goods by 50%?

G Rejecting proposals politely

We would if we could... but (unfortunately) / (I’m afraid) it wouldn’t work (because...)

<table>
<thead>
<tr>
<th>We would if we could</th>
<th>but (unfortunately) / (I’m afraid) it wouldn’t work (because...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish we could work</td>
<td>it’s not possible (because...)</td>
</tr>
</tbody>
</table>

Complete the dialogue.

A: I propose that we cut import duty on textiles.
B: We would if we _____________ but ____________ it's not possible because

Work in pairs. Make similar dialogues, using the proposals in exercise 6. Give a reason for rejecting each proposal.

Teaching Tips

Types of study skills

Developing effective studying habits, improving reading comprehension, discovering your own personal learning style, learning to manage your time more efficiently and learning the best way to prepare for exams are just a few of the topics covered under the general heading Study Skills. Educators distinguish between eight different types of study skills. They are

A Methods based on memorisation such as rote learning
B Methods based on communication skills e.g. reading and listening (See p. 33 for details)
C Methods based on cues such as flashcards (See p. 43 for details)
D Methods based on the use of keywords (See pp. 48-49 for details)
E Methods based on visual imagery; mind maps (See p. 50 for details)
F Methods based on acronyms and mnemonics (See pp. 55, 58-59 for details)
G Methods based on exam strategies (See pp. 71, 73 and 83 for details)
H Methods based on time management and organisation (See p. 79 for details)

A Methods based on memorisation such as rote learning

Factors which enhance retention

Several factors play a significant role in enhancing student’s level of retention. One of the main reasons for forgetting information that is already studied is lack of concentration. Many students have difficulty concentrating while studying. Students’ success in taking a test is highly dependent on their ability to concentrate while studying. The following are some guidelines that students may follow in order to increase their concentration level:

1 Students should study in a suitable environment that is void from distractions such as TV or computer. Moreover, the study environment should be furnished in such a way as to make students feel comfortable while they are studying. For example, chairs should be comfortable and the room should be properly lit and heated (See p. 63 for details on establishing a productive study atmosphere).

2 Advise students to make sure that they prepare everything they might need before they start studying so that they don’t have to interrupt their studying time to go and get a piece of paper or a pen.

3 It’s necessary that students set a purpose for their studying time. Not only that, the goals that they set should be realistic to achieve. If students fail to achieve their preset goals this may lead to anxiety and stress. Consequently, encourage your students to set a time limit for every goal before they begin studying.

4 Encourage students to start with tasks / subjects which they think are the most difficult and then they can move on to “easier” tasks. This is because students’ level of concentration is at its peak when they begin studying.

As mentioned above, improving students’ concentration level has a positive impact on student’s level of recall; however, this isn’t enough. It’s necessary that students are equipped with skills that would improve students’ ability to recall information that they have acquired while studying. First, it’s essential that students practise SQ3R or PQR ST or any other reading / revision strategy before they read the text at hand thoroughly this is because it’s easier for students to remember main ideas first and then they move on to the details once they have incorporated the main ideas of the reading text into their long-term memories (See p. 71 for details on SQ3R and PQR ST methods).

Moreover, it’s helpful that students create a context for their learning experience in which they link the information that they have acquired in class with their own life experiences. This would give a meaning and purpose to students’ learning experiences and consequently the material would be easily understood and retained. Similarly, information that is acquired in class would be easily learned and retained if you train your students to make a link between what they are learning and what they already know. In addition to the above, constant repetition is also helpful in retaining information when students are studying. Encourage them to repeat the information multiple times using different studying strategies because moving information from short-term to long-term memory requires lots of repetition. Students not only need to repeat the material to be learned, they also need to change the order in which they study. For instance, the first time students study chapter 1, then 2, then 3. On the first revision / repetition, they study chapter 2 then 1 then 3 and on the second repetition they study chapters 3, 1 and 2 and so on.

All the above mentioned tips are helpful in enhancing memory skills; however, they all become meaningless if students have a negative attitude towards the subject they are studying. Thus it’s also important that you instigate in your students a positive feeling towards the target subject by constantly encouraging them and helping them solve any learning difficulties that they might have.

To sum up, good concentration and memory are two interrelated learning skills but one doesn’t lead to the other. In other words, if students have good concentration, this doesn’t mean that their retention skills are high and the opposite is also true.
Lesson Six

Learning Objectives
- Identifying the meaning of words in context
- Identifying the objectives of a business
- Listing ways that would eliminate business competition

H 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 Students' answers
2
a profitable
b key
c targeted
d perceptions
3 to maximise profits, to achieve a certain market share, sales growth or to achieve a targeted return for investment
4 by developing a branding strategy
5 Students' answers

Activity Book page 11 exercise 5

Activity Book Answer Key

Unit 3, page 9, exercise 1
a 6 / b 3 / c 8 / d 1 / e 5 / f 2 / g 4 / h 7

Unit 3, page 9, exercise 2
Students' answers

Unit 3, page 10, exercise 3
A
1 Competition, which is growing among chain supermarkets, is an essential element in pricing.
2 Monopolisers, who are people in full control of supplying certain goods, usually don't face competition.
3 Commercial industries are always looking for ways to minimise production costs to survive competition, which has become fierce these days.
4 People, who are more interested in the price of items than their quality, discovered that items are becoming more expensive by the day.
5 Competition is very intense with certain items, which are low-priced and of high quality.
6 Small shops, whose items aren’t that varied, cannot measure up with chain supermarkets.
7 Commercial companies, where the number of employing financial advisors is higher than any other companies, are aware of market competition.

B Students' answers

Unit 3, page 10, exercise 4
1 Three main ideas
2 Monopoly occurs when one company controls the market and the price of a good or service. Oligopoly occurs when many companies control the market and the price of a good or service. Perfect competition occurs when nobody controls the market, and the price of a good or service is determined by supply and demand.
3, 4 and 5 Students' answers

Unit 3, page 11, exercise 5
Students' answers
Questionnaire 2: Improving Concentration

Answer the following questions statements by Yes or No.

1. Do you specify a time limit for each task?
   Yes   No

2. Do you specify the quantity you should cover for each lecture?
   Yes   No

3. Does the page quantity you specified change according to the topic difficulty?
   Yes   No

4. Do you have specific time and place for studying?
   Yes   No

5. Do you stop for a short break if you decided to stop studying before the allotted time you set for yourself?
   Yes   No

6. Do you classify the selections you want to study according to their importance?
   Yes   No

7. Do you regularly participate in lectures by asking for information, asking questions, stating your opinions and writing your remarks?
   Yes   No

8. Does your reading plan change to adapt components, for instance, drawing maps for geography.
   Yes   No

9. Do you encourage and motivate yourself to study more if you notice your focus is fading?
   Yes   No

10. While studying, are you an analytical reader who evaluates and interprets the author's intention?
    Yes   No

11. Do you praise yourself for each task you accomplished in the allotted time?
    Yes   No

12. When studying for two hours or more, do you plan what subjects to study?
    Yes   No

13. Do you study with friends who assist you to remain concentrated on your studies and objectives?
    Yes   No

14. You possess outstanding strength of focusing, and I'm not easily distracted.
    Yes   No

15. You know how to meditate and do it frequently.
    Yes   No

16. I possess the determination to attain what I want.
    Yes   No

17. I always try to progress in everything.
    Yes   No

18. I always attempt to be productive in my life.
    Yes   No

    Yes   No

20. I definitely get preoccupied in studying or reading.
    Yes   No

21. It is difficult to be bored with anything that needs intellectual effort.
    Yes   No

When answers are No, students should be encouraged to improve their concentration.
Correspondence

Lesson Seven

Learning Objective

■ Demonstrating understanding of CVs by completing a multiple choice task

d ■ Students work individually to circle the correct answers.

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

Answers

1c / 2c / 3a / 4c / 5b / 6b

B Business Cards and Envelopes

Business Cards

Note

The following seven categories should usually appear on a business card:

1 Name of business or organisation: A business card always has the name of a business or organisation name on it. It is the most important part of a business card.

2 Name of individual: Most business cards give the name of an individual. In a large organisation, the job title usually appears below it.

3 Address: A physical address or a mailing address, or both are crucial parts of a business card.

4 Phone number(s): Numbers are listed in order of voice, fax and mobile. The area and/or country codes and extension should be added.

5 Email address: Including an email address is an important element nowadays since most communications happen through it. If the company has a website this should appear as well.

6 Description of business: A brief description can be useful when the company’s name is somewhat ambiguous or doesn’t clearly convey what it does. Taglines can also convey benefits and features.

7 Logo: A logo is used consistently on business cards to help establish a company’s identity.

PS: Your business card should stand out from the rest. It should work as a mini advertisement for your business in many different situations.

Sample business cards

Are the following statements true or false.

1 All business cards should include the individual’s name and job title.
2 It takes a few minutes for your card to convey the general idea of what you do.
3 You shouldn’t include your personal mobile phone number on your business card.
4 The logo portrays the company’s identity.

Answers

1 true
2 true
3 false
4 true

Give As homework or revision: Activity Book, exercise A, p.49

Answers

Students’ answers
Review (Units 1-3)

- Match the words with their definitions.
- Put the correct word in the right place.

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 review and practise the language and skills that they have learned in the previous three units.
- Explain that it is important for two reasons. Firstly, it will help them to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A

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

B

1 convenient 2 income statement 3 inventory system 4 boost
5 tariffs and quotas 6 turnover 7 survive and grow

Warm-up

A: I propose that we decrease trade restrictions between our countries.
B: We would if we could remove tarrifs on our agricultural products, but I'm afraid it's not possible because it would be very bad for our farmers.

C

1 has just arrived 2 is delivering 3 said 4 had got 5 needed
6 was unloading 7 fell 8 broke 9 has damaged 10 will be asked
11 promised 12 had greatly suffered

D

1 graduates / will get 2 will hire / will apply 3 finish / will apply 4 will file / is 5 will make / work out

E

Suggested answer:

… I propose that we decrease trade restrictions between our countries. Mr Ahmad and Mr Ibrahim discussed trade between their countries. They talked about reducing tarrifs and quotas. Mr Ahmad and Mr Ibrahim, who discussed trade between their countries, talked about reducing tarrifs and quotas.

F

1 Mr Ahmad and Mr Ibrahim, who discussed trade between their countries, talked about reducing tarrifs and quotas.
2 Ali, who speaks English fluently, should apply for the job.
3 Rice, which is grown in many countries, is a staple food throughout much of the world. Or Rice, which is a staple food throughout much of the world, is grown in many countries.
4 One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime. Or One of the most useful materials in the world, which is made chiefly from sand, soda, and lime, is glass.

G

Complete the dialogues. Give a reason for rejecting each formal proposal.

Example

A: I propose that you remove tarrifs on textiles.
B: If we could, but it's not possible because

Example

A: I propose that you remove tarrifs on textiles.
B: If we could, but it's not possible because

Example

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Example

A: I propose that you remove tarrifs on textiles.
B: If we could, but it's not possible because

Example

A: I propose that you remove tarrifs on textiles.
B: If we could, but it's not possible because
Yes, in the directory you find the kind of services each company offers. a book listing individuals or organisations alphabetically or thematically with details such as names, addresses and telephone numbers.

traditional storage

warehouse shipping balance sheet pricing packaging
profit margin labelling exporting income statement

charging a product or a service geographical areas other aspects in marketing I know what these mean

The applicant who came yesterday did not leave his phone number. The best bylaws that Mrs Salloum wrote twenty years ago are still up-to-date. The building at the end of the street, which my grandfather built, needs renovating. At the first meeting, which was held yesterday, the chair announced new policies. The director Mr Srour who was present at the meeting listened attentively to the suggestions of the staff. Ahmad who should know something of the matter thinks differently.
Questions
1. How many different kinds of cargo vessel are mentioned in the text? Name them.

2. In what way are tankers and bulk carriers similar?

3. What do you think “scheduled routes” means?

4. How is a tramp different from a ship on a scheduled route?

5. What is the one problem for big ships that would like to use the Suez Canal?

6. Which type of ship would an exporter use for rice?

A Dialogue
1. Read the dialogue and answer the questions.

Visitor: Which kinds of vessels pass through the Suez Canal?
Guide: Mainly cargo vessels. This includes passenger cargo vessels, which transport goods and a few passengers. This type of ship travels on scheduled routes. Tramps, on the other hand, are cargo vessels which travel anywhere in the world.

Visitor: I see. That’s an oil tanker over there, isn’t it?
Guide: That’s right. Oil tankers and bulk carriers look similar, but tankers carry oil whereas bulk carriers transport wheat, metals and others.

Visitor: What’s that other ship, the one with all the big metal boxes?
Guide: That’s a container ship. A lot of goods are transported in big containers. On arrival at the port, each container is unloaded onto a lorry, which takes it to its final destination.

Visitor: Can every kind of vessel pass through the Suez Canal?
Guide: Most can. However, some of the biggest oil tankers are too large. They have to go all the way around Africa.

Answers
1. five (passenger cargo vessel, tramp, oil tanker, bulk carrier, container ship)
2. A fixed route between ports
3. Ships on scheduled routes always sail between the same ports, whereas tramps go anywhere in the world.
4. They look similar
5. A bulk carrier
6. They are too large to pass through the Suez Canal.

Teaching Tips
A Methods based on memorisation such as rote learning (cont.)

One of the most basic approaches to learning any information is simply to repeat it by rote. Typically this will include reading over notes or a textbook, and re-writing notes. For this reason, it is important that students are trained to take effective notes.

The process of taking notes is divided into three stages as in the table below.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before class</td>
<td>Skim your notes from the previous lecture</td>
<td>* Students can recall the explanation. * They are ready to absorb new material. * The teacher can build up on previous material.</td>
</tr>
<tr>
<td>Ring class</td>
<td>Taking notes</td>
<td>* Students must be alert to key ideas and repetitions. * They can keep track if they use consistent abbreviations, symbols and short sentences. * They can mark unclear ideas using a question mark.</td>
</tr>
<tr>
<td>After class</td>
<td>Rewriting notes</td>
<td>* Students should rephrase their notes, including all the abbreviations. * Notes are updated after clarifying vague ideas.</td>
</tr>
</tbody>
</table>

Tips for taking effective notes
1. Advise students to listen carefully to what you say. Instructors usually give clues to what is important to take down. Some of the more common clues are:
   - A Material written on the blackboard.
   - B Repetition
   - C Emphasis by tone of voice and gesture and / or by the number of examples he or she uses.
   - D Word signals (e.g. “The third reason...”, “In conclusion...”)
   - E Summaries given at the end of class.
   - F Reviews given at the beginning of class.

2. Encourage students to develop their own method of taking notes, outlining, graphic organisers...etc.

3. Prompt students to use abbreviations and symbols

4. If students miss a statement, tell them to write keywords, skip a few spaces, and get the information later.

5. Advise students not to use every space on the page. Leave room for coordinating their notes with the text after the lecture.
B Listening

In class, direct the students’ attention to the rubric and the information box. Check that students understand what they are going to hear and what their task is.

Play the recording right through without stopping. Tell students not to worry if they could not complete the task on the first listening. Play the recording again without stopping while the students complete the task silently, or if they have already completed it, ask them to listen and check that their answers are correct.

Put students in pairs to compare answers. In case of disagreement, play the recording for them to check their answers.

Audioscript

Last year, the total number of vessels that passed through the Suez Canal was one thousand two hundred and six.

These vessels included two hundred and thirteen oil tankers.

The other vessels were general cargo vessels, and these numbered nine hundred and ninety-three.

The total tonnage of passing vessels, measured in millions of tons, was forty.

Finally, the total annual revenue, measured in millions of US dollars, were one hundred and sixty-eight point one. Not a bad year for the Canal.

Answers

| Total number of vessels | 1206 |
| Oil tankers             | 213  |
| General cargo vessels   | 993  |
| Total tonnage (million tons) | 40 |
| Total revenue (million US $) | 168.1 |

Lesson Two

Learning Objectives

- Identifying and using correct words that collocate with make and do
- Identifying the relationship between pictures and sentences
- Demonstrating understanding of commercial awareness by completing a matching exercise

Vocabulary

phrases with do or make

C Vocabulary

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

You can read out the phrases with do and make and let the class repeat them.

Make sure all students understand what they have to do in the exercise. Demonstrate the task by doing the first item as an example. Allow time for students to complete the task individually relying on the information in the box.

Check answers with the whole class.

Answers

1 do
2 were made
3 did
4 was made
5 done
6 made

D Matching

Tell the students to look at the pictures. Pay particular attention to the arrows in the pictures, which show the movement of goods or documents.

Explain to the students that they will have to do a matching exercise: There are seven pictures and seven sentences. The sentences explain the seven stages of paying for imports.

Go through the seven pictures with the class so that they are familiar with them before they start the matching exercise.

Tell the students to read the sentences silently and match them to the pictures.

When they have finished, ask students to compare their answers with those of a partner.

Check answers as a whole class.

Answers

1b / 2e / 3g / 4f / 5a / 6d / 7c

Activity Book page 14 exercise 1
The pictures show a British exporter (E) sending goods to an Australian importer (I) and receiving payment. Match the sentences (a-g) with the correct pictures. The first one is done for you.

a. The importer in Australia pays money into his bank in Australia, which sends it to the exporter's bank in the UK.
b. The exporter in the UK loads the goods onto the ship and receives a Bill of Lading from the ship's captain. This important shipping document shows who owns the goods while they are in transit. It also shows that the goods are on the ship and that the shipper has agreed to carry them.
c. The importer in Australia exchanges the Bill of Lading for the goods. The importer cannot get the goods unless he has paid and got this document from the bank.
d. The Bank in Australia gives the Bill of Lading and other shipping documents to the importer.
e. The exporter writes a Bill of Exchange. This bill includes instructions to the importer’s bank.
f. The UK bank sends the two bills and other documents to the importer's bank in Australia.
g. The exporter gives the two bills and other shipping documents to his bank in the UK.

**Teaching Tips**

**Types of Study Skills (cont.)**

**B Methods based on communication skills, e.g. reading**

Reading is an essential skill which students need in order to improve their educational performance. For instance, students who often read a lot tend to increase their vocabulary and this would offer them a valuable repertoire which they may use when they are writing their essays. The following are some tips that may help you guide your students on how to increase their reading efficiency:

First, advise students to set a purpose before reading any text. If they don’t have a clear purpose in mind while reading a text, this could lead them to boredom, lack of comprehension or simply they would feel that they have wasted their time.

Moreover, it is important to direct students’ attention to the title of the book or article they are reading. Most titles of pedagogical books or articles contain hints or keywords that may give students an idea about the text they are about to read.

In addition to the above, it’s necessary that students are aware of the parts of a book as they may include information that might facilitate students’ understanding. For example, the publisher’s blurb is a brief summary of the information discussed in the book. Students may also refer to the index or list of contents for help.

Finally, students may increase their reading efficiency by surveying the chapter in a book using first lines or paragraphs. By quickly surveying the chapter, we can make ourselves familiar with its general drift. Sometimes the first or last paragraph of a chapter may have special significance. The writer may state in the first paragraph what he intends to write about or he may summarise what he has been saying in the last paragraph.

**The Do’s and Don’ts of Taking Notes for Reading Assignments**

Taking notes while reading is as important as doing so in class; however, there are slips that students must avoid like highlighting everything. Students would be wasting time reading when feeling sleepy; useful reading for comprehension must be slow and during times when the student is fully focused. Besides the things that should be avoided, there are tips that students must make it a point to remember and perform. These include the following. It is recommended that students read the introduction, the conclusion and bits of the article when doing research on the Internet so they can decide if it fits well with topic. Dividing the material into smaller bits and testing oneself while reading facilitates the retention of the studied material. Finally, the fact that students can take notes, in the margin for instance, is a good indication of the students’ comprehension of the text. Taking notes from a textbook can be divided to three phases. The first phase is reading from a chapter without taking notes to maintain comprehension of the subject. Students might be at risk of taking too many notes and losing concentration if notes are taken at this stage. In the second stage, students must review the material indicating the main and supporting ideas and rephrasing the information. The latter makes the students active and comprehensive of the material. Finally, students write the paraphrased ideas as their notes in the third stage along with adding necessary details; that is to say, they are not supposed to copy directly from the text. As a word of caution to students, they must make sure not to change the meaning or the content of the text while taking notes.

**Taking vs Making notes**

There is a vast difference between taking notes and writing them. Taking notes is a plain process of passively writing someone else’s presentation. On the other hand, making notes is directly related to active critical thinking, evaluation of the material and rephrasing what is presented. Moreover, personal notes are more memorable because they are transformed to images that the student can recall more easily as images than words. In conclusion, note making renders students more selective in choosing the important material and improve their skill through practice.
Lesson Three

Learning Objectives
- Practising using the passive infinitive
- Reviewing verb forms

Grammar
modal verbs and the passive

E Grammar

5

Either present the information from the box yourself, or tell students to study the information in the box in pairs.

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

Allow time for students to complete the task individually relying on information in the box.

Check answers as a whole class.

Answers
2. Hard hats should be worn in the port.
3. Safety measures should be taken by warehouse employees.
4. The damaged cases could be seen.
5. The truck must be repaired at once.
6. The rest of the damaged goods had to be thrown away.
7. Those four containers are going to be sent by rail.

Mini Grammar + Extra Activities

Modal verbs in the passive voice follow this pattern: Modal + be + past participle. There are many possibilities with modal verbs.

They can give them the money. (active)
They can be given the money. (passive)

Activity 1
Put the verb in brackets in the passive form.

1. Oil, metals and others (can/transport) by bulk carriers.
2. Containers (should/unload) onto a lorry which takes goods to their final destination.
3. Arrangements (have/make) for the meeting.
4. Suggestions (could/give) about the conference.
5. These goods (might/drive) to the warehouse tomorrow.

Activity 2
Fill in the blanks with the given modal verbs and the active or passive voice of the verb in brackets. Use modals.

1. Safety precautions (will/demonstrate).
2. Tankers (will/carry) oil.
3. Passengers (must/board) the ship.
4. Money (will/pay) the importer.
5. The bill (should/include) instructions.
6. The students (will/tell) to write an essay.
7. The bill (should/send) to the bank.

Answers
Activity 1
1. can be transported 2. should be unloaded 3. have to be made
4. could be given 5. might be driven

F Contrasting

Practise making contrasts using phrases from the table above.

1. Trains and cars
2. Importers and exporters
3. Writing and speaking
4. Television and the cinema
5. Home and school

Lesson Four

Learning Objectives
- Practising making contrasts
- Identifying conjunctions that show contrast

F Contrasting

6

Present the information from the box. Check understanding by asking questions and giving students an opportunity to ask questions. Point out the differences in punctuation in the box.

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.

After doing the first two items with the whole class, tell the students to prepare the answers individually or in pairs before you go through the rest of the exercise with the whole class.

Answers
Students’ answers
Lesson Five

Learning Objective

- Categorising and saying what is included in a category

G Categorising

- Present the information from the box. Check understanding by asking questions and giving the students an opportunity to ask questions.
- Demonstrate the task by asking for examples of vessels from the whole class. Write them on the blackboard.
- Work through the exercise orally with the class, giving students time to think about each item before asking them for suggestions.
- After doing the first item with the whole class, tell the students to think of suggestions for the other categories in pairs. Then go through the rest of the exercise with the whole class.

Answers

Students’ answers

Lesson Six

Learning Objectives

- Writing definitions
- Identifying the main ideas in the text
- Identifying the difference between a freight broker and a freight forwarder
- Practising writing a paragraph
- Identifying different types of shipping services

H Reading

- Allow time for students to read the text silently.
- Direct students’ attention to the questions and tell them to read the text again and look for the answers.
- Invite volunteers to read their answers aloud.

Answers

1. a company which transports packages
2. place of delivery
3. during transit a package can be tracked
4. deal with
5. function

2. Students’ answers (four main ideas)
3. A freight broker is a transportation intermediary that plays a role in the movement of cargo, whereas a freight forwarder groups shipments.
4. Students’ answers

I Writing

- Make sure that students 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

Activity Book Answer Key

Unit 4, page 14, exercise 1
1. in transit
2. proposal
3. tonnage
4. destination
5. routes
6. vessels

Unit 4, page 14, exercise 2
A
1. Steaming machines to remove wrinkles could be imported from our supplier in China.
2. A new store room must be emptied immediately.
3. The engine of the truck had to be fixed or changed.
4. The arriving goods were going to be put in the new section of the warehouses.

B
1. In the past, heavy containers had to be unloaded by people themselves.
2. Nowadays, many ways of shipping and transportation must be used by warehouses.
3. Space management should be emphasised by warehouse managers.
4. The ordered goods might take several days to be transported by trucks.

Unit 4, page 15, exercise 3
1. Students’ answers
2. Four different methods of payment: payment after delivery, cash in advance, documentary collection, documentary credit / letter of credit
3, 4 and 5. Students’ answers

Unit 4, page 16, exercise 4
Students’ answers

Unit 4, page 16, exercise 5
Students’ answers
Global Warming

Learning Objectives
- Demonstrating understanding of a reading text
- Identifying the meaning of words from context
- Identifying the causes of global warming
- Practising research skills
- Practising making a brochure

Introduce the topic and elicit a few keywords that the students will read in the text.

Allow time for students to read the text 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.

Questions
1. Rephrase the definition of global warming given by the text and list, in your own words, its effects on Earth.
2. What is the meaning of the following words: phenomenon, unprecedentedly, rapid, combustion, glacier?
3. Why can’t the Earth adapt to the changes in climate?
4. In your opinion, are humans to be blamed for global warming? Explain using the evidence given in the text.
5. Find on the Internet information about two of the latest solutions for global warming (for example: more white clouds needed in the sky and synthetic trees that absorb a bigger quantity of carbon dioxide) and put them with photos you can find in a brochure.

How to prepare a brochure:
- Open a word document and click “New” in the toolbar.
- Go to “File” and “Page Setup.” Select “Margins” and set the margins at half-an-inch for all sides.
- Select “Paper Size.” Go to “Orientation” and select “Landscape.”
- Click “Format” and then “Columns.” Go under “Presets” and select “Three.” You will see a section labelled “Spacing.” Enter one inch for the spacing and click “OK.” You will now have the layout for the brochure.
- Add text and images to the brochure. Type inside the brochure to add text. To insert an image, click “Insert,” and then “Picture.” Select “From File,” and you will be able to use an image from your computer. To add a background, go to “Format” and then “Background.” You will be able to select a colour for the background.

Answers
1. Students’ answers
2. phenomenon: a fact or situation that is observed to exist or happen unprecedentedly: never done or known before
3. rapid: fast
4. combustion: the process of burning something
5. glacier: a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles

Global Warming

Climate change is not a new phenomenon in the history of Earth. However, with the beginning of the Industrial Revolution, Earth has started to experience unprecedentedly rapid climate changes due to what we now call global warming.

Global warming is the consequence of the greenhouse gases issued from the combustion of fossil fuels. Such gases will influence Earth’s climate even years from now, since it has not adapted yet to such a rapid environmental change. The percentage of greenhouse gases is directly proportional to the percentage of fossil fuels that are burnt by humans. However, climate change is not only caused by humans; other factors that existed even prior to the Industrial Revolution continue to influence Earth’s temperature. Nevertheless, the effect of these nonhuman factors remains either minimal or unnoticed.

However, increasing temperatures are by no means the only effect of global warming. In addition, global warming influences annual rainfall, increases the erosion of land that is near the coast, extends the growing season and results in the melting of glaciers. Finally, it can cause changes in the frequency of infectious diseases in particular environments.

Culture and Values 1
Sample Test 2

Reading
I Read the text and answer the following questions.

There are two types of economic competition: brand and substitute. The first type refers to competition between products which have the same function. For example, competition takes place between a brand of cars and several other brands of cars. The second type refers to competition between products which can substitute for one another. For example, margarine competes with butter, mayonnaise and other similar spreads. Competition is not only between companies, it can also be within the same company. Competition between individual employees is encouraged by most businesses. For example, sales representatives can compete over achieving the highest sales over a period of time. The employer will provide the highest achiever with benefits.

1 What does “one another” refer to?
2 What is the difference between brand and substitute competition?
3 What is the difference between the first two types of competition and the third?
4 Why do you think “competition between individual employees is encouraged by most businesses?”
5 Give another example of competition within the same company.

Vocabulary
II Complete the sentences using do or make.

1 To … additional profit, you should find the best selling strategy.
2 Have you … the analysis report yet?
3 At yesterday’s meeting, the manager … his best to explain the new tax formula.
4 After the exporter gave the bill to the bank, he decided to … nothing and relax.
5 When the decision was … , all the employees were happy.
6 When the importer … the payment, the goods were transported to him.

Grammar
III Combine the second sentence with the first using non-defining relative clauses.

1 The importer gives the Bill of Lading to the importer. The Bill of Lading is one of the shipping documents.
2 The exporter writes a Bill of Exchange. This bill includes instructions to the importer’s bank.
3 The goods are loaded onto the ship. They are carried to the importing country.
4 The importer received the goods. He has paid for the goods in the bank.
5 I made a new proposal to the government representative. The new proposal is more realistic than the old one.

IV Put these sentences in the passive form.

1 They are going to remove tariffs on electrical goods.
2 You should sell the unsold goods to the market.
3 You could spend time to work out a new financial plan.
4 The manager’s rivals had to lower prices.
5 The salesperson will explain the new policy to the customers.
6 You must buy interesting products for your clientele.

Writing
V Choose one of the following organisations and write a well-organised paragraph describing what you know about it.

The European Union (EU)
The United Nations (UN)
The World Trade Organisation (WTO)
The International Monetary Fund (IMF)
The Food and Agricultural Organisation (FAO)
The United Nations Industrial Development Organisation (UNIDO)

Answers
Reading
I
1 products
2 Brand competition is between products which have the same function. Substitute competition is between products which can substitute for each other.
3 The first two types (brand and substitute) are competitions between companies. The third is competition between employees within the same company.
4 Students’ answers
5 Students’ answers

Vocabulary
II
1 make
2 made
3 did
4 do
5 made
6 made

Grammar
III
1 The importer gives the Bill of Lading to the importer, which is one of the shipping documents.
2 The exporter writes a Bill of Exchange, which includes instructions to the importer’s bank.
3 The goods, which are carried to the importing country, are loaded onto the ship.
4 I made a new proposal to the government representative, which is more realistic than the old one.

IV
1 Tariffs on electrical goods are going to be removed.
2 The unsold goods should be sold to the market.
3 Time could be spent to work out a financial plan.
4 Prices had to be lowered by the manager’s rivals.
5 The new policy will be explained to the customers.
6 Interesting products for your clientele must be bought.

V
Students’ answers
Correspondence

Lessons Seven and Eight and Nine

Learning Objectives

- Practising writing a business card
- Using information in a text to write a business card
- Practising making short conversations

b and c

- 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 in for you to mark.

Answers

Students’ answers

d

- Allow time for students to prepare their short conversations in pairs.
- Invite volunteers to read aloud their conversations.

Answers

Students’ answers

Business Envelopes

Note

One of the first impressions that one makes to someone that they are writing to is the envelope. Hence, many rules should be followed to prepare a professional envelope.

First, one should type on the envelope using an easy-to-read font in black ink. The font size should be between 10 and 14 points, depending on the font chosen and the size of the envelope.

Second, the recipient’s information is written in the centre of the envelope. The first line of the address should list the recipient’s first name and title, such as Mr, Ms or Dr below it, the full name of the company is listed. Next, the street address or P.O. Box is included. On the line below, the name of the city where the company is located is added.

The return address should be put in the upper left corner of the envelope. It should be formatted in the same manner of the recipient’s name and contact information. It should include the full name, business title, business name, department and full mailing address. Finally, a stamp is attached on the upper right corner on the front of the envelope.

Prepare the envelope that you will need to send a letter you are writing to the following person: Gerald Levin / CEO of Time Warner Inc. / New York / P.O. Box 45023 /

Answers

Students’ answers

Lesson Nine

Learning Objectives

- Identifying the format of an envelope
- Demonstrating understanding of business envelopes by writing envelopes

Business Envelopes

a

- Present the information from the box. Check understanding by asking questions and giving the students an opportunity to ask questions.
- Allow time for students to write their envelopes individually.
- Collect students’ envelopes for you to mark.

Answers

Students’ answers

Give as homework or revision: Activity Book, exercise B, p.50

Answers

1 Announcement b
2 Baronial c
3 Catalogue d
4 Commercial a
5 Booklet e
**A Dialogue**

Read the dialogue and answer the questions.

Financial analyst: To run a successful business, it is not enough to acquire the basics of financial recordkeeping and a good handle on your company’s cash.

Business owner: Why?

Financial analyst: It is important to look at the financial state of your company too. From time to time, you should undertake a detailed financial analysis.

Business owner: How can I make use of the information contained in my company’s annual financial statement?

Financial analyst: Financial statements help identify unfavourable trends in your business’s operation before the situation becomes critical. They also monitor your cash flow requirements on a regular basis. Most importantly, they monitor performance against the company’s financial plan.

Business owner: In other words, if I study the cash flow, the balance sheet, the position statement, and the financial statements, I can determine the present condition of my business?

Financial analyst: That is right!

Questions

1. What is the meaning of a to run b a good handle c undertake d make use of e unfavourable trends f present condition?
2. What is the financial analyst advising the business owner?
3. Are annual financial statements helpful? How?
4. How can a business owner verify the state of his business?

**B Listening**

Listen and decide whether the following statements are true or false. Correct the false statements.

1. Good financial management and planning are both necessary for the success of a business.
2. Business owners don’t have to update their original business plan.
3. Even if changes have occurred regarding the cash flow, the business owner shouldn’t obtain more money from external resources.
4. The sale price usually covers the cost of the business.
5. A business plan should be adjusted as needed when changes take place.

**Lesson One**

**Learning Objectives**

- Demonstrating understanding of a reading text by answering a set of comprehension questions
- Identifying the meaning of words from context
- Listing the benefits of annual financial statements
- Demonstrating understanding of a listening text by completing a true or false task
- Distinguishing between true and false sentences

**Warm-up**

- Write the term “financial statement” on the board and allow students to brainstorm any related ideas. Organise students’ ideas in a spider web chart.

**A Dialogue**

**Warm-up**

- Write the term “financial statement” on the board and allow students to brainstorm any related ideas. Organise students’ ideas in a spider web chart.

**Answers**

1. a run: to manage, b a good handle: full understanding, c undertake: enter upon an activity or enterprise, d make use of: to use of for one’s own purposes, e unfavourable trends: something that is not for the company’s benefit,
2. f present condition: how the business is like now
3. g financial analysis
4. h by studying the cash flow, the balance sheet, the position statement and the financial statements

**B Listening**

Tell the students that they are going to listen to a text about the ways to run a successful business.

- Before you play the recording, ask the students to read the sentences on page 29.
- 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 answers from individual students reporting back to the whole class.

**Audioscript**

Businesses often fail because of poor financial management or a lack of planning. To avoid such problems, business owners should constantly update their original business plan. For example, reviewing finances means reviewing the cash flow (the balance of all the money flowing in and out of the business). Make sure that your requirements have not changed. If they have, try to explain the reasons and decide on the steps you need to take to source additional capital. It shouldn’t be forgotten that the sale price covers the cost of the business. Thus, costs must be under constant review. Are any loans or overdrafts needed? If so, what is the most appropriate and cheapest way to get the money? Businesses change and grow so the business owner should have a plan to adapt to any changes which might occur.
Lesson Two

Learning Objective
- Identifying the relationship between words and their definitions

C Vocabulary

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

Activity Book page 17 exercise 1

Lesson Three

Learning Objectives
- Practising reporting yes / no questions
- Practising reporting wh- questions

Grammar
- reported questions

D 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 the operating team was doing a good job managing costs
2 ... who could put the company in a stronger financial position
3 ... if the company was preparing a plan for a long-term success
4 ... if generating positive net cash would be the direct result of operating activities on an annual basis
5 ... if we had sufficient capital to cover the company’s debts
6 ... why the financial data weren’t recorded on the firm’s balance sheet
7 ... if she must take a longer look at the financial state of the company
8 ... if financial professionals had developed systematic ways of comparing the financial facts
9 ... where we could discuss some of the most commonly used tools for financial analysis
10 ... when we would determine the optimal operation level of our business

Mini Grammar + Extra Activities

1 Normal word order is used in reported questions, that is, the subject comes before the verb, and it is not necessary to use ‘do’ or ‘did’:

“Where does Peter live?” She asked him where Peter lived.

2 Yes / no questions are reported by using ‘ask’ + ‘if / whether + clause:

a “Do you speak English?” He asked me if I spoke English.

b “Are you a businessman or a financial analyst?” He asked me whether I was a businessman or a financial analyst.

3 Wh-questions are reported by using ‘ask’ (or another verb like ‘ask’) + question word + clause. The clause contains the question, in normal word order and with the necessary tense change:

a “What is a financial statement?”, he asked me. He asked me what a financial statement was.

b “How would you define a healthy business?”, he asked. He asked me how I would define a healthy business.
Activity 2
What did the following people originally ask?

1. Mandy wanted to know if she could help me.
2. Andrew asked me if Mandy would have lunch with Sue.
3. Justin asked me what I was doing.
4. Anna asked if she must study the balance sheet.

Activity 3
Put the following words in order to form reported questions.

1. asked/do/He/he/me/should/what
2. sheet/She/the/balance/was/where/wondered
3. costs/1/the/to/know/wanted/were/what
4. asked/I/worked/me/She/where
5. about/asked/I/me/They/was/doing/what

Activity 4
Match each question with its reported form.

1. Where are you?
   a. She asked me where I had been.
2. Where were you?
   b. She asked me where I would be staying.
3. Where do you live?
   c. She asked me where I had lived.
4. Where is he?
   d. She asked me if I lived here.
5. Where will you live?
   e. She wondered where he was.
6. Where did you live?
   f. She wanted to know where I would live.
7. Do you live here?
   g. She wanted to know where I was going.
8. Where are you going?
   h. She asked me where I lived.
9. Where will you be staying?
   i. She wanted to know where I was.

Answers
Activity 1
1. Christopher asked me if I wanted to write the financial statement.
2. Betty wanted to know when I studied / had studied the cash flow.
3. Mark asked me if John had updated the business plan.
4. Ronal asked to know where Maria parked / had parked her car.
5. Elisabeth asked me if the sale price covered / had covered the cost.
6. Frank wanted to know how much money Lisa made.

Activity 2
1. Mandy: “Can I help you?”
2. Andrew: “Will Mandy have lunch with Sue?”
3. Justin: “What are you doing?”
4. Anna: “Must I study the balance sheet?”

Activity 3
1. He asked me what he should do.
2. She wondered where the balance sheet was.
3. I wanted to know what the costs were.
4. She asked me where I worked.
5. They asked me about what I was doing.

Activity 4
1. / 2. a / 3. h / 4. e / 5. f / 6. c / 7. d / 8. g / 9. b
Lesson Four

**Learning Objectives**
- Performing a roleplay
- Identifying the relationship between problems and their solutions
- Distinguishing between problems and solutions

**E Speaking**

5

- Divide the class into two groups. The first group plays the role of the financial analyst and the other group plays the role of the business owner.
- Ask students from the financial analyst's group to join with a member from the business owner's group to form pairs.
- Allow time for pairs to discuss the situation and try to find solutions for it.
- Go round and monitor students' conversations. Offer help where necessary.
- Check problems and their solutions as a classroom discussion.

**Answers**

Students' answers

Activity Book pages 17 and 18 exercises 2 and 3

Lesson Five

**Learning Objectives**
- Defining a healthy business
- Practising paraphrasing skills
- Identifying the meaning of words from context

**F Reading**

6

- 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 Students' answers
2 when the bills are paid on time and the bank account balance keeps growing
3 Students' answers
4 carefully watch; keep track of
5 b
6 rent; salaries
7 Students' answers

Lesson Six

**Learning Objectives**
- Rewriting sentences in a paragraph form
- Identifying the relationship between problems and their solutions
- Distinguishing between problems and solutions

**G Writing**

7

- 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

Activity Book page 19 exercise 4
Financial Position

Generally, an accountant tells a business owner if his business is doing financially well. However, the business owner’s role is to check his company’s current financial performance against the competition and his own past results. The first rule is: if your company’s cash position at the end of each month is stable or improving, then your business is running properly. In other words, if the bills are paid on time and the bank account balance keeps growing, your business is healthy.

The business should be studied carefully since there are two critical situations that may arise. The first one is if sales have increased 20%, but your cash position is rapidly declining. In this situation, there is a problem timing cash flow on sales. The second one is if the cash position is improving but sales are declining. This means that the company is making good improvement in internal operations, efficiency and financial management but it has a serious external or market problem to solve.

It is very important to remember that business owners should keep an eye on rent, salaries, etc. They shouldn’t only focus on growing revenues. Businesses may collapse because owners didn’t control their overheads!

For a business to be healthy, it should always generate new clients and retain old ones. However, having more new clients than old ones means that the business isn’t retaining customers. Having more old clients than new ones means that the business needs to address its marketing and sales strategies.

G Writing

The following sentences are taken from a report on the financial position of a company. Rewrite the sentences in a paragraph form with two main ideas: the problem and the solution.

1. There is little follow-up planned to manage the outstanding debts of the company with the result that the circulation of money is hampered.
2. Equipment in long-term use should be bought not hired to reduce recurring payments.
3. Staff salaries may be cut by 20% and the work load may be more rationally distributed among the members of staff.
4. The entertainment bills are inflated.
5. The company may rent a cheaper accommodation.
6. The company is housed in a very large building at a very high rent.
7. The company is over-staffed, and the distribution of work among the staff is irrational.
8. The company may rent a cheaper accommodation.

Once the flashcards are mastered, it is helpful that students revise them again in a jumbled order. Afterwards, when it is time for the second session, students are advised to revise the previous flashcards and include the forgotten ones in the new set. A useful tip would be to categorise the flashcards into three groups: “completely known”, “somewhat known” and “not known”. Students can include the “somewhat known” cards with those of the next session so they are revised until being acquired in the same mentioned process. On the other hand, the “completely known” cards can be revised only once.

While in class, students may keep some empty index cards standing by, so they are immediately used upon coming across key ideas. If studying is conducted in groups, a competition or a game of matching questions and answers previously written on separate flashcards makes learning pleasurable.

The Benefit of Flashcards

Flashcards are widely available nowadays: students can refer to them for ultimate benefit in learning if they are carried around and revised every once in a while. Flashcards are a beneficial tool because they help reduce the time of learning and give long-term results. A useful way to use flashcards would be writing something on one side and its relative information on the back whereby the student reads one of the sides and tries to remember the information on the back. Thus, the entire content is eventually acquired. Finally, adding pictures to flashcards facilitates learning by illustrating a concept in images.

Types of Study Skills (cont.)

C Methods based on flashcards

Since part of studying involves memorising, there are techniques like using flashcards, which help make the process of studying easier and more efficient. Flashcards are quite useful when a certain question is written on one side of the flashcard and the answer on the back side. Despite being simple, it is an effective method to use. In addition, flashcards weigh little, are portable, accessible at all times and facilitate retention of the information in forms of images. The latter is beneficial to everyone in general and visual learners in particular; learners can pay extra attention to the parts they are finding difficult to learn. Finally, flashcards are a handy tool for revising previously taken material especially when they are organised according to subject matter.

Proper Ways of Using Flashcards

Flashcards may seem useless if used improperly. The name itself indicates that flashcards are to be used for quick learning of materials including various subjects like foreign languages, Maths, history or chemistry. In other words, flashcards are quite handy in learning new vocabulary, equations as well as dates and periodical tables because they activate long-term retention of the learned material.

Activity Book Answer Key

Unit 5, page 17, exercise 1
1 c / 2 e / 3 a / 4 f / 5 d / 6 b

Unit 5, page 17, exercise 2
a She asked me what an important step was in planning my financial future.
b He asked me when it was a good time for preparing a statement of financial position.
c She asked me if preparing the statement of financial position involved transferring information from paper money I had or would be receiving.
d She asked me how net worth was determined.
e He asked me if I compiled a list of what I owned (my assets) and what I owed (my liabilities) to prepare my statement of financial position.

Unit 5, page 18, exercise 3
1 Students’ answers
2 The income statement does not include real cash flow whereas the SCFP does.
3 Students’ answers

Unit 5, page 19, exercise 4
Students’ answers
Questionnaire 3: Note Taking

The following questionnaire is a guideline for students to rate their note-taking strategies and efficiency.

1 I come prepared to the lesson by rereading my notes.  
   Always   Sometimes   Never

2 I write down every word.  
   Always   Sometimes   Never

3 I write full words rather than abbreviations and symbols.  
   Always   Sometimes   Never

4 I use complete sentences when taking notes in class or series of short phrases.  
   Always   Sometimes   Never

5 I use series of short phrases when taking notes in class.  
   Always   Sometimes   Never

6 If I use phrases, I show the relationships between them.  
   Always   Sometimes   Never

7 I show a difference between main and sub-points.  
   Always   Sometimes   Never

8 I tend to miss a lot of information when I take notes during a lesson.  
   Always   Sometimes   Never

9 When I take notes from books or articles, I quote the material that I have copied from the book or article.  
   Always   Sometimes   Never

10 When I take notes from books or articles, I keep record of bibliographic information and the page number(s) I'm using.  
   Always   Sometimes   Never

11 I don't refer to my notes until I need them to study for a test.  
   Always   Sometimes   Never

12 I am able to take notes in class, keep up with the instructor and understand the concepts at the same time.  
   Always   Sometimes   Never

13 I rewrite my notes in my own words.  
   Always   Sometimes   Never
Correspondence

Lessons Seven, Eight and Nine

Learning Objectives
- Practising writing a business report
- Identifying stages of a business report
- Practising taxonomic skills
- Identifying parts of a report
- Evaluating the effectiveness of a report

C Reports
a
- Direct the students’ attention to the rubric and check that everyone understands it.
- Ask students to complete the task individually.
- When they have finished, allow them time to compare their answers with those of a partner.
- Check answers as a whole class.

Answers
(a) h/b/a/l/d/e/c

b and c
- Allow time for students to complete the activity either individually or in pairs.
- Check answers as a whole class.

Answers
(1) d/2 A /3 B /4 C /5 F /6 E

Students’ answers

d
- Allow time for students to read the sentences silently.
- 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.
- Make sure that they write the words under the correct heading.

Answers
1 B /2 A /3 C /4 C /5 B /6 A /7 A /8 A

e
- Students work individually to match the report stages with the appropriate phrases.
- Ask students to exchange books and check their partner’s work as you give the correct answers orally.

Answers
1 a /b /c /e /n /r /t /j /2 g /k /3 h /l /m /p /4 f /l /s /5 j /o /q

Give as homework or revesion Activity Book, exercises A and B, pp.51-52

Answers
A and B

Students’ answers
Lesson One

Learning Objectives
- Identifying types of markets
- Practising giving examples of markets in Syria
- Identifying the relationship between phrases and their descriptions

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 first: last; narrow: broad
2 five types of markets; Students’ answers
3 on the other hand: contrast; Moreover: addition; while: contrasting different situations; also: addition.
4 Students’ answers

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 match the phrases with their corresponding description.
- Play the recording again for them to check and then correct the answers with the whole class.

Audioscript
Good evening ladies and gentlemen. Welcome to another episode of ‘The Marketplace’. Before we move on to tonight’s discussion, I’ll read you some of the emails about last week’s topic. One of our fans believes that retailers can be classified according to the specific area of the market they are targeting. For instance, if a store is targeting the mass market it means it offers products which will appeal to a wide variety of consumers. There are also retailers who target a more specialised market. These retailers will stock a limited type of product with particular characteristics. Another viewer writes that retailers can be classified according to the price of the products being sold, which depends upon the quality of the goods and the level of customer service. For instance, retail stores that provide high quality goods and customer service may be more expensive. Our last email is from a marketing specialist who states that we may further distinguish between different types of retail outlets according to their structure. Is a store part of a chain, a franchise or a merchandising conglomerate?

Caller 1:
Yes, hello. I think that retail stores can be classified according to the amount of service they offer. Some retail stores, such as supermarkets, allow their customers to do their shopping individually. On the other hand, some retail stores provide one-on-one customer service, such as providing consumers with extra information about the goods that they are going to buy. Moreover, a few stores and shop assistants help customers at every stage of the shopping process.

Caller 2:
Hello. I can add to the previous caller’s information that retailers can also be classified according to their methods of distribution. Some retailers are store-based sellers while others do not have stores and sell their goods at a market.

Caller 3:
Good evening. I know that retailers can also be classified according to their methods of distribution. Some retailers are store-based sellers while others do not have stores and sell their goods at a market.

Presenter:
Thank you very much ladies and gentlemen. Don’t forget to join us next week for another episode of ‘The Marketplace’.

Questions
1 Find the opposite of the words in bold in the text.
2 How many types of markets are there according to the callers? Explain each.
3 What is the function of each of the following terms: on the other hand (Caller 1), moreover (Caller 1), also and while (Caller 3)?
4 Which of these types is found in Syria? Give examples.

Lesson Two

Learning Objective
- Demonstrating understanding of the meaning of new vocabulary by completing a gap fill exercise

C Vocabulary 3
- Ask students to work out the answers in pairs. Choose people who do not often volunteer to give the answers.

Answers
1 retailing process
2 distribution of merchandise
3 Wholesalers
4 a warehouse or office
5 retailing
6 supplying firms

Activity Book page 20 exercise 1
**Retail and Wholesale**

**B Listening**

After listening to the continuation of the show, match the following phrases with their corresponding description.

1. mass market
2. more specialised market
3. more expensive retail stores
4. different types of retail outlets

**Vocabulary**

- a part of a chain, a franchise or a merchandising company
- offers products which will appeal to a wide variety of consumers
- stocks a limited type of product with particular characteristics
- retail stores that provide high quality goods and customer service

**D Grammar**

Put the words in the right place.

Wholesaling process distribution of retailing supplying firms merchandising

A. The wholesaling process is an intermediate step in the (1) ________, whereas the (2) ________ is the final step.

B. (3) ________ sell goods to other businesses and operate from (4) ________.

However, (5) ________ is a distribution channel function where an organisation buys merchandise from (6) ________ and sells them directly to consumers.

**Lesson Three**

**Learning Objectives**

- Identifying reporting verbs used in the negative
- Practising reporting functions
- Identifying functions

**Grammar**

reporting verbs used in the negative, reporting verbs + infinitive

**D Grammar**

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Report the speech in the negative form using the reporting verbs in brackets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We're not going to discuss retail stores.</td>
<td>(believe)</td>
</tr>
<tr>
<td>2. The wholesaling process is not a final step in the retailing process.</td>
<td>(think)</td>
</tr>
<tr>
<td>3. Retailers should not be behind with technological developments.</td>
<td>(suppose)</td>
</tr>
<tr>
<td>4. Store-based sellers don't sell their goods at the market.</td>
<td>(expect)</td>
</tr>
<tr>
<td>5. Our company will not offer products which will appeal to a wide variety of consumers.</td>
<td>(feel)</td>
</tr>
<tr>
<td>6. Don't skip the red traffic light.</td>
<td>(warn)</td>
</tr>
<tr>
<td>7. We would not be successful without acquiring the right products.</td>
<td>(imagine)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>Identify the following functions and then rewrite them in reported speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aunt: “Please help me carry this bag.”</td>
<td>“I don’t believe we’re going to discuss retail stores.”</td>
</tr>
<tr>
<td>2. Teacher: “Could you please open the window?”</td>
<td>“I don’t think the wholesaling process is a final step in the retailing process.”</td>
</tr>
<tr>
<td>3. Mother: “Would you bring me a cup of coffee, please?”</td>
<td>“I don’t suppose retailers should be behind with technological developments.”</td>
</tr>
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<td>4. Dad: “You should study regularly or else you will fail the exam.”</td>
<td>“I don’t expect store-based sellers to sell their goods at the market.”</td>
</tr>
<tr>
<td>5. Doctor: “You ought to work less when you are tired.”</td>
<td>“Our company will not offer products which will appeal to a wide variety of consumers.”</td>
</tr>
<tr>
<td>6. The shopkeeper: “Insert coins into the slot to get a bottle of juice.”</td>
<td>“He warned me not to skip the red traffic light.”</td>
</tr>
<tr>
<td>7. Coach: “Do not worry if you lose the game. You will have other chances in the future.”</td>
<td>“I don’t imagine we would be successful without acquiring the right products.”</td>
</tr>
<tr>
<td>8. Policeman: “It is important to keep in mind to lock the door before you leave the house.”</td>
<td></td>
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<td>1. (requesting) She asked me to help her carry that bag.</td>
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<td>2. (requesting) The teacher asked her student to open the window.</td>
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<td>3. (requesting) My mother asked me to bring her a cup of coffee.</td>
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<td>4. (warning) My dad warned me to study regularly or else I would fail the exam.</td>
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<td>5. (encouraging) The doctor encouraged me to work less when I was tired.</td>
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<td>6. (instructing) The shopkeeper instructed us to insert coins into the slot to get a bottle of juice.</td>
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<td>7. (reminding) The coach encouraged us not to worry if we lost the game. We would have other chances in the future.</td>
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**Extra Activities**

**Grammar**

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<th>With a small number of reporting verbs, you usually make the reporting verb negative, not the reported clause.</th>
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<td>believe expect feel imagine propose suppose think</td>
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**Example**

“We expect the company’s retail food revenue will not rise much.”

They do not expect that the company’s retail food revenue will rise much.

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Lesson Four

Learning Objectives

- Identifying the main idea of a text
- Naming the beliefs of the World Union of Wholesale Markets

E  Reading

6

Allow time for students to read the text individually.

Ask 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 Students’ answers
2 definition of the WUWM
3 No, it also provides authorities with necessary professional advice for the establishment and management of new markets.
4 ... establishing links and aiding collaboration between key-players in the international food distribution industry.
5 It believes that markets allow for the efficient marketing of the fresh produce of small local producers, and that international trade allows access to new and better produce.
6 Students’ answers

Activity Book page 21 exercises 2 and 3

Teaching tips

Types of Study Skills

D Methods based on the use of keywords

A clear understanding of the meaning of important keywords is one step forward towards academic success. Although it is important to be competent in the target subject in order to succeed in a test; however, the way students answer questions in a test will greatly affect their final marks.

The following is a list of the most common words that students may encounter in their examinations.

1 ANALYSE - Students are asked to examine the main parts or important features of the material that is asked about and present them clearly in their answer.

   e.g. How, do you think, can WUWM play a role in effective problem solving?

2 COMPARE /COMPARE SON - Students are asked to look for those qualities or characteristics that are similar in the subject they are discussing. Tell them that they may mention some differences in their answer but advise them to concentrate on aspects that are much the same.

   e.g. Compare the state of trade between the two countries now and a few years ago.
**Retail and Wholesale**

**E Reading**

Read the text and answer the questions.

The World Union of Wholesale Markets (WUWM) is a non-profit organisation that works on improving the construction, organisation and management of wholesale and retail markets. It organises conferences and meetings, publishes reports and studies and helps the exchange of experience, knowledge and expertise among its members. It also provides authorities with necessary professional advice for the establishment and management of new markets.

- Markets need support when facing the ongoing challenge of modernisation and service provision. WUWM provides such support by establishing links and aiding collaboration between key players in the international food distribution industry. It establishes contacts between importers, exporters and wholesalers.
- WUWM promotes fresh products. It believes that markets allow for the efficient marketing of the fresh produce of small local producers. It also believes that international trade allows access to new and better produce.
- Finally, WUWM plays a major role in this sector due to its effective problem solving of the issues facing the wholesale and retail markets.

**Questions**

1. Give the text a suitable title.
2. What is the main idea in the introduction of this text?
3. Are the activities of this organisation exclusively for its members?
4. Continue this statement: WUWM supports markets by …
5. What does WUWM believe in?
6. How do you think can WUWM play a role in effective problem solving?

---

| 3 CONTAS | T - Students are asked to stress the qualities or characteristics that are different in the things they are discussing. |
| 4 CRICSE | - State what they think is a fair judgement of the events under discussion. Form points for and against, not just against. |
| 5 DEFINE | - Students try to explain the meaning in clear, concise terms. They also show the limits of what they are defining and the class or category to which it belongs. |
| 6 DESCIB | - Students should try to give the reader a “word picture” of what they are describing by including the main parts, colours, shapes, sensations etc., as vividly as possible. |
| 7 DISCB | S - This term means that students should give a complete and detailed answer. Make sure that they examine, analyse and present all points of view regarding the topic they are discussing. Identify the issues and provide points for and /or against. |
| 8 EMMER | R TE - Students make a list or outline the main points in their answer. |

---

**9 EVALUATE** - Present a value judgement, stressing advantages and disadvantages of the situation.

**e.g.** Evaluate the influence of the Internet on our lives.

**10 ERAIN** - Relate cause and effect, make the relationships between things evident and provide the answer to why or how.

**e.g.** Explain why does a company need both to generate new clients and retain old ones?

**11 ILLIB TE TE** - Students use examples to help explain their answer and if possible present a diagram, picture or small drawing.

**e.g.** What does WUWM believe in? Give examples.

**12 INTER** - Aim to give meaning of the topic or point of view in the material.

**e.g.** Interpret the results presented in the following table.

**13 JElIFY** - Prove or show evidence why certain decisions or actions have been taken.

**e.g.** Narrate the events leading to the discovery of gravity.

**14 NAR** - TE/R LATE - Tell a story or give an account of events or experiences.

**e.g.** What are the advantages of the Internet? Arrange your answers in an outline form.

**15 ODLINE** - Indicate the main points and important details of the material in a systematic arrangement but not an extended account.

**e.g.** Summarise the steps for setting up your own website in a flow chart.

**16 SIMMAR** - SE - Give a brief and full presentation of the main points or statements. Express, concisely, the relevant details. Leave minor details, illustrations and explanations.

**e.g.** What is WUWM? Arrange your answers in an outline form.

There are other additional key terms that could be applied to examinations or assignments. However, a knowledge of this list will be extremely valuable in helping your students decide what to do with a topic or a question. Advise students to underline or mark the keywords before they start to write their answers. This will help them to understand what is required and will also help them to plan their work.
Lesson Five

Learning Objectives
- Identifying ways of receiving goods from a retailer
- Practising writing a descriptive paragraph

F Writing

7

Tell the students to read the instructions carefully.

Ask students to check each other’s work in pairs. Then collect it in for you to mark.

Answers
Students’ answers

Activity Book page 22 exercises 4 and 5

Teaching tips

Types of study skills (cont.)

E Methods based on visual imagery such as mind maps

Students have different ways in which they organise their notes that they take in class. Some prefer outlining; others prefer to write linear notes and some organise their notes in diagrams such as mind maps. By using mind maps, students will be able to decode the structure of a text. They can also understand how ideas in the paragraph are related to the main idea / topic in question. Another advantage of using mind maps is that they offer students a visual summary of the text that they are studying and thus they are quick to review. The following are some tips that you may give to your students in order to help them create effective mind maps:

1. Advise your students to jot down single words or simple phrases.
2. Encourage students to colour code the information that they need to include. Tell them to write words / phrases that are related to a certain topic in a colour that is different from ideas that are related to another main idea or topic.
3. Prompt students to use symbols and images in their mind maps as they are easier to remember.
4. Finally, encourage students to draw lines between ideas that are related to each other.

Making a Mind Map

Imagery, colour and association of ideas are the stepping stone of making a mind map. Follow these steps to teach your students how to make effective mind maps. First, advise students to use a blank large piece of paper because unlike a lined page, it allows them ultimate freedom of flow of expression. Moreover, landscape direction of a paper would be more spacious for mind mapping. In other words, the student would have enough room to use while concentrating on the subject itself. Next, it is suggested that thoughts are first put as an image at the centre of the page in a way that denote the subject. On one hand using colours attracts attention and leaves an impact along with activating one’s imagination. On the other hand, it is better to avoid solid frames. Instead, it is better to allow for some flexibility.

After students have devised a central image, tell them to attach the main themes around it by drawing thick curved lines. Each line indicates a new idea. In the following stages, students add thinner lines to the previous ones with words written in lower case.

Activity Book Answer Key

Unit 6, page 20, exercise 1

A
1 d / 2 g / 3 a / 4 b / 5 f / 6 h / 7 e / 8 c
B
1 Brand awareness 2 Dead stock 3 anchor stores 4 comparable store sales 5 cash discount 6 visual merchandising

Unit 6, page 21, exercise 2

a I encouraged him to learn how to personalise his shop’s customer service.
b I asked her to get answers to inventory buying and management questions.
c I told him to run a retail business required a set of day-to-day policies and procedures.
d I advised him to buy wholesale merchandise for his store from a trade show.
e I warned him never to feel pressured to buy from a salesperson.
f I reminded her to negotiate and sharpen her skills to get better.

Unit 6, page 21, exercise 3

1 Students’ answers
2 a a retail store offering discounted merchandise, especially overstocked or irregular items
b textiles or clothing and related merchandise
c draw irresistibly the attention and interest of (someone)
3 synonyms: classic and traditional antonyms: classic and modern
4 souk, Souk al-Hamidiya, Al-Miskiyeh, Souk al-Saghah
5 Students’ answers

Unit 6, page 22, exercise 4
Students’ answers

Unit 6, page 22, exercise 5
Students’ answers
Sample Test 3

Reading
I Read the text and answer the following questions.

Business professionals write reports including information taken from other reports such as the financial statement. These reports are known as the financial analysis. The top management receives and refers to them to make various business decisions. Based on the reports, the manager decides whether to continue a business operation that the company has already started. Moreover, he or she can decide if it is necessary to make or buy certain materials for the fabrication of a certain product, such as machineries and equipment and other goods. Financial analysis also helps the manager make any decision that might improve his or her business.

1 Find in the text a synonym of “the manufacture”, “essential” and “purchase”.
2 Find in the text an antonym of “deteriorate”.
3 What is the function of each of the following terms: moreover and also?
4 Who gives the financial analysis reports to the manager?
5 What are the decisions that the manager can make based on financial analysis?

Vocabulary
II Match the following words with their definitions.

1 accounts receivable
2 appreciation
3 depreciation
4 mass market
5 wholesale
6 retail

a offers products which will appeal to a wide variety of consumers
b sale of goods, generally in large quantity, to a retailer for resale purposes
c sale of goods or merchandise from a fixed location, such as a department store, for direct consumption by the purchaser
d money owed to you for products/services already delivered
e increase in value over time
f reduction in value over time

Grammar
III Finish the sentences using the reported speech. Change the tense where necessary.

1 Ahmed: “Are retail stores classified according to the amount of service they offer?”
   Yesterday Ahmed asked me ________
2 Hind: “Do retail stores, such as supermarkets, allow their customers to do their shopping individually?”
   Last week Hind asked me ________
3 Adel: “Does mass market offer products which appeal to a wide variety of consumers?”
   Yesterday Adel asked her teacher ________
4 Robert: “Why are there expensive retail stores?”
   Robert asked his father ________
5 Jason: “Who is the manager of the warehouse?”
   Two days ago, Jason asked me ________

IV Identify the functions. Then report the speech using the correct verb.

1 Ali: “If I were you, I would look at the financial state of my company.”
2 Huda: “Would you please send me the annual financial statement, Mike?”
3 Khaled: “Susie, don’t forget to identify the unfavourable trends in your business’s operation.”
4 Liz: “Why don’t you study your business carefully, Ahmed? I think you will find out what the problem is.”
5 Jane: “Please don’t spend all your money on shopping, Hind.”

Writing
V Choose a market product and write in a short paragraph the steps that it goes through before reaching the consumer.

Answers
Reading
I
1 the fabrication, necessary, buy
2 improve
3 to add more information
4 the business professional (because he/she writes the reports)
5 whether to continue a business operation, if it is necessary to make or buy materials for the fabrication of products, and any decision that might improve business

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

Grammar
III
1 Yesterday Ahmed asked me if retail stores were classified according to the amount of service they offer.
2 Yesterday Hind asked me if retail stores, such as supermarkets, allowed their customers to do their shopping individually.
3 Yesterday Adel asked her teacher if mass market offered products which appeal to a wide variety of consumers.
4 Robert asked his father why there were expensive retail stores.
5 Two days ago, Jason asked me who the manager of the warehouse was.

IV
1 Ali advised him/her to look at the financial state of his/her company. (advising)
2 Huda asked Mike to send her the annual financial statement. (requesting)
3 Khaled warned Susie not to forget to identify the unfavourable trends in her business’s operation. (warning)
4 Liz advised Ahmed to study his business carefully. (advising)
5 Jane asked Hind not to spend all her money on shopping. (requesting)

V
Students’ answers
D Business Questionnaires

NOTE

The success of any business depends greatly on its customers’ satisfaction. One way to get feedback from the clients is through business questionnaires. The information in a questionnaire can be used to improve and help business people manage their businesses better. It is best to administer business questionnaires exclusively to clients, as their own opinion is very important. It is important to keep in mind that the data collected in the business questionnaire will help the clients and their needs to help achieve the aim at the end of the survey. While preparing a business questionnaire, it is important to concentrate on various areas of the business to get an overall impression and feedback. It is a good idea to include more open-ended questions in the business questionnaire to get a better response. The following table presents four types of questionnaires needed in business.

<table>
<thead>
<tr>
<th>Type of Questionnaire</th>
<th>Description</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Questionnaire</td>
<td>A template is a guide to help the business people evaluate their financial plans.</td>
<td>- Why do you want to invest in this specific business? - What are the main investment processes. - What products or services will the business deal with? - Where are the target clients for this business located?</td>
</tr>
<tr>
<td>Business Analysis Questionnaire</td>
<td>It determines the fields where the business is doing well, as well as areas where there is loss of income. Gathered data is then used for reformatting the business. The questionnaires also help collect data that is important to determine the strengths and weaknesses in the marketing department, employee effectiveness, financial management, employee satisfaction and the viability of organisational systems and processes.</td>
<td>- Is the business heading towards the same direction that was intended since its inception? - Does the profitability in the business usually increase annually? - What are the responsibilities of the sales team? - How does the employee contribute to the development of the organisation? - How does the company motivate its staff members?</td>
</tr>
<tr>
<td>Business Plan Questionnaire</td>
<td>It is useful to collect data that would benefit businessmen who want to draft a successful business plan. The questionnaires help the business people evaluate their financial plans.</td>
<td>- Are all staff members in the business utilising cost-saving measures effectively without compromising the quality of the products or services? - Are all staff members in the business well-enumerated and motivated? Is their motivation level reflected in their performance? If not, what needs to be changed in the human resource policy?</td>
</tr>
</tbody>
</table>

Are the following statements true or false?
1. A business analysis questionnaire can be helpful in spotting the needs of a business to be successful.
2. Business ideas are not clear when put in a template.
3. A business plan questionnaire is not a draft of the actual business plan.
4. A business questionnaire identifies areas where the business is behind but not where it is doing well.
5. A template is a guide.
6. The data collected from a business analysis questionnaire is not very important in planning business problems.
7. Strengths and weaknesses in the marketing department are determined through a business questionnaire.

Answers
17 / 2 / 3 / 4 / 5 / 6 / 7; Students’ answers

Give as homework or revision: Activity Book, exercise A, p.53

Answers
Students’ answers
Review (Units 4-6)

Put the correct word in the right place.

- Different kinds of (1) vessels travel anywhere in the world. Similarly, there’s a resemblance between (7) tankers and (8) bulk carriers, whereas, (9) oil tankers transport (10) whereas, bulk carriers transport 2 (6) oil tankers, which transport goods and a few passengers. This type of ship travels on (3) Suez Canal (It is the shipping canal that connects the Mediterranean Sea at Port Said, Egypt, with the Red Sea.) Most of the ships are (1) cargo vessels. Most of the ships are (1) container ships. (2) Suez Canal, (3) passenger cargo vessels, (4) oil tankers, (5) container ship, (6) cargo vessels, (7) bulk carriers, (8) tankers, (9) vessels.

Read the text “Ground Shipping” on page 27. Write whether the following statements are true or false. Correct the false ones.

1. Ground shipping includes truck and train transportation. (True)
2. Ground shipping is good for large and heavy packages, but it is more expensive than other kinds of shipping. (True)
3. Ground shipping carriers work seven days a week. (False; it’s cheaper.)
4. A freight broker is a transportation intermediary who helps carriers fill the trucks and helps shippers find reliable motor carriers. (True)
5. Freight forwarders are freight brokers. (False; no, they aren’t.)

Read the dialogue on page 34 and complete the following sentences.

1. Retail stores can be classified according to the amount of service they offer. (True)
2. Supermarkets allow their customers to do their shopping individually. (True)
3. A lot of goods could be transported by big containers. (True)
4. Some retail stores provide one-on-one customer service. (True)
5. Few shop assistants help customers whereas, bulk carriers transport 2 (6) oil tankers, which transport goods and a few passengers. This type of ship travels on (3) Suez Canal, (3) passenger cargo vessels, (4) oil tankers, (5) container ship, (6) cargo vessels, (7) bulk carriers, (8) tankers, (9) oil tankers, (10) whereas, bulk carriers transport 2 (6) oil tankers, which transport goods and a few passengers. This type of ship travels on (3) Suez Canal, (3) passenger cargo vessels, (4) oil tankers, (5) container ship, (6) cargo vessels, (7) bulk carriers, (8) tankers, (9) vessels.

Practise making contrasts using words from the box.

- but  whereas  however  on the other hand  still
1. cargo vessels and passenger cargo vessels
2. tramps and cargo vessels
3. oil tankers and bulk carriers
4. ground shipping and maritime shipping
5. freight forwarder and freight broker
6. retailers and wholesalers

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 students to revise and practise the language and skills that they have learned in the previous three units.
- Explain that it is important for two reasons. Firstly, it will help them to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A


B

1. True  2. False; it’s cheaper.  3. False; they don’t work on weekends.  4. True  5. False; no, they aren’t.

C

1. …the amount of service they offer.  2. …to do their shopping individually.  3. …providing the customer with extra information about the goods that they are going to buy.  4. …at every stage of the shopping process.

D

Students’ answers

E

1. made  2. to do  3. make  4. Doing  5. made / making  6. made

F

1. Goods and a few passengers would be transported by passenger cargo vessels.  2. A lot of goods could be transported by big containers.  3. A package of 150 pounds could be delivered by our company within five days to its destination.  4. All the shipping needs of a company had to be coordinated by the freight broker.

G

1. The presenter asked how he would classify retail stores.  2. Caller one wanted to know if retail stores were classified according to the amount of service they offer.  3. Caller two: “Can’t retailers be grouped according to the variety of their product lines?”  4. The manager: “Nothing can ruin a business more than bad suppliers.”
Test 2 Answer Key

I
1 Students' answers
2 well-written, popular, fully automated, easy-to-use, comprehensive
3 popular word processor format, MS Excel fully automated financial
   projection, easy-to-use presentation template and comprehensive business
   plan guide
4 Students' answers
5 Students' answers

II
1 Students' answers
2 storage
3 allow
4 mover
5 flammable
6 corrosive
7 perishable.

III
Students' answers

IV
A
a Special prices will be offered to the ships that transport food items.
b The roads should be maintained to the border by the ministry.
c The financial state of this department has to be controlled by the director.
d The time the trucks can go on this road are going to be controlled.
e Retail stores can be classified according to the service they offer.

B
1 Samia told me that a good business should generate new clients as well as
   retain old ones.
2 Ahmad asked the manager how much the raise for the old staff was.
3 The Human Resource director reminded us that the new administration was
   offering a self-service policy.
4 Simon asked us about who was going to collect the rent this month.
5 The teacher asked the class if she could have their assignments at the
   moment.

V
Students' answers
7 Advertising (1)

A Dialogue

Mike: Salah! We’ve got to choose an advertising agency for the National Tourist Office of Syria. And you’re going to be working on the project too, as you know about the tourist business.

Salah: Why don’t they choose an agency themselves?

Mike: Because they are not as familiar with the advertising business as we are. And I used to work in an agency, remember?

Salah: What kind of job did you have?

Mike: I started as an Accounts Executive, working on beauty products. Then I became Accounts Manager. I had to plan advertising campaigns for our clients.

Salah: Which job do you prefer, working in advertising or working for TST?

Mike: I didn’t care much for beauty products. No, I like working for TST best! You get to work with lots of different clients. Another good thing about consulting is that salaries are higher. And the work isn’t quite as stressful.

Salah: I’m very lucky to be in this job. Anyway, I prefer working for lots of clients rather than working for just one.

Questions
1 Mike says that Salah is suited for the new project because ______
   a He’s Syrian.
   b He knows people in the National Tourist Office.
   c He has worked in tourism.
   d He knows several advertising agencies.
2 The text says that TST is taking on this new client because ______
   a TST has greater expertise in advertising.
   b Mike has worked in an agency.
   c TST will get a better deal from the agency.
   d The National Tourist Office is too busy.
3 “I didn’t care much for beauty products” means ______
   a I didn’t think the company was very good.
   b I didn’t work hard at my job.
   c I didn’t take care of my skin.
   d I wasn’t interested in what the company was advertising.
4 According to the text, consulting is better than working for an advertising company because ______
   a you have more interesting colleagues.
   b the work is better paid and more varied.
   c the stress provides a challenge.
   d you get to focus on one client.
5 What do the words in bold refer to?

Lesson One

Learning Objectives

- Demonstrating understanding of a dialogue by answering questions about it
- Demonstrating understanding of a listening text by completing a comprehension task
- Practising taxonomic skills

Warm-up

- Write the word Advertising on the board. Allow time for students to write down on a piece of paper information they know about advertising.
- Invite volunteers to read their answers aloud. Write students’ answers on the board and organise them in a spider web chart.

A Dialogue

1 Ask students to read the dialogue. Then ask them to work in pairs to answer the questions.

Check answers as a whole class.

Answers
1c / 2a / 3d / 4b
5 the National Tourist Office of Syria; TST

Teaching Tips

Types of study skills (cont.)

F Methods based on mnemonics

Mnemonics, by definition, is a learning aid designed to enhance the memory and accelerate the acquisition of various kinds of knowledge, such as mathematics, science, learning a foreign language, etc. Sometimes mnemonic techniques are applied in our daily life unconsciously. For example using mnemonic methods for remembering faces, features, names and incidents without being aware of it.

Most mnemonic techniques are commonly oral such as a unique word or a small funny poem, but they can also be acoustic, kinaesthetic or visual. In brief, mnemonics are learning tools that help students in forming a link between what they previously know and what they have to recall.

Examples of effective mnemonic techniques:

1 Letter method: It requires the application of acronyms and acrostics.

a Acronyms: Forming an acronym is a good strategy to use to remember information in any order. An acronym is a word that is formed from the first letter of each fact to be remembered. It can be a real word or a nonsense word students are able to pronounce. Here is how to form an acronym.
   • Tell students to write the facts they need to remember.
   • Next ask them to underline the first letter of each fact. If there is more than one word in a fact, tell them to underline the first letter of only the first word in the fact.
   • Finally, tell students to arrange the underlined letters to form an acronym that is a real word or a nonsense word they can pronounce.

“Telk” is an acronym that can be used to remember the following animals: tiger, elephant, lion, kangaroo. “Telk” is not a real word, but Students can easily pronounce it. Sometimes two or more of the facts students must remember begin with the same first letter. For example, the acronym “capp” can be used to remember the following fruits: cherry, apple, peach, pear. Students can use the first letter “p” in the acronym to remember either “pear” or “peach” and the second letter “p” to remember the other.

b Acrostics: The initial letters of words are put together to form a sentence. For example, “My Very Educated Mother Just Sent Us Nine Pizzas” refers to the nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).
Lesson Two

Learning Objectives

- Identifying the meaning of words from context
- Identifying the relationship between words and their definitions
- Demonstrating an understanding of the second conditional by completing a gap-fill exercise

Grammar

second conditional

C Vocabulary

3

Read the rubric aloud. Tell the students to read the text and do the matching exercise individually and silently. Then they check their answers in pairs.

Go through the answers orally with the whole class, getting answers from various students.

Answers

1 computer graphics  2 documentaries  3 catalogues  4 video editing  5 banners  6 animated cartoons  7 novelty items  8 commercials
Advertising (1)

D Grammar

The Second Conditional

We use the second conditional if the condition is impossible now or in the future:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we ended tariffs,</td>
<td>there would be advantages and disadvantages.</td>
</tr>
</tbody>
</table>

Remember

If the speaker thinks the condition is realistic or likely, the first conditional is used. For example: If you reduce your tariffs, we will reduce ours.

Complete the sentences, using the verbs in brackets.

1. If I ________ (know) how to make this product appealing, I would tell you.
2. I would think of more creative presentations if I ________ (be) you.
3. If we ________ (not take) the customers' interests into consideration, our success in advertising would not be the same.
4. If it ________ (be) possible, I will provide you with the final sample of the new advertisement tomorrow.
5. It would cost less if we ________ (cooperate) with other agencies.
6. I will ring you tomorrow if I ________ (have) any news about what the store thinks of their new advertisement.
7. If we ________ (have) a million SYP, we would establish a new advertising agency.
8. If our last advertisement ________ (be) dull, nobody would buy that old-fashioned product.

E Speaking

6

Put students in pairs. Working alone, ask students to choose two items in the classroom they are going to buy and prepare a few sentences about each item.

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

Check answers as a whole class.

Answers

Students' answers

F Preferences

7

Are these shoppers talking about things in general (G) or specific things (S)? Mark the phrases 'G' or 'S'.

Examples

1. I like those ones more. G
2. Red is not my favourite colour. G
3. I like it more than the green one. S
4. I don't like trainers; I prefer shoes. G
5. I don't like it as much as the green one. S
6. I prefer light colours to dark ones.

G Advantages and disadvantages

8

Put students in pairs. Working alone, ask students to write a list of advantages and disadvantages of each object in the pictures.

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

Check answers as a whole class.

Answers

Students' answers
Lesson Five

H Reading

9

- Ask students to read the text silently and match titles (A-G) with the descriptions (1-7).
- 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
1C / 2G / 3E / 4D / 5A / 6B / 7F
1
a ii / b i / c iv / d iii
2 They are suitable for communicating detailed and complicated information.
3 They are suitable if you want to make a powerful impact, but are unsuitable for communicating a lot of detailed information.
4 Research
5 Students’ answers

Teaching Tips

The one hundred most common words method: it is to learn the basic and fundamental one hundred keywords of the foreign language that constitute the basic level of that language.

6 Loci strategy: The word loci is the plural form of locus, which means place. This strategy helps students remember lists of items through organisation, visualisation, and association. Here are the steps in the loci strategy:

First, ask students to identify a place with which they are very familiar with such as their living room. Next, tell students to visualise that place, i.e. the living room, and its feature in their minds. For example, students may visualise a sofa in the living room. Then, encourage them to link the target word with objects they have in their living room. For example, if the target word is furniture they can visualise a seat facing the TV.

In the above example, by visualising the seat facing the TV, students will remember the word furniture.

7 Pegword Method

The pegwords strategy is a good strategy to use when you must remember a number of things such as five reasons we should conserve energy. Pegwords are words that rhyme with number words. Each pegword is substituted for a number word and is then associated with the information to be remembered.

Students can use any word as a pegword as long as it rhymes with the number word. For example, two flew is a suggested pegword for the number word two. Students can substitute their own number words. Nouns and verbs are best to use as pegwords because they are easy to associate with information to be remembered.

<table>
<thead>
<tr>
<th>Number Word</th>
<th>Pegword</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>fun</td>
</tr>
<tr>
<td>two</td>
<td>flew</td>
</tr>
<tr>
<td>three</td>
<td>free</td>
</tr>
<tr>
<td>four</td>
<td>floor</td>
</tr>
<tr>
<td>five</td>
<td>drive</td>
</tr>
<tr>
<td>six</td>
<td>mix</td>
</tr>
<tr>
<td>seven</td>
<td>heaven</td>
</tr>
<tr>
<td>eight</td>
<td>date</td>
</tr>
<tr>
<td>nine</td>
<td>fine</td>
</tr>
<tr>
<td>ten</td>
<td>when</td>
</tr>
</tbody>
</table>

Learning Objectives
- Identifying the relationship between words and their descriptions.
- Demonstrating understanding of an article by completing a comprehension task.
Lesson Six

Learning Objectives
- Identifying the relationship between adverts and the items they promote
- Practising writing an advertisement

I Writing

10

- Direct students’ attention to the pictures of the products at the bottom of their Students’ Book page.
- Ask students to write an advertisement to describe at least one of these products. Tell them that they may use the advertisements from exercise 4 as a guide.
- When they have finished, tell them to swap their advertisements with a partner for peer correction.
- Collect the advertisements so you can check students’ progress.

Answers
Students’ answers

Activity Book page 27 exercise 5

Here are the steps to follow to use the pegwords strategy.

1 Think of the first piece of information to be remembered.
2 Think of the pegword for the number word one. The pegword for one is fun.
3 Form an association in your mind between the pegword one and the first piece of information to be remembered. Create a picture in your mind of this association.
4 Repeat steps 1-3 for each additional piece of information to be remembered. Use the pegword shoe for the second piece of information, tree for the third piece of information, and so on.

Here is an example of how the pegwords strategy can be used to remember three important reasons for preserving tree.

1 Trees provide us with food.
The pegword for one is fun. Students could create a picture in their mind of children having fun under a tree and eating fruits. Later, when they try to recall the reasons for preserving trees, the number word one will trigger the pegword fun, and students will recall the picture of children having fun under a tree and eating fruit. They will thereby remember that one reason for preserving trees is that they provide us with food.

2 Trees provide shelter for animals.
(two/flew). Students could create a picture in their mind of a bird flying.

3 Trees provide lumber that is used to build boats.
(three/sea). Students could create a picture in their mind of stacks of lumber lying on the ground next to the seashore.

Activity Book Answer Key

Unit 7, page 25, exercise 1
1 f / 2 e / 3 i / 4 a / 5 h / 6 c / 7 b / 8 d / 9 g

Unit 7, page 25, exercise 2
1 They’re amazing
2 They give you time to have a snack
3 Children see things on TV and want to buy them
4 They interrupt the films too often
5 I agree

Unit 7, page 26, exercise 3
A
1 Your business name would be known if you designed a logo or wrote a slogan on your business cards and materials.
2 It would be beneficial and time saving if you talked to the advertising representative of the newspaper.
3 You would attract the clients’ attention if you used words, graphics and colours properly.
4 If you advertised in a newspaper, you could, in your advertisement, direct viewers to the company’s website.
5 You could donate a product if there was a charity auction.

B
1 would attract 2 advertised 3 had / would start

Unit 7, page 26, exercise 4
1 four changes:
Technologies will be readily available to enable a television viewer to click a button to request more details on a product seen on TV.
Advertise is going to stimulate immediate demand for the product advertised
The introduction of Internet advertising has also made do-it-yourself advertising easy to manage process.
Digital advertising convergence refers to a growing trend for using computer technology to deliver media programming and information. Convergence allows one media outlet to take advantage of features and benefits offered through other media outlets.
2 in the near future / in addition / also / finally
3 request: politely ask (someone) to do something highly: extremely; greatly; awfully purchase: to buy something empower: to give a person or organisation the legal right to do something trend: a general direction in which something is developing or changing potential: undeveloped future household: all the people who live together in one house
4 Students’ answers

Unit 7, page 27, exercise 5
Students’ answers
Questionnaire 4: Reading Strategies

Reading various types of texts is an activity which is often part of the learning process. The following is a questionnaire that assesses a student's reading strategy. Tell students to mark the following by 1 to indicate “Never”, 2 to indicate “Rarely”, 3 to indicate “Occasionally” and 4 to indicate “Often”.

1 I read the text with a predetermined purpose in mind.
   1  2  3  4
2 I revise the background knowledge about the given topic before actual reading.
   1  2  3  4
3 I stop reading every once and a while to check the meaning of a difficult word in the dictionary.
   1  2  3  4
4 While reading I make sketches related to the topic.
   1  2  3  4
5 I use context clues to understand the meaning of difficult words.
   1  2  3  4
6 While reading I summarise the main ideas of the text either mentally or in writing.
   1  2  3  4
7 After reading, I assess the efficiency of the reading strategy that I have used.
   1  2  3  4
8 I use various reading strategies.
   1  2  3  4
9 I make a brief research about the topic before reading to collect some background knowledge.
   1  2  3  4
10 I read difficult texts more than once to make sure that I understood them.
    1  2  3  4
11 I practise reading aloud when reading a difficult text.
    1  2  3  4
12 My reading speed is directly influenced by the level of difficulty of a reading text.
    1  2  3  4
13 After reading the text, I try to paraphrase the key ideas or to formulate questions about the data presented in the text.
    1  2  3  4
14 I take notes while reading.
    1  2  3  4
15 I highlight important terms and ideas.
    1  2  3  4
16 I mark any text if not fully comprehended to return to after finishing the rest of the passage.
    1  2  3  4
17 I refer to the visual aids and illustrations before and after reading.
    1  2  3  4
18 I engage with the author's ideas in order to agree or disagree with them.
    1  2  3  4
19 I gather for collaborative learning and group discussion.
    1  2  3  4
20 I refer to the text to guess the meaning of unfamiliar words.
    1  2  3  4
21 I make a list of keywords essential to the text.
    1  2  3  4
22 I take into consideration the pattern of the division of the ideas (compare and contrast, cause and effect) to facilitate the comprehension of the text.
    1  2  3  4
23 I put the ideas into mental pictures.
    1  2  3  4
24 I make a diagram of the text based on the ideas of the author.
    1  2  3  4
25 I'm committed to the pre-planned study plan of a sitting.
    1  2  3  4
26 I take short breaks when feeling tired.
    1  2  3  4
27 I revise the main titles and key ideas of the text after reading.
    1  2  3  4
28 I mark the section after failing to remember anything from it.
    1  2  3  4
29 I read marked sections during the next sitting.
    1  2  3  4
30 I clarify vague ideas with a friend or an instructor before moving on to something else.
    1  2  3  4
Imagine you are going to open a business in your hometown. Explain what tool(s) you will use to decide on the type of business that will be successful there. Then, devise ten questions that you will ask the citizens to help you make decisions regarding the new business (you can take examples from the samples in the table on pages 89-90).

b

Allow time for students to write ten questions individually.

Put students in pairs and ask them to practise asking their questions to their partner.

Repeat step 2 until students have interviewed all their classmates.

Go round and monitor students’ conversations. Be ready to offer help where necessary.

Answers

Students’ answers

c

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

Check answers as a whole class.

Answers

1 Dichotomous question
2 Closed format question
3 Rating scale question
4 Leading question
5 Open format question

NOTE

The following is a list of the different types of questions in a questionnaire design:

1 Open Format Questions: In these types of questions, there is no predetermined set of responses and the person is free to answer however he/she chooses.

Example
State your opinion about the quality of our products and services.

2 Closed Format Questions: Closed format questions are questions that include multiple choice answers.

Example
Which are the gadgets you cannot live without?

Mobile phone Laptop iPod

3 Leading Questions: Leading questions are questions that force your audience for a particular type of answer.

Example
How would you rate this product?

Fair Good Excellent

4 Dichotomous Questions: Dichotomous questions are simple questions that ask respondents to just answer Yes or No.

Example
Do you like this product?

Yes No

5 Rating Scale Questions: They ask the audience to rank items in a certain order using 1, 2, 3, etc…

Example
Place 1 next to the item you like best and 3 next to the item you like least.

Potatoes Tomatoes Carrots

Tips

The following questions should be avoided when preparing a questionnaire.

1 Embarrassing Questions: Embarrassing questions are questions that ask respondents details about personal and private matters.

2 Positive / Negative Connotation Questions: While defining a question, strong negative or positive overtones must be avoided. Ideal questions should have neutral overtones.

What types are the following questions?

1 Have you ever purchased a product or service from our website?
   _ Yes
   _ No

2 How did you first hear about our website?
   _ Television
   _ Radio
   _ Newspaper
   _ Magazine
   _ Word-of-mouth
   _ Internet

3 Based upon what you have seen, heard and experienced, please rank the following packaging methods according to their durability. Place a “1” next to the brand that is most reliable, a “2” next to the brand that is next most reliable, and so on.

   _ Plastic bags
   _ Paper bags
   _ Boxes
   _ Cans

4 How would you describe your last experience purchasing a product or service on our website?
   _ Very pleasant
   _ Somewhat pleasant
   _ Neither pleasant nor unpleasant
   _ Somewhat unpleasant
   _ Very unpleasant

5 What products or services were you looking for that were not found on our website?

Answers

Students’ answers

Imagine you are going to open a business in your hometown. Explain what tool(s) you will use to decide on the type of business that will be successful there. Then, devise ten questions that you will ask the citizens to help you make decisions regarding the new business (you can take examples from the samples in the table on pages 89-90).

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Students’ answers

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

Check answers as a whole class.

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Lesson One

Learning Objectives

- Talking about e-marketing
- Practising giving full informative answers to questions
- Practising giving examples

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 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 Marketing done on the Internet, via email and wireless media
2 Students’ answers
3 Students’ answers
4 Students’ answers

Lesson Two

Learning Objectives

- Demonstrating understanding of a listening text
- Practising giving full informative answers to questions
- Rephrasing information
- Listing advantages and disadvantages of e-marketing

B Listening

2

- Play the recording and ask students to listen. Play it 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 check their answers.

Answers

1 Less expensive than traditional marketing; easy to reach a large audience; results can be obtained quickly
2 Students’ answers
3 Clients are not able to touch goods that they are buying online
4 Consumers are able to return unsatisfactory goods
5 Students’ answers

Activity Book page 28 exercise 1
Lesson Three

Learning Objectives
- Identifying the relationship between words and their definition
- Using words in context

C Vocabulary

3 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
1b / 2g / 3e / 4f / 5c / 6d / 7h / 8s

4 Ask the students to read the gapped text.
- Tell the students to complete the text with words from exercise 3. Go round helping and checking that everyone has understood how to use these words.
- Check answers as a whole class.

Answers
1 cost-effective method
2 potential impact
3 public relations
4 online marketing scheme
5 marketing portfolio

Teaching Tips

Establishing a Productive Study Atmosphere

A student is more confident and less stressed when sitting for an exam when he or she has prepared and studied well. One of the chief components of efficient studying is the person’s own surrounding. Establishing the perfect studying atmosphere doesn’t have a specific rule which can be implemented to each person in a specific circumstance because it is subjected to one’s own choice. The following are some suggestions you could share with your students when arranging their study environment:

1 In order for your brain to shift into a “study mode”, you should study in the same location. In this way, you will trigger your ability to focus.

2 Put inspirational objects in your study place. Those could be photos of family and friends, a well-known quote or your favourite singer or actor to motivate you to study effectively.

3 Select the appropriate furniture. To begin with, you should select a large table or desk. This is preferable to be an L-shaped table to have a space for your computers, books, papers and stationery, where you will be able to reach them all. Then you should choose a comfortable chair. A rotating one is so practical and timesaving to reach all of your notes and books which are dispersed all over the place. It is better if it is leather with comfortable back support.

4 Decide which lighting source is adequate for your studying environment. Lamps and beaming or dark lights can be sometimes annoying. A common yellow ceiling light is acceptable for all except for the art students who need a desk light to examine the colours of their projects.

5 Place something to eat and drink near you in order to maintain the stability of your blood sugar. Avoid junk food, food with high calories and those filled with sugar. Although these will provide you with sudden energy, you will experience a sudden drop afterwards. Light vegetables, fruit and food with low calories are the best food sources to avoid unconscious food intake while focusing on your studies.

6 Be well-prepared. Keep near and arrange all your necessary items in a way they are readily accessible. It is so annoying and time consuming to stop and fetch something that should have been there in the first place. It will also result in losing your concentration to continue studying.

7 Manage one detail after the other. Don’t interrupt the work on one task and move to another before the first is finished

8 Avoid interruptions. If the TV or music disturb and deter you from studying properly, you should either switch them off or remove them completely.

9 Change topics, tasks, exercises or location the moment you lose interest or get exhausted and abstain from studying if you aren’t being anymore effective.

Locations to Keep away from while Studying

Many parents advise their children to study or finish their homework in their rooms. It is good advice if they have a desk and avoid studying on bed where they might fall asleep quickly. Some places will distract students’ attention and hinder their ability to assimilate materials to be studied. Advise students to avoid places such as the living room because the noise coming from the TV and the people sitting there will distract them. Also the kitchen isn’t a good place where people will interrupt them by their arrival. Studying in a friend’s house will present the same diversion as in one’s own house. Moreover, when friends meet they may tend to chat or surf the Internet rather than study. In addition to the above, shopping centres should also be avoided as a place for studying though seats and chairs are available there. The continuous flood of people will be a total disturbance. In brief the suitable places to study are those where students can find solitude and less disturbance.

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Lesson Four

Learning Objective

- Practising using the third conditional

Grammar

the third conditional

D 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.
- Explain the task.
- Ask individual students to do the exercise orally.
- Check answers as a whole class.

Answers

1. The company would have been able to elicit instant responses from us if it had had Internet access.
2. E-marketing would have been easy to understand if we had decided to tackle its specifics one at a time.
3. Our business would have failed if I hadn’t hired an expert on e-marketing.
4. If the internet connection had failed, everyone’s work would have been delayed.
5. The company wouldn’t have survived the competition if the e-marketing specialists hadn’t brought in their contribution.

Extra Activities

Activity 1

Put the verb in brackets in the correct tense using the third conditional.

1. If she (study), she (pass) the exam.
2. If you (not learn) about e-marketing, you (not have) this job.
3. We (not succeed) if we (not plan) our project.
4. If they (go) to bed earlier, they (not wake up) late.
5. We (attract) customers if we (use) e-marketing.

Activity 2

Put the words in order to make a third conditional sentence.

1. your budget / controlled / had / your costs / have / you / You / if / planned / would
2. had / e-marketing / have / if / spread / He / used / information / he / more quickly / would
3. come / hadn’t / have / her / if / met / she / She / to London / wouldn’t
4. late / been / a taxi / had / have / they / if / would / taken / They
5. known / your mistakes / your marketing / strategy / have / you / if / hadn’t / You / assessed / wouldn’t

Activity 3

Circle the correct answer.

1. If I had been to university, I (had / would have) studied Economics.
2. I would have come earlier if I (had / would have) known how much urgent this was.
3. If you (had / would have) listened to what I said, none of this would have happened.
4. If I had left the house on time, I (hadn’t / wouldn’t have) missed the train.
5. If we (hadn’t / wouldn’t have) developed interactions with customers, we wouldn’t have raised fidelity among them.

Answers

Activity 1

1. If she had studied, she would have passed the exam.
2. If you hadn’t learned about e-marketing, you wouldn’t have had this job.
3. We wouldn’t have succeeded if we hadn’t planned our project.
4. If they had gone to bed earlier, they wouldn’t have woken up late.
5. We would have attracted customers if we had used e-marketing.
E-Marketing

Read the short text about e-marketing, then put the verbs in the second paragraph into the most suitable form to make correct conditional sentences (type I, II or III).

E-marketing is about advertising, customer communications, branding and fidelity programmes using the Internet. A company uses e-marketing to find, attract, win and retain customers. Studies have indicated that the major economic benefits come from raising fidelity among customers thanks to customer retention. This is the perspective that led to the development of relational marketing, which is based on the necessity of developing interactions with individual customers.

Do you like e-marketing? If you (like) you are a person who enjoys using the Internet to communicate with customers. My friend (hates) e-marketing. But if he (not hate) he (enjoys) finding, attracting, winning and retaining customers online. Personally, I (take) a course in relational marketing if I (had) had more time.

E Speaking

Research the components of a good Internet marketing strategy, and prepare a ten-minute presentation. Use the following outline to organise your ideas.

Introduction

Components of a good marketing strategy

Conclusion

Activity 2

1. You would have controlled your costs if you had planned your budget.
2. He would have spread information more quickly if he had used e-marketing.
3. She wouldn’t have met her if she hadn’t come to London.
4. They would have been late if they had taken a taxi.
5. You wouldn’t have known your mistakes if you hadn’t assessed your marketing strategy.

Activity 3

1. I would have
2. had
3. had
4. wouldn’t have
5. hadn’t

Lesson Five

Learning Objectives

- Practising research skills
- Organising information in an outline form

E Speaking

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

When they have finished, students compare their answers in pairs.

Check answers as a whole class.

Answers

Students’ answers

Teaching Tips

Proofreading a Writing Assignment

These are few general mistakes to be aware of while proofreading:

1. Using the wrong words mainly when using homophones, which are words with different meaning and spelling but similar sound, for example too and two, new and knew.

2. Making mistakes when attaching a suffix or an ending to a root word especially adding the -ing suffix, for example bake ----> baking (cancel the final e) and scan -----> scanning (double the final consonant preceded by a short vowel).

3. The pronoun I is always capitalised no matter where its place in a sentence will be. Example: My friend and I went to the shopping centre last night.

4. Completely forgetting words. This is because the process of thinking is faster than writing, so one can skip small words, for instance articles and prepositions. One can recognise such mistakes with thorough proofreading.

5. Inverting the place of letters, mainly ie and ei spelling. Usually i precedes the e except after c, such as receive and retrieve.

6. The misapplication of the use of punctuation marks. Punctuation marks consist of commas, semicolons, colons, dashes, apostrophe, quotation marks, ellipses, parentheses, brackets, slashes and end punctuation marks (period, question mark and exclamation mark).

7. Errors with the subject-verb agreement rule. The main rule states that singular nouns take singular verbs, and plural nouns take plural verb. Example: My brother is a doctor. My sisters are dietitians.

The indefinite pronouns anyone, everyone, someone, no one, each, somebody and nobody are singular and take singular verbs. Example: Everyone has done his/her project. Somebody is knocking at the door.

All and some can be singular or plural depending if they refer to a countable noun or uncountable noun. Example: All of my friends are at the museum. Some of the milk is spilled on the floor.

When compound nouns are connected with and, use a plural verb, but when the compound nouns are connected with or or nor, the verb matches the nearest noun. Example: The teacher and the students go once a week to the library. Neither my brothers nor my father is going to town today. Either my mother or my sisters are baking for tonight’s party.

Collective nouns take singular verbs if they act as a group and take plural verbs if they act as a separate individual in a group. Example: The committee haven’t reached an opinion yet. The staff is working hard today.

8. Errors with pronoun-antecedent agreement. A pronoun is a functional word that can replace a noun or a noun phrase that indicates persons, animals or things. An antecedent can be a word, phrase or clause that specify what a pronoun alludes to. A singular antecedent takes a singular pronoun; while a plural antecedent takes a plural pronoun. Example: I asked Omar if I can borrow his notes. The students should do their assignments. The woman displayed all of her paintings on large stands.

If compound antecedents are connected with and, we use a plural pronoun, but if the compound antecedents are connected with or or nor, the pronoun matches with the nearest antecedent. Example: Neither Nadia nor her sisters had visited their grandma. Neither the police officers who investigated the thefts nor the apartment manager offered his help.

When the collective nouns are used, the pronoun can be singular or plural depending upon whether the collective nouns act as singular or plural.
Lesson Six

Learning Objectives
- Identifying the relationship between words and their definitions
- Identifying the steps of an e-marketing plan
- Organising the steps of an e-marketing plan in a flow chart
- Identifying keywords in a text

F Reading

8
- 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 a4/b3/c5/d1/e2
2
Identify the needs of your audience

Set your objectives

Budgeting your cost / benefit ratio

Mix e-marketing with traditional marketing activities

Implement feedback mechanisms

3 Students’ answers
4 You should carefully plan how you are going to implement your marketing strategies.
5 Students’ answers

Activity Book page 30 exercises 4 and 5

Activity Book Answer Key

Unit 8, page 28, exercise 1
1 features 2 product 3 descriptive 4 interest 5 anticipation 6 efficient
7 headers 8 distracting 9 preview 10 recipient

Unit 8, page 28, exercise 2
A
If we had joined their company, it would have had partnerships with top publishers in the region. It would have also executed millions of dollars of advert campaigns every year. In addition, it would have provided advertisers with marketing solutions. Moreover, it would have delivered results to advertisers through its experienced team and by using intelligent technologies. Finally, it would have offered a wide range of digital media consultancy and would have executed many innovative e-marketing strategies.
B Students’ answers
C
1 had hired / would have realised 2 would have sold / got
3 had considered / would have promoted 4 had sent / would have been
5 had considered / would have sold 6 had had / would have started

Unit 8, page 29, exercise 3

Introduction: Hisham all across Syria
Body: The site lists “Syrian Tenders”
Conclusion: It will also physical location

2 Students’ answers
3 They will be publishing private tenders from large and international organisations and companies in Syria. They will also extend the service and site by including an English version to provide access to foreign suppliers.
4 Students’ answers
5 Students’ answers

Unit 8, page 30, exercise 4
Students’ answers

Unit 8, page 30, exercise 5
Students’ answers

F Reading

8

An E-marketing Plan

To successfully market a product online, you need to identify your target audience. You should understand the needs of your audience so you can plan your costs and benefits accordingly. Once your audience has been studied, you need to set your objectives. The main objectives of an e-marketing plan include raising awareness about your business by spreading information about it, reducing costs or increasing sales. You shouldn’t forget that it is beneficial to mix e-marketing with traditional marketing activities. However, you must remember to control your costs by carefully planning the budget after you have studied the cost/benefit ratio. You should carefully plan how you are going to implement your marketing strategies. Finally, you should implement feedback mechanisms such as reviews to help you assess how successful your marketing strategy has been.

Questions
1 Match the words with their meaning.
a market (v.) 1 making financial arrangements b identify 2 apply c raise awareness 3 recognise d budgeting 4 promote e implement 5 increase attention towards a certain topic
2 Fill in the flow chart below with the steps of the e-marketing plan mentioned in the text.

Identify objectives

Budgeting

Mix

Implement feedback mechanisms

3 Choose from the text the words or phrases that helped you choose the steps.
4 In the flow chart, one step was skipped. Which one is it?
5 Which of the six steps mentioned in the text do you think is the most important for a good e-marketing plan? Why?
Women in Business (WiB) is a nonprofit organisation whose main aim is to facilitate trade transactions between the Middle East and UK. This organisation is managed by an international team of unpaid enthusiasts who work hard to realise its ambitions and aspirations.

In addition, WiB is also considered to be a worldwide forum in which women involved in business share ideas and broaden their experiences with others in conferences and meetings held in a variety of countries.

Furthermore, WiB has played a major role in encouraging a worldwide interaction between qualified employees and business women, with the aim of enhancing women’s economic development.

Finally, WiB encourages all its participants, regardless of their professional level, to take part in its seminars. It also provides its members with the opportunity to develop by participating in its annual events. When questioned, over four-fifths of the participants stated that they have benefited from participating in WiB’s seminars, which were conducted by proficient lecturers and included real-life experiences.

Questions
1. Give the text a suitable title.
2. What is the meaning of the words in bold?
3. Do you think WiB can achieve all its goals?
4. Fill, in your own words, the following company profile for WiB.

Profile of ____________________
(Write a brief paragraph here that describes the company, its history, the sector in which it operates, etc.)

Company Details
Location: _____________________
Financial facts: _____________________
How does the company compare to others in its sector? ___________________
Personnel: ________________________
A form of communication that aims to persuade consumers to buy products is advertising. The name of the product and the benefits that it presents to the consumer are basic components of an advertisement. The goal behind providing this information is to attract the audience to buy the product of that particular brand. Various kinds of media can be used for advertising, some are traditional including television, radio, magazines, newspapers, etc. Mass production led to the development of modern ways of advertising, such as the Internet and text messages. The modern world necessitates the use of advertising because there are new products and services introduced to the market everyday.

1. What is the aim of advertising?
2. What does an advertisement include?
3. Say if the following sentences are true or false. Correct the false ones.
   a. Magazines and newspapers are modern ways of advertising.
   b. Mobile phones are modern ways of advertising.
   c. The service that the product provides for the consumer is not part of the advertisement.
4. In your opinion, what is the most effective way of advertising? Why?

Vocabulary
II Match the following words with their definitions.

1. documentaries  
2. computer graphics  
3. cost-effective method  
4. novelty items  
5. potential impact  
6. banners

   a. small cheap objects that are given away as presents  
   b. a strategy which has been shown to have a high level of success relative to its cost  
   c. video or TV programmes that give facts and information  
   d. possible effect  
   e. long pieces of cloth on which an advertising slogan is printed  
   f. visual images produced by computer processing

Grammar
III Put the verbs in brackets in the correct tense to form second conditional sentences.

1. If I (have) ____ a million Syrian pounds, I (buy) ____ a new car.
2. If we (not work) ____ hard on our advertisements, we (lose) ____ our audience.
3. I (buy) ____ those sunglasses if they (have) ____ lighter frames.
4. You (have) ____ a nice view if you (live) ____ on a houseboat.

IV Put the verbs in brackets in the correct tense to form third conditional sentences.

1. If I (work) ____ in consulting, I (earn) ____ more money.
2. You (not complain) ____ about our beauty products if you (try) ____ them.
3. The company (retain) ____ more customers if it (use) ____ e-marketing.
4. If you (have) ____ experience in tourism, you (work) ____ on the new project.
Correspondence

Lessons Seven, Eight and Nine

Learning Objectives
- identifying types of graphs and charts
- Analysing a pie chart

E Graphs and Charts

a
- Students work individually to match the graphs and charts with their pictures and descriptions.
- Ask students to exchange books and mark their partner’s work as you give the correct answers orally.

Answers
- line graph 1C; pie chart 2B; bar graph 3A

b
- Explain the task to the students and give them time to complete it in pairs.
- Check answers as a whole class.

Answers
- title: sources of Online News
- key: coloured boxes
- number one source of online news: orange section
- second source of online news: yellow section

Note
- Graphs and charts are great because they communicate information visually. They can help impress people by getting a point across quickly and visually. They should be used to make facts clearer and more understandable.

What is the difference between charts and graphs?
- Charts and graphs illustrate relationships between data in different ways. Graphs are best for illustrating a trend over time. Charts cannot show this relationship since they use a series of bars rather than data points connected by a line that goes up and down. On one hand, graphs are much better at showing trends for a single set of data than charts are. On the other hand, charts are useful for displaying patterns or information about frequency. The bars on a chart are higher or larger depending on the value they represent. It’s not possible to use a graph to show proportions or percentages. However, pie charts, a specific type of chart, can do this well.

How to choose which type of graph or chart to use?
- Line graphs are used to track changes over short and long periods of time. When smaller changes exist, line graphs are better to use than bar graphs. Line graphs can also be used to compare changes over the same period of time for more than one category of information.
- Pie charts are best to use when you are trying to compare parts of a whole. They do not show changes over time.
- Bar graphs are used to compare quantities of different categories or to track changes over time. However, when trying to measure changes over time, bar graphs are only clear when the changes are large.
- Area graphs are very similar to line graphs. They can be used to track changes over time for one or more groups. Area graphs are good to use when you are tracking the changes in two or more related groups that make up one whole category (for example public and private groups).
- X-Y plots are used to determine the relationship between the two different things. The x-axis is used to measure one event or variable and the y-axis is used to measure the other.

Graphs and Charts

- Line graph
- Pie chart
- Bar graph

Give as homework or revision Activity Book

Exercise A p. 54

Answers

A and B

Students’ answers
Lesson One

Learning Objectives

■ Practising agreeing and disagreeing
■ Practising making conclusions
■ Demonstrating understanding of a reading text
■ Practising taxonomic skills
■ Demonstrating understanding of a listening text

A Dialogue

1

Allow time for students to read the dialogue silently. Tell them to answer the questions and to be ready to justify their answers.

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 fourteen sick days; not paying for the first three days of sickness; employees
2 employees will not be paid for the first three days of sickness
3 no; he didn’t think it was fair for honest employees who were truly sick
4 to send employees questionnaires so that they can suggest ways for minimising sick leave

B Listening

2

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 confusion. Finally confirm the correct answers.

Answers

e / d / h / g / a / f / b / c

Tareq: Doubled? Incredible! Did you manage to keep it quiet?
Ali: No, our Managing Director got more than a bit worried. He said all this was harming the company’s image. So we withdrew the product and lost a lot of money. I tell you, the only people with red faces were us. Since then, we’ve kept away from skin-care products.
Lesson Two

Learning Objectives

- Identifying benefits of ethics in the workplace
- Identifying the relationship between sentences

Warm-up

- Write the term work ethics on the board. Elicit from the students ideas on how to behave ethically at work and what the benefits of managing ethics in the workplace are.
- Write students’ suggestions on the board and organise them in a spider web.

C Vocabulary

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

Answers

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

Activity Book page 31 exercise 1
Lesson Three

Learning Objectives
- Practising using tag questions correctly
- Distinguishing between the negative and positive tag questions
- Identifying auxiliary verbs

Grammar
Tag questions

D Grammar

4

- 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 in pairs and then check them with the whole class with volunteer pairs saying the correct answers aloud for everyone to hear.

Answers
1. could you
2. do you
3. aren't they
4. didn't we
5. haven't they
6. aren't I (Explain to students that we use are in tag questions when the subject is I.)
7. will you
8. won't it

Mini Grammar + Extra Activity

A tag question starts out as a statement and then becomes a question at the end. There are different reasons for using tag questions, but usually we use tag questions to make statements and seek agreement from the listener. Examples:

You want to learn English, don't you?
We've had some really good weather, haven't we?
She can help you with your homework, can't she?

Negative Sentences

We form tag questions from negative sentences by copying the auxiliary verb used in the sentence to the sentence end in the positive form. Next we use the pronoun form of the subject of the sentence at the very end of the sentence. Examples:

John can't play tennis, can he?
Mary won't go with us, will she?
Jack and Jill aren't climbing hills anymore, are they?
Jane did not eat her vegetables, did she?
You and I aren't going on a date, are we?

Positive Sentences

We form tag questions from positive sentences by copying the auxiliary verb used in the sentence to the sentence end in the negative form. Next we use the pronoun form of the subject of the sentence at the very end of the sentence. Examples:

We are going to win, aren't we?
John can dance very well, can't he?
Mary will be here, won't she?

Sentences without Auxiliary Verbs

If there is no auxiliary verb, we use the appropriate tense form of do in the negative form.

Jack and Jill brought us some water, didn't they?

Lesson Four

Learning Objectives
- Practising giving solutions
- Performing a roleplay
- Demonstrating an ability to reach an ethical competitive behaviour

Activity

Complete the sentences with the right tag question.

1. You couldn't break the criminal law in one's war related activity, ________?
2. You don't stay away from the company's path of acceptable conduct, ________?
3. They're going to comment on the employees' improper behaviour, ________?
4. We make sure our institution has a proper environment, ________?
5. They've performed their business duties gracefully, ________?
6. I'm right about his unacceptable behaviour, ________?
7. You won't expect him to have a strong external source of morality in business, ________?
8. A basic understanding of morality will keep employees out of trouble, ________?

E Roleplay

Work in pairs or small groups. Role play this situation.

You are in charge of sales for a hi-fi manufacturer. Your company is suffering due to a loss of market share. You believe that the reason behind your loss is that one of your competitors is using unfair ways, such as making cash payments to principal vendors or offering expensive presents to important customers to publicise their products. Hold a meeting to find solutions to your problem.

Activity

Complete the sentences with the right tag question.

1. Teresa is an accountant, ________?
2. I am a good worker, ________?
3. Pierre is the HR, ________?
4. Mario is at work right now, ________?
5. Employers are taking too many days off, ________?
6. You and I are busy right now, ________?
7. It's windy today, ________?
8. The company withdrew the product from the market, ________?

Answers
1. isn't she?
2. aren't I?
3. isn't he?
4. isn't he?
5. aren't they?
6. aren't we?
7. isn't it?
8. didn't it?
**F Ethical problem solving**

**Proposing solutions**
- In this situation, I’d ...
- In this case, I’d ...
- What I’d do / say is ...
- If it were the case that ...

**Looking at problems from different angles**
- Having said that ...
- On the other hand ...
- At the same time ...
- There are a lot of issues at play here ...
- You could argue that ...

**Giving reasons for opinions**
- For the reason that ...
- Seeing / given that ...

**E Roleplay**

- Tell students that they are going to make a roleplay in which they hold a meeting in order to find solutions to a problem they have at work.
- Working individually, ask students to silently read the situation and brainstorm a list of solutions.
- In groups of four, students share their points of views and try to reach a common solution. Go round and monitor students’ discussions. Be ready to offer help when necessary.

**Activity Book pages 31 and 32 exercises 2 and 3**

**Lesson Five**

**Learning Objectives**
- Practising giving solutions
- Practising giving reasons for opinion
- Proposing solutions to ethical problems

---

**F Ethical problem solving**

**6**

- Give the students a few minutes to read the situations and think about which expressions could be used from the box.
- Let students complete the task in pairs.
- When they have finished, ask volunteers to come to the front and read their answers aloud.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ answers</td>
</tr>
</tbody>
</table>

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**Teaching Tips**

**Types of study skills (cont.)**

**G Methods based on exam strategies (cont.)**

**1 General Test Preparation strategies**

**D ring ☐ Test**

- There are also some things that students should keep in mind when they are TAKING the test. Advise students to:
  1. read the directions carefully! Many points have been lost because students didn’t follow the directions.
  2. preview the test to see how much time they need to allow for each section. If the test is all multiple choice questions, it is good to know that immediately.
  3. work on the “easiest” parts first. If their strength is essay questions, they should answer those first to get the maximum points. Remind them to pace themselves to allow time for the more difficult parts.
  4. try to make an outline in the margin before they begin writing. Organization, clear thinking, and good writing is important, but so is neatness. Remind students to make their writing legible.
  5. save time at the end of the exam to review their test and make sure they haven’t left out any answers or parts of answers. This is difficult to do under the stress of exams, but it often keeps them from making needlessly errors.

**2 Strategies for fill-in-the-blank tests**

- Tests are a source of anxiety to students; however, preparing for a fill-in-the-blank test is best prepared by referring to class notes especially if they are supported by details. Thereby, students need to follow a few steps to make the best use of these notes. To start with, students can highlight important ideas and phrases, copy them on a piece of paper and exclude the keyword by replacing it with a blank space. Those keywords should be listed separately before students attempt to fill-in-the-blanks using a pencil. Students can refer to their notes for correction and repeat the exercise until they feel confident that they have learned the material. This method is useful not only for fill-in-the-blank questions, but also in any essay question (See page 83 for details on how to prepare for essay tests).

**3 Strategies for open book tests**

- An open book test gives no reason for students not to prepare; such tests are prepared differently. Instead of learning the material by heart, students must make some effort to familiarise themselves with the assigned text and the subject it discusses. One can even assess one’s comprehension of the read material through orally explaining it. Furthermore, there are a few steps that facilitate the process of preparing for open book tests. Most importantly, students are expected to read, take notes and highlight the parts that are to be asked about in the test. Next, those highlighted parts are to be revised attentively. Since students may not have enough time to cover all the questions, students must do their best to be well prepared in order to reduce the number of answers they need to find in the text. Finally, students must avoid making direct copies from the book; writing in one’s words is an efficient manifestation of comprehension.
Lesson Six

Learning Objectives
- Practising giving examples
- Identifying lapses in workplace
- Identifying the meaning of words from context
- Rephrasing text
- Expressing agreement or disagreement with the author's point of view

G Reading

7
- 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 it (project) / them (products)
2 Students' answers
3 a abide by b lapse c mistake d freelance e disfiguring f real
4 students' answers
5 students' answers

8
- Direct students' attention to the pictures at the bottom of page 56. In pairs students discuss the situation in each picture and say whether the people in the picture are showing business ethics or not.
- Tell them that they need to explain their answers.
- Go round and monitor students' conversations.
- If you still have time, do a classroom discussion.

Answers
Students' answers

Activity Book pages 32 and 33 exercises 4, 5 and 6

Unit 9, page 31, exercise 1
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 31, exercise 2
1 isn't it 2 don't they 3 hasn't she 4 did he 5 won't they 6 aren't they 7 can't you 8 have they 9 won't they 10 did they

Unit 9, page 32, exercise 3
1 Students' answers
2 a 4 / b 1 / c 5 / d 2 / e 3
3 Students' answers

Unit 9, page 32, exercise 4
A Students' answers
B Students' answers

Unit 9, page 33, exercise 5
A Students' answers
B Students' answers

Unit 9, page 33, exercise 6
Students' answers
Questionnaire 5: Study Environment Analysis

The aim of this questionnaire is to help students evaluate their study environment. Tell them to answer the questions by True or False.

1 My study area is free of noise and distractions.
   True  False

2 I am rarely interrupted by other people when I study in this location.
   True  False

3 I can study for at least half an hour without getting up, walking about, taking snack or TV or phone breaks.
   True  False

4 I always come to this place when I want to study.
   True  False

5 The temperature in this place is very comfortable for studying most of the time.
   True  False

6 The furniture in this place is very comfortable.
   True  False

7 My study room is well lit and ventilated.
   True  False

8 There are few things in this location that are unrelated to studying or school work.
   True  False

If the students answer most of the statements negatively, then advise them to change the place where they study.
Correspondence

Lessons Seven, Eight and Nine

Learning Objectives

■ Demonstrating understanding of a bar chart by completing a multiple-choice task
■ Distinguishing between true and false sentences
■ Practising summarising skills
■ Identifying features of a bar graph

c
■ Allow time for students to complete the activity individually.
■ When they have finished tell them to compare their answers with those of a partner.
■ Check answers as a whole class.

Answers

1 false they are the first most visited source
2 false local TV newspaper sites
3 true -
4 true

d
■ Ask students to read the graph silently and look for the answers.
■ Check answers as a whole class.

Answers

1 c - 2 c - 3 b - 4 b

e and f

■ Allow time for students to complete the activity either individually or in pairs.
■ When they have finished, invite volunteers to read their answers aloud.

Answers

Give As homework or revision: Activity Book, exercise B page 55
Answers

Students' answers
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 learned in the previous three units.

■ Explain that it is important for two reasons. Firstly, it will help them to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers
A
Students' answers
B
1 e-marketing 2 Internet, email, wireless media 3 design, advertising
4 affiliate marketing, local Internet

C
1 f 2 h 3 a / 4 j / 5 b / 6 e / 7 l / 8 g / 9 c / 10 l / 11 d / 12 k
D
1 aren't they? 2 hasn't it? 3 haven't they? 4 will they? 5 can't you?

E
1 had 2 would never worry 3 work, save 4 would go 5 were

F
1 If I had finished my survey on the stock exchange yesterday, I could have begun a new project today.
2 If your boss hadn't sounded like a real tyrant, you shouldn't have looked for another job.
3 If our secretary had learned how to use the computer, she could have finished the work on time.
4 If our company had gone bankrupt, hundreds of people would have lost their livelihood.

G
Complete these sentences with the right tag questions.
1 People are taking too many days off because of illness, aren't they?
2 The percentage of employees taking sick days has increased by 12% in the last year, hasn't it?
3 Our customer services have become less efficient, haven't they?
4 Employees will not be paid for the first three days of sickness, will they?
5 You can bring a draft questionnaire to our next meeting, can't you?

H
Complete the sentences, using the verbs in brackets.
1 If I (have) more money, I could take some trips.
2 If I were rich, I (never, worry) about expenses.
3 If I (work) hard and (save) money, I could take a trip to the mountains.
4 If my roommate weren't having a job interview on Friday, we (go) on a picnic.
5 We would watch that movie if the reviews about it (be) good.

I
Join these sentences using if.
1 If I didn't finish my survey on the stock exchange yesterday, I couldn't begin a new project today.
2 If your boss hadn't sounded like a real tyrant, you shouldn't have looked for another job.
3 If our secretary didn't learn how to use the computer, she couldn't finish the work on time.
4 If our company didn't go bankrupt, hundreds of people wouldn't lose their livelihood.

J
Complete these sentences with the right tag questions.
1 The percentage of employees taking sick days has increased by 12% in the last year, hasn't it?
2 Employees will not be paid for the first three days of sickness, will they?
3 Our customer services have become less efficient, haven't they?
4 You can bring a draft questionnaire to our next meeting, can't you?

K
Put the correct word in the right place.
e-mail design Internet e-marketing wireless media
advertising local Internet affiliate marketing

L
1 Omar needs to remember a lot of interesting information about e-marketing for the marketing exam.
2 E-marketing refers to information about reactions to a product, and development and sales.
3 Huda knows that e-marketing includes design, advertising and affiliate marketing.
4 E-marketing is associated with several types of business such as e-commerce and local Internet marketing.

M
Write a well organised paragraph on one of the following topics.
1 Syrian fruits and vegetables.
2 Souk el Hamidiyeh.

N
Match the words with their definitions.
1 fidelity
2 retain
3 apparition
4 implement
5 feedback
6 survey
7 dilemma
8 merit
9 turbulence
10 tangibility
11 freelance
12 tangible
13 dilemma
14 fidelity
15 retain
16 apparition
17 implement
18 feedback
19 survey
20 merit
21 turbulence
22 tangibility
23 freelance
24 tangible

O
Complete the sentences with the right tag questions.
1 People are taking too many days off because of illness, aren't they?
2 The percentage of employees taking sick days has increased by 12% in the last year, hasn't it?
3 Our customer services have become less efficient, haven't they?
4 Employees will not be paid for the first three days of sickness, will they?
5 You can bring a draft questionnaire to our next meeting, can't you?

P
Put the correct word in the right place.
e-mail design Internet e-marketing wireless media
advertising local Internet affiliate marketing

Q
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 learned in the previous three units.

■ Explain that it is important for two reasons. Firstly, it will help them to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers
A
Students' answers
B
1 e-marketing 2 Internet, email, wireless media 3 design, advertising
4 affiliate marketing, local Internet

C
1 f 2 h 3 a / 4 j / 5 b / 6 e / 7 l / 8 g / 9 c / 10 l / 11 d / 12 k
D
1 aren't they? 2 hasn't it? 3 haven't they? 4 will they? 5 can't you?

E
1 had 2 would never worry 3 work, save 4 would go 5 were

F
1 If I had finished my survey on the stock exchange yesterday, I could have begun a new project today.
2 If your boss hadn't sounded like a real tyrant, you shouldn't have looked for another job.
3 If our secretary had learned how to use the computer, she could have finished the work on time.
4 If our company hadn't gone bankrupt, hundreds of people would have lost their livelihood.
Test 3 Answer Key

I
1 Yes, it could be traced back to Greek and Roman times.
2 new manufacturing techniques, new policies to find markets had been adopted, such as removing taxes on advertising
3 **positive effect:** new opportunities of work for women in the advertising field
**negative effect:** women were easily attracted by simple displays in window shops and pictures in public places
4-6 Students' answers

II
1 Unfortunately, there are people who think that you deceive the public because you are trying to sell them something through advertising.
2 An advertising agency cannot deceive the clients because this will harm the business.
3 So advertising is a respected profession.
4 It seems its up to the individual to make anything of the profession.

III
A Students' answers
B
1 have you  2 isn't it  3 are you  4 didn't they  5 was it

IV
1 providing  2 varied/varying/various  3 daily  4 printed  5 placed
6 Commercials  7 Manufacturers  8 advertising

V
Students' answers
10 IT and Telecoms

A Dialogue

Read the dialogue and answer the questions.

Salah: Mobiles are really popular in Syria, aren't they?
Omar: That's right. More people are buying them every year.
Salah: And people can use their mobiles in rural areas, can't they?
Omar: Of course. You see, Syria's densely populated.
Salah: What about remote places like the desert?
Omar: There, people are using satellite phones.
Salah: That makes sense.
Omar: The phone companies don't have to put up masts. The signal goes straight up to a satellite and down to another phone.
Salah: I really like your new mobile. What features does it have?
Omar: It takes photos and has a built-in radio.
Salah: Maybe I'll get a similar one. Then I'll send you a photo!

Questions

1. Find phrases in the dialogue for these pictures.

2. Why, in your opinion, does Salah like Omar's new mobile?
3. What growth/improvements in telecoms are expected in Syria in the future?

Answers

1. a mobile; b satellite phone
2. It takes photos and has a built-in radio
3. Students' answers
4. a / 5 / c / d c

Lesson One

Learning Objectives

- Identifying the relationship between phrases and pictures
- Talking about growth / improvements in telecom in the future in Syria
- Identifying features of a mobile

Warm-up

- Working alone, students fill up a KWL chart. In the K column, they write what they already know about IT and Telecoms. In the W column, they write what they would like to learn.
- Put students in groups of five and allow them time to fill up the L column with new information that they have learned from their partners.

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.
2. Ask volunteers to model reading the dialogue.
3. In pairs, students try to answer the questions.
4. Check answers as a whole class.

Teaching Tips

Types of study skills

A Time Management

Every person has a role in life. The doctor’s role is to cure sick people, a teacher’s role is to teach students and student’s role is to study. In order for students to perform their role most effectively, they need to establish an effective study plan and make this plan a habit (see p. 87 for details on how to make a study plan). The most important step in setting up an effective study plan is to have an organised schedule. If students organise their time effectively, they will be able to study and still have time for entertainment. For this reason, encourage your students to organise a main, weekly or daily schedule. When organising a main schedule, students should set a time for all their responsibilities such as classes, exams, papers and other long term assignments. On the other hand, prompt your students to organise their weekly priorities in a weekly schedule. The following are some suggestions to give your students so that they would be able to set an effective daily and weekly schedule:

1. Set a daily study time to prepare for the next day’s class.
2. Set a daily study time to review notes after every lecture.
3. Set a weekly study time to review lecture notes of the past week.
4. If students have a long-term project encourage them to set a weekly time to do research.
5. Advise students to include a ten-minute break for every fifty minutes of study time.
6. Prompt students to write key points / vocabulary on flashcards and tape them around the house (See page 43 for details on flashcards). This would give them the chance to review these points / vocabulary while doing their daily routine activities such as brushing their teeth.
7. Encourage students to include in their schedules a time for a balanced healthy meal.

To sum up, having an effective study schedule has several advantages. Students often tend to forget; however, if they set a study schedule, it would help them remember important dates such as the deadline for submitting an assignment or the date of the exam. Moreover, an effective time schedule would help reduce students’ anxiety as it gives them control over challenges that they might face such as urgent deadlines or a drop quiz (literally meaning surprise test).

B Organisation Techniques

One of the key ways to facilitate comprehension is to have a clear understanding of the way information to be studied is organised. Some examples of ways of organising the information of a given subject include sequencing, listing, defining, classifying, in addition to categorising the material into cause and effect pattern or a compare and contrast division. Firstly, putting information in a certain sequence may include putting events in their chronological order of occurrence, stating the stages of a process of development, locating the position of objects or arranging items in their order of importance. Secondly, listing is most convenient when given pieces of information share a certain connection of ideas. Thirdly, defining concepts identifies the distinctive features of ideas that have shared characteristics. Next, classification revolves around the concept of putting ideas into categories sharing common characteristics. Cause and effect is a way to indicate the relationship between an event and the consequences it results in. Finally, comparison and contrast is a way to organise information with respect to the juxtaposition of the similar and different aspects of different ideas.
B Listening

Play the recording and ask students to listen without writing anything. Play the recording another time and ask students to listen and number the features in the order they hear them.

In order to compare their answers put students in pairs or play the recording again.

Audioscript

Sales Assistant: So this is the Nickle 3202. It's got a built-in phonebook.

Salma: That's a list of all your phone numbers, isn't it?

Sales Assistant: That's right: it has 500 spaces for you to store the numbers of your friends.

Salma: Does it have voice dial? I mean can I record the name of a friend and then when I say the name the mobile will dial the number?

Sales Assistant: No, it doesn't do that. But it does have a choice of ten ringtones.

Salma: Only ten? My old one has twenty different tones. Can I record my own ringtones?

Sales Assistant: No. You have to use the ones which are already on the phone. But it does have an alarm clock. So you just key in the time for your alarm call, and the mobile will ring at the right time.

Salma: Does it have a camera?

Sales Assistant: No. I'm afraid this model doesn't have one.

Salma: It doesn't do very much, does it?

Sales Assistant: Well, it is one of our cheap models. Now, if you'd like something a bit more expensive ...

Answers

1. Built-in phonebook
2. Choice of ringtones
3. Add own ringtone
4. Camera
5. Voice dial
6. Alarm clock
7. Built-in phonebook

C Vocabulary

With some phrasal verbs you can't separate the verb from the particle.

VERB + PARTICLE PHRASE

Examples

look after look into take after take up get through
come into go with go towards get round come across

Complete the sentences using a phrasal verb from the box in the correct form.

1. I must change my tie; this one doesn't go with my shirt.
2. I _______ a mistake while I was checking the accounts.
3. She _______ the cost of getting a new computer, but they were too expensive.
4. What a lovely new car! Have you suddenly come across some money?
5. Let's push the filing cabinet behind the door; it will _______ less space there.
6. Here's some birthday money for you; it can get round come across a new mobile if you like.
7. London's expensive; I _______ a lot of money while I was there.
8. You'd better not go towards your new laptop; it doesn't like sand or dust.
9. She _______ her mother; they are both good mathematicians.
10. I think we can get round this problem by buying some new software.

Lesson Three

Learning Objectives

- Identifying the function of indefinite pronouns
- Practising using indefinite pronouns in context

Grammar

indefinite pronouns

D 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.

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

Indefinite pronouns—words like anybody, anything, somebody, something, everybody, everything, less, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something refer to unspecified people or things. Although they can seem to refer to more than one person or thing, most take singular pronouns. A few, however, can be used with either singular or plural pronouns. Here’s how to determine which pronoun, singular or plural, to use:

1. Does the indefinite pronoun contain an explicit reference to one or more than one person or thing? If it ends in any of the singular constructions -thing, -body, or -one, it refers to one person or thing and takes a singular pronoun. Though less explicit, each and none (meaning each one and no one) also refer to a single person or thing and take a singular pronoun.

2. A few indefinite pronouns are more ambiguous. All, any, more, most, neither, and some refer sometimes to one, sometimes to more than one person or thing. For that reason, each can take either singular or plural pronouns, depending on the context. If you’re referring to several people or things within a unit, use a plural pronoun.

All in the regiment advanced until they reached the beach. (If you’re referring to the unit as a whole—as a group rather than as several individuals—use a singular pronoun.)

All of the regiment advanced until it reached the beach.
Lesson Four

Learning Objectives
- Describing likes and dislikes
- Using language meaningfully in context

E Likes and dislikes

Ask the students to do the task silently and individually. Then go over the answers with the class. Check understanding by asking questions and giving students an opportunity to ask questions.

Ask volunteers to share their answers with the class.

Answers

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

F Describing machines

Which objects are the phrases below describing? There may be more than one possible answer for each sentence.

a It fits into your pocket.
b It plays music.
c It allows you to talk to your friends.
d It can access the Internet.
e It records actions and makes films.
f It takes photographs.

Work in pairs. One student describes one of the pictures below without saying its name. The second student guesses which one his / her classmate is describing.

Answers

Students’ answers

Lesson Five

Learning Objective
- Describing machines

F Describing machines

Ask the students to do the task silently and individually. Then go over the answers with the class. Check understanding by asking questions and giving students an opportunity to ask questions.

Answers

Students’ answers

Lesson Six

Learning Objectives
- Reading about setting up your own website
- Identifying the relationship between headings and paragraphs
- Demonstrating understanding of a reading text by completing a comprehension task
- Practising summarising skills

G Reading

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 1c / 2d / 3b / 4a
2 this (your own web page), they (users), it (your web page)
3 Students’ answers

Activity Book page 38 exercises 5 and 6
Setting up Your Own Website

If you want to set up your own website, you need three things: content (something to say), a way of writing it in HTML (web language) and a domain for it (the space where content is stored).

1. ________________

Most programmes use WYSIWYG (what-you-see-is-what-you-get). However, you probably need to understand how HTML works. After you write your text (the easy part), you add the code marks. Then you can choose the print type (font), the print size, colours and add pictures.

2. ________________

Once you have created your own web page, you can link this to other web pages on the Internet. Users see the ‘hot spot’ on your web page, which may be a button, an icon. When they click on this hotspot, they are directed to the linked web page on the Internet.

3. ________________

Imagine that you run a shoe shop called Top Trainers. You will need to register a simple, easy-to-remember domain name such as www.toptrainers.syr.

4. ________________

As soon as you have registered your domain name, you are ready to connect your web page to the Internet and publicise it.

Questions

1. Match the paragraphs with the following headings.
   A. ONTO THE NET
   B. CREATING YOUR OWN DOMAIN
   C. WRITING A TEXT IN HTML
   D. CREATING LINKS

2. What do the words in bold refer to?

3. Summarise the steps for setting up your own website in a flow chart.

G Reading

Read the text and answer the questions.

5 Strategies for Essay Tests

Setting for an essay test requires students to comprehend, analyse and write about a certain subject in a well-organised essay. One of the first elements that help student do well on such an exam is to ask the teacher about the number of essays to be written and how long each needs to be so that the student is prepared to write a properly organised essay. If the topic of the essay is known, students are advised to read about it in the textbooks and make sure they comprehend the supporting details. On the other hand, if the topic of the essay remains unknown, students can write the titles, subtitles and the main points on a card and go over them in an attempt to prepare the question that might be asked about in the test. It is needless to say that students are recommended to start preparing for a test as soon as possible with the help of an effective study plan.

Moreover, many put mnemonic devices into practice while preparing for an essay test. In other words, drawing, adding melody to the given material or re-writing their notes helps them study better. Students can put themselves in the context of a test by asking a friend to test their knowledge using open-ended questions. It is essential that students must study for short yet frequent periods of time having an average of 45 minutes followed by a short break; otherwise, studying will be overwhelming and they would easily lose concentration. Finally, it is quite helpful to go over the titles of the material because they are often thematic and provoke important ideas.

Activity Book Answer Key

Unit 10, page 36, exercise 1
1 f / 2 c / 3 a / 4 h / 5 d / 6 g / 7 b / 8 e

Unit 10, page 36, exercise 2
1 d / 2 b / 3 a / 4 d / 5 a / 6 a

Unit 10, page 37, exercise 3
Students’ answers

Unit 10, page 37, exercise 4
1 All 2 everybody 3 Both 4 One 5 somewhere 6 everyone 7 anything 8 any

Unit 10, page 38, exercise 5
1 Students’ answer

There are two main ideas. The first is about the differences between IT industry and telecoms industry. The second is about the excellent career prospect of both industries.

3, 4 and 5 Students’ answers

Unit 10, page 38, exercise 6
Students’ answers

Teaching Tips

Types of study skills (cont.)

G Methods based on exam strategies (cont.)

4 Strategies for Multiple Choice Tests

When you prepare for a multiple-choice test, students must prepare and go over their notes and previous tests; they should also ask the teacher for some help regarding the content of the test. Secondly, students can write questions and their corresponding answer on the sides of a flashcard to make revision easier (See p.43 for details on using flashcards). Furthermore, collaborative learning within a group can keep students motivated and more concentrated on the material (See p.97 for details on how to study in groups).

While taking the test, students are encouraged to try to answer the question before having a look at the given choices. They can follow a process of reducing the number of the incorrect and improbable answers. In addition, it is extremely important for students to read all the choices and not to skip questions and lose grades. Another tip that students can use is selecting the choice with the most given information; the latter is usually a hint from the teacher. If students are confused due to having technically correct answers, they should choose the ideal answer. If students are provided with draft paper, they are encouraged to use it because it helps them think and reach the correct conclusion. Nonetheless, students may be losing too much time thinking about a question they are unsure of. In such conditions, students must mark the question and try to answer it once the rest are answered. Last but not least, students must keep their answers as they are while revising unless they are certain the answer is incorrect; statistically speaking, students’ first choice is often the correct one.
Sample Test 5

Reading
1 Read the text and answer the following questions.

Workplace ethics are rules that help employees to speak and act in proper ways. The most important factor is respect among employees, so everyone would know his/her rights and duties. Ethics also build good relationships with customers, based on honesty. The company should follow rules that allow business to be well-organised and successful; those rules are known as workplace policy. Sometimes, the policy changes from one company to another, because the kind of business they do might be different. Some of the most important codes of ethics include coming to work on time, doing your work seriously, giving help to your colleagues if they need it, etc.

1 What does the word in bold refer to?
2 Explain the sentence in bold.
3 Define “workplace policy” in your own words.
4 Why might workplace policy differ between companies?
5 What is the difference between workplace ethics and workplace policy?
6 What are some other workplace ethics that are not mentioned in the text?

Vocabulary
II Complete the sentences using a phrasal verb from the list in the correct form.

look after     take after     take up     come across     get round
go with     look into

1 A computer will ________ more space on an employee’s desk than a laptop would.
2 Do you think this jacket ________ my new pants?
3 ________ your sick sister while your mother is at work.
4 I ________ a new policy while I was reading the report.
5 The manager promised to ________ our complaints.
6 You should learn how to ________ any financial problem you might face.
7 He ________ his father; they are both good managers.

Grammar
III Complete these sentences with the right tag questions.

1 You like your new mobile, ________?
2 Your mobile doesn’t have a built-in radio, ________?
3 You won’t buy a new laptop, ________?
4 You couldn’t work with the new software, ________?
5 They’ve created their own website, ________?
6 I am making a lot of typing mistakes, ________?
7 We’re going to be in charge of this telecom project, ________?
8 The company hired new telecom employees, ________?

IV Fill in the gaps with somebody, nobody, anything, everything, nothing, somewhere, or anywhere.

1 I learned ________ about this website. Come, let me show you!
2 ________ knows about the new regulations. Who’s going to tell us about them?
3 The manager is ________ on the second floor.
4 ________ can improve a business more than abiding by ethical principles.
5 We couldn’t find the manager ________, where is he?
6 I can’t remember ________ about the new regulations. Could you tell me about them again?
7 The manager hired ________ new, but I don’t know when she will start.

Writing
V Write a short paragraph describing the main workplace ethics that a company should have.

Answers
I
1 “it” refers to “help”
2 Students’ answers
3 Students’ answers
4 Students’ answers
5 Students’ answers
6 Students’ answers

II
1 take up
2 goes with
3 Look after
4 came across
5 look into
6 get round
7 takes after

III
1 don’t you
2 does it
3 will you
4 could you
5 haven’t they
6 aren’t I
7 aren’t we
8 didn’t it

IV
1 everything
2 Nobody
3 somewhere
4 Nothing
5 anywhere
6 anything
7 somebody

V
Students’ answers
Part Two: Oral Communication

A Revision

Negotiations

NOTE

Is Negotiation Necessary?

Negotiation, can be a lengthy and cumbersome process. By asking whether negotiation is necessary, time may sometimes be saved and unnecessary compromise avoided. On occasions, a request to negotiate may best be met by pointing out that the party making the request has no standing in the matter. If a manager has the undoubted authority to act, making a decision rather than negotiating may be the best tactic.

Alternatively, there are cases in which the best response to a request or a claim is to concede. An unthinking acceptance is unwise. On the other hand, presentations or conversations that bear these characteristics can be an invaluable tool in ensuring business health and growth. Unclear, inaccurate or inadequate business communications, on the other hand, can waste valuable time, alienate employees or customers and destroy goodwill toward management or the overall business.

Correspondence

Lessons Seven, Eight and Nine

Learning Objectives

- Reviewing negotiating skills
- Comparing and contrasting two types of negotiation
- Practising writing a conversation

Part Two: Oral Communication

A Revision

Negotiations

a

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 in for you to mark.

Answers

Students’ answers

b

- Explain to the students that they are going to prepare a conversation between an employee and his boss.
- Tell them that they may use the statements given to write the conversations.
- When they have finished, ask students to swap their conversations with that of a partner.
- Give students time to check each other’s work.
- Invite volunteers to read their conversations aloud.

Answers

Students’ answers

Give as homework or revision: Activity Book, exercises a and b page 56

Answers

A and B

Students’ answers
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.

B Listening

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 students have made mistakes, play the recording again so that they can hear why an answer is wrong.

Answers

1. advertising agencies can't recommend radio advertising to their clients anymore unless they can reach their target audience
2. well-off professional
3. surveying the listeners and identifying their interests
4. Students' answers

Audioscript (exercise 2)

Interviewer: Do you prefer watching TV or listening to the radio at breakfast time?
Consumer: I prefer the radio.

Interviewer: Do you watch TV or listen to the radio at lunchtime?
Consumer: Neither. I'm at work.

Interviewer: Do you prefer watching TV or listening to the radio at dinner time?
Consumer: Neither. We have dinner with the children without the radio or TV on.

Interviewer: Do you drive to work every day?
Consumer: Yes, I do.

Interviewer: Do you listen to the radio?
Consumer: Of course.

Interviewer: Which station do you prefer? Station 1, 2 or 3?
Consumer: I listen to Station 1 on the way to work and Station 3 on the way back.

Answers

Breakfast-time: YES
Lunchtime: NO
Dinner-time: NO
To work: S1 From work: S3
Advertising (3)

B Listening
- Listen to Part 1 of the telephone interview and complete the survey.
- Age: 20-29
- 30-39
- 40-49
- Radio listening
- Breakfast time
- Lunchtime
- Dinner time
- To work:
- From work:
- Do you listen to the radio in the car? Which station?
- Listen to Part 2 and write notes, then answer the following question.
- What does the consumer remember about one of the adverts?

C Vocabulary
- Match the following words with their definitions.
  1. caption
  2. editorial
  3. feature article
  4. headline
  5. lead

   a. an article expressing a newspaper or magazine owner's or editor's opinion about an issue
   b. text which accompanies a photograph
   c. the "title" of a newspaper or magazine story
   d. the first sentence or first few sentences of a story
   e. the main article on the front page of a newspaper or the cover story in a magazine

Activity book page 39 exercises 1 and 2

Teaching tips

How to make a study plan

Students often postpone studying for an exam because they have an awful amount of material to prepare only a few nights before the date of the exam. However, preparing a study plan and following one would make studying much easier whereby the student does not feel exhausted as he/she sits for the exams.

To make a study plan a student must consider whether he/she wants to study individually or in a group. Having decided to study in a group, the schedules of the remaining members of the group must be taken into consideration while making arrangements (See p.9 for details on how to study in groups).

Another factor which must be seriously considered when preparing a study plan is time. In other words, a student must specify the number of days and hours to study per week. It is recommended that a study session has an average of two hours to prepare for daily courses and more than two hours when preparing for an upcoming exam.

The content of certain exams, like those of entrance exams and so forth, are not quite specific for students to prepare beforehand; however, students may refer to study guides and textbooks to help them be better prepared to take the test. In addition, it is highly recommended that students study the material in the chronological order that it was presented in class. Important information has the priority of being given more time to prepare than rather secondary material. In this case more time is needed to cover the critical part of the material; the study plan can be rescheduled accordingly.

The Study Process

Students are more willing to study when their material is divided according to a set schedule. While reading, students are expected to take notes; researched information would also reinforce the material in the student's cognitive system. Highlighting certain information makes it easier for revision, and testing oneself would reduce the amount of material to revise and leave out what needs to be further prepared. Effective study plans are quite personal in the way they are prepared depending on the student's ultimate hours to focus without external interruption.

A weekly study schedule

There are important points that should be taken into consideration when making a weekly study schedule; they are as follows:

1. Students must set a minimum of one hour of studying for a class; it is important to mention that the emphasis in studying should be on learning instead of the time consumed in the process itself. Thus, it is necessary for students to be flexible in preparing their schedules especially when unanticipated events take place.

2. Students would be at risk of losing track if they do not commit to their schedules and make studying a habit. When following a study plan, students will no longer worry about studying nor postponing and falling behind on their schedule. Therefore, students will not be overwhelmed by the material to prepare within few days.

3. Rewarding oneself for committing to a study plan enhances self-satisfaction and willingness to abide by one's schedule. On the contrary, rewarding oneself upon not committing to the study plan gives rise to the tendency of making such behavior recurrent; it distances students' attention from their study plans.

4. Learning is a continuous process taking place before, during and after classes; students are apt to absorb the class explanation easier and better by having formed a certain background about the subject by reading about it earlier to class. Furthermore, reading the notes taken after class reinforces them in the students' mind.

5. While studying, hard material are to be covered. When the student finds himself most energetic, those that require less mental effort are left to the hours when he/she is rather tired. It is important to mention that studying and enjoying some free time should be kept at a fair equilibrium.

6. A weekly or daily "To Do" list allows students to make the best use of their time; important tasks may be marked with a sign and carried out before ordinary ones. Organizing one's time is an ultimate path towards stability in being prepared for exams away from the confusion and mess of daily life.
**Lesson Three**

**Learning Objectives**
- Identifying different types of prepositions
- Using prepositions in context

**Grammar**

**D Grammar**

5

- Ask students to work out the answers to the exercise relying on the information in the box.
- Check answers with the whole class.

**Answers**

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

---

**Mini Grammar**

The following table contains rules for some of the most frequently used prepositions in English:

<table>
<thead>
<tr>
<th>Prepositions of Time</th>
<th>Preposition Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>days of the week</td>
<td>on Monday</td>
</tr>
<tr>
<td>in</td>
<td>months / seasons / time of day / year after a certain period of time (when?)</td>
<td>in August in winter in the morning in 2006</td>
</tr>
<tr>
<td>at</td>
<td>night / weekend / a certain point of time (when?)</td>
<td>at night at the weekend at half past nine</td>
</tr>
<tr>
<td>since</td>
<td>from a certain point of time (past till now)</td>
<td>since 1980</td>
</tr>
<tr>
<td>for</td>
<td>over a certain period of time (past till now)</td>
<td>for 2 years</td>
</tr>
<tr>
<td>ago</td>
<td>a certain time in the past</td>
<td>2 years ago</td>
</tr>
<tr>
<td>before</td>
<td>earlier than a certain point of time</td>
<td>before 2004</td>
</tr>
<tr>
<td>to</td>
<td>telling the time</td>
<td>ten to six (5:50)</td>
</tr>
<tr>
<td>past</td>
<td>telling the time</td>
<td>ten past six (6:10)</td>
</tr>
<tr>
<td>to / till / until</td>
<td>marking the beginning and end of a period of time</td>
<td>from Monday to till Friday</td>
</tr>
<tr>
<td>till / until</td>
<td>in the sense of how long something is going to last</td>
<td>He is on holiday until Friday.</td>
</tr>
<tr>
<td>by</td>
<td>in the sense of at the latest up to a certain time</td>
<td>I will be back by 6 o’clock. By 11 o’clock, I had read five pages.</td>
</tr>
</tbody>
</table>

**Prepositions of Place**

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>attached / a place with a river / being on a surface / a certain side / a floor in a house / public transport / television / radio</td>
</tr>
<tr>
<td></td>
<td>the picture on the wall / London lies on the Thames / on the table / on the left / on the first floor / on a plane / on TV / on the radio</td>
</tr>
<tr>
<td>by, next to / beside</td>
<td>left or right of somebody or something</td>
</tr>
<tr>
<td>under</td>
<td>on the ground, lower than (or covered by) / something else</td>
</tr>
<tr>
<td>below</td>
<td>lower than something else but above ground</td>
</tr>
<tr>
<td>over</td>
<td>covered by something else / meaning more than / getting to the other side / overcoming an obstacle / over 16 years of age / walk over the bridge / climb over the wall</td>
</tr>
<tr>
<td>above</td>
<td>higher than something else, but not directly over it</td>
</tr>
<tr>
<td>across</td>
<td>getting to the other side (also over) / walk across the bridge / swim across the lake</td>
</tr>
<tr>
<td>through</td>
<td>something with limits on top, bottom and the sides / drive through the tunnel</td>
</tr>
<tr>
<td>to</td>
<td>movement to person or building / movement to a place or country / for bed</td>
</tr>
<tr>
<td></td>
<td>go to the cinema / go to London / Ireland / go to bed</td>
</tr>
</tbody>
</table>

---

**Prepositions**

- Prepositions are used before nouns to give additional information in a sentence.
- Prepositions are used to show where something is located or when something happened or an action.
- Prepositions showing:
  - **Location**
    - above, below, over, under, among, between, beside, in front of, behind, next to, with, in the middle of, on, in, at
  - **Time**
    - at, on, by, from, since, for, during, to, until, after
  - **Action**
    - at, by, from, into, on, onto, off, out of, towards

---

**Example**

- 1 I liked the ad where the hero made his escape by jumping ______ a window and ______ a
  waiting car. a over / into b between / into c out of / between d out of / into
- 2 To get to the advertising department, you need to go ______ those stairs and then ______
  the corridor to the open at the end. a up / along b between / into c out of / between d out of / into
- 3 I saw your new poster ______ television. a in b on c at d through
- 4 Much suspense is introduced in the advertisement when she took the key ______ her pocket
  and put it ______ the lock. a over / into b between / into c out of / in d by / on
- 5 I took one memory stick ______ the computer and put ______ another one. a through / in b out of / in c out of / into d by / on
- 6 I went ______ him and asked him the best way to get ______ the town centre. a from / out of b towards / over c over to / into d by / on
- 7 The talk was ______ the impact of advertising on children ______ the age of five. a through / in b out of / in c around / under d out of / into
- 8 I liked the billboard ______ the shopping centre ______ the cinema. a through / in b out of / in c under / around d in / next to

---

**Grammar**
F Asking about preferences and replying

Match each question with its reply.

1. Do you prefer tennis to football?
   - No, it's all the same to me.
   - I prefer fish (to meat).
   - No, I enjoy both.
   - I prefer garlic chips.

2. Are there any foods you don't like?
   - No, I like all kinds.
   - Are there any foods you don't like?
   - Can you do 100 push-ups?
   - No, I enjoy both.

3. Do you have any preferences?
   - Yes, I prefer tennis to football.
   - Are there any foods you don't like?
   - Yes, I prefer fish (to meat).
   - Are there any foods you don't like?

4. Do you have a personal preference?
   - Yes, I prefer fish (to meat).
   - Yes, I prefer fish (to meat).
   - Yes, I prefer fish (to meat).
   - Yes, I prefer fish (to meat).

5. Which do you prefer (doing), going to the cinema or watching a video at home?
   - No, I prefer fish (to meat).
   - I prefer fish (to meat).
   - No, I like all kinds.
   - I prefer fish (to meat).

   - Example
     
     a. Are there any foods you don't like?
     b. No, I like all kinds.
     c. No, it's all the same to me.
     d. I prefer fish (to meat).

7. Present the information from the box.

8. In this task, students have to make dialogues that are similar to the example dialogue, based on the pictures. Familiarise the students with the pictures and ask a few simple questions about them. Demonstrate the activity with a pair of students. Get repetition. Then elicit another question and answer about a different set of pictures from a different pair.

9. Tell the class to work in pairs simultaneously and to ask and answer questions about the pictures. Then students in each pair should change roles so that each student gets to ask and answer questions. Make sure that students time to think about other possible answers. Make sure that everyone hears the answer, and get various students to repeat the structure.

Answers

Students' answers

Activity Book page 40 exercises 3 and 4

Lesson Five

Learning Objectives

- Talking about preferences
- Identifying the relationship between questions and answers
- Practising asking about preferences
- Reporting a classmate's preferences

F Asking about preferences and replying

- Present the information from the box.
- Make sure all students understand what they have to do in the exercise. Demonstrate the task by asking volunteers to do several items as examples with the whole class listening.
- Continue working through the exercise orally with the class, giving students time to think about other possible answers. Make sure that everyone hears the answer, and get various students to repeat the structure.

Answers

Students' answers

Lesson Four

Learning Objectives

- Talking about preferences
- Talking about female and male preferences

E Reporting preferences

6. Present the information from the box.

7. Ask students to work in pairs to do the matching exercise.

Check answers as a whole class.

Answers

Students' answers

Lesson Five

Learning Objectives

- Talking about preferences
- Identifying the relationship between questions and answers
- Practising asking about preferences
- Reporting a classmate's preferences

F Asking about preferences and replying

8. In this task, students have to make dialogues that are similar to the example dialogue, based on the pictures. Familiarise the students with the pictures and ask a few simple questions about them. Demonstrate the activity with a pair of students. Get repetition. Then elicit another question and answer about a different set of pictures from a different pair.

9. Tell the class to work in pairs simultaneously and to ask and answer questions about the pictures. Then students in each pair should change roles so that each student gets to ask and answer questions. Make sure that students time to think about other possible answers. Make sure that everyone hears the answer, and get various students to repeat the structure.

Answers

Students' answers
Lesson Six

Learning Objectives
- Identifying the relationship between questions and answers
- Identifying the meaning of words from context

G Reading
10 and 11
- Ask students to work out the answers to the questions. Tell them that they will have to explain how and where they found the answers in the text.
- When they have finished, allow students to compare their answers in pairs.
- Check answers as a whole class.

Answers
10
1d / 2a / 3e / 4c / 5b

11
1b / 2c / 3a
4 the main benefit is; another good thing is
5 they (radio adverts); they (company); this (the rising cost of radio airtime); their (advertisers)
6 Students' answers

Activity book page 41 exercise 5

Activity Book Answer Key

Unit 11, page 39, exercise 1
A 1 g / 2 c / 3 b / 4 f / 5 h / 6 c / 7 a / 8 d
B 1 d / 2 f / 3 c / 4 a / 5 b / 6 e

Unit 11, page 39, exercise 2
1 sample 2 find out 3 face-to-face 4 at the most 5 in-depth interviews 6 introduced 7 pack size 8 measure out

Unit 11, page 40, exercise 3
1 for, of 2 on 3 by 4 of, into, by 5 to, by, in, of 6 Before, on, inside

Unit 11, page 40, exercise 4
1 enhance: to improve something
accentuate: to make something more noticeable
competitive edge: a factor that gives a special advantage to a nation, company, group or individual when it is competing with others
promoting: to contribute to the progress or growth
consistent: always behaving in the same way or having the same attitudes, standards
seasonal: happening, expected or needed during a particular season
diversification: a corporate strategy in which a company acquires or establishes a business other than that of its current product
advantageous: helpful and likely to make you successful
2 Students' answers
3 nine tips:
- selling the benefits of the product or service
- having a consistent image
- paying a lot of money
- reaching the target market
- advertise according to the seasonal advertising needs
- having variety like spreading the advertising choices around
- finding the right market and offering everything one can offer to that audience
- asking new customers where they heard about the business
4 and 5 Students' answers

Unit 11, page 41, exercise 5
A Students' answers

G Reading
1 Write the questions (a-e) above the right sections of the magazine interview (1-5).
   a Can you give an example of a target audience?
   b Is there a formula for radio adverts?
   c Why don't more companies use the radio?
   d What are the advantages of radio adverts?
   e Isn't TV advertising quite expensive?
2 This month, we interviewed Mahmoud Ali about the importance of radio adverts in Syria.
   1 The main benefit is that they're cheaper than TV adverts. Another good thing is that you can
      create your advert for a specific time of day and a specific audience.
   2 Yes, during Ramadan, a company advertised a brand of cooking oil in the early evening. The
      marketing people knew that housewives would be at home and listening to the radio then.
      So they produced a five to six-minute comic drama and mentioned the product.
   3 A thirty-second TV commercial today costs 8000 SYP during peak-viewing hours. In addition
      to the airtime, you have the production costs. Radio production costs are much lower.
   4 The cost of radio airtime went up recently. Advertisers didn’t like this. So they prefer to spend
      their budget on TV in spite of the expense.
   5 You have to entertain the listeners because there are no pictures, so humour is very
      important. In the UK, the radio has become an important medium for financial services.
   6 Students' answers

Activity book page 41 exercise 5

Example
I would advertise a brand of coffee on the radio in the morning because ...
Questionnaire 6: Study Habits

The aim of this questionnaire is to help students assess their study habits. Tell students to answer the questions by A for Always, B for Generally, C for Sometimes and D for Rarely. When they have finished, tell students to add up the A's and B's for each category and refer to the study habits score list to know where they stand.

Time Management
1 I make a schedule for the scholastic year.
2 I update my study schedule weekly / daily?
3 I refer to my schedule before I start studying.
4 I include in my study schedule break times for me to exercise or socialise with friends.
5 I sleep at least six hours per night.
6 I schedule two hours of study time for every hour in class.
7 I manage to finish my assignments on time.
8 I don’t miss classes.

Your Study Environment
1 I have a set time for studying.
2 I have my own study area.
3 My study area is free of noise and distractions.
4 I have all my supplies near me when I study.
5 I have comfortable furniture in my study area.
6 I can study for at least a half hour without getting up, walking about, taking snack or TV or phone breaks.
7 My friends do not interrupt me when studying.
8 There are few things in this location that are unrelated to studying or school work.

Test Taking/Preparation Skills
1 I study daily for each class.
2 I start reviewing for major exams at least 3 days in advance.
3 I study in groups.
4 I attend extra help sessions or office hours provided by the instructor.
5 I am aware of test preparation strategies for each type of test.
6 I can predict what types of questions will be on the test.
7 I am able to finish my tests in the allowed period of time.
8 If I do not do well on a test, I try to review it with the instructor and/or analyse it to see my mistakes.

Note-taking Skills
1 I am able to take notes in class, keep up with the instructor, and understand the concepts at the same time.
2 I have an efficient system of note-taking.
3 I review my notes after each class.
4 I take note of important information only and I am able to identify the cues that indicate that this information is important.
5 While reading, I tend to make notes.
6 I rephrase the notes I take in class in my own words.

Reading Skills
1 Can you read and learn at the rate of 12-15 pages per hour for history-type material?
2 Do you keep up with the readings for all your classes and have the material read before the lecture?
3 Can you concentrate and understand the material you read without rereading a second or third time?
4 When reading a text, do you read the headings and chapter outlines first?
5 Do you adjust your reading styles when you are reading for literature, social science, or science classes?
6 Do you do your study-reading during the time of day when you are most alert?

Writing Skills
1 I am comfortable with my command of English grammar, punctuation, and spelling.
2 I am aware of the requirements for the writing assignment.
3 I make an outline of my paper.
4 I have the research skills that are necessary to write a research paper.
5 I abide by the deadlines for research papers.
6 I express myself well in writing.

Score List

Time Management, Your Study Environment and Test Taking/Preparation Skills
6-8 Very good
3-5 Good, but work to improve your C and D answers
0-2 You need to modify your study habits

Note-taking, Reading and Writing Skills
5-6 Very good
3-4 Good, but work to improve your C and D answers
0-2 You need to modify your study habits
**B Oral Presentations**

**NOTE**

The public presentation is generally recognised as the most important of the various genres of oral business communication. As is true of all kinds of communication, the first step in preparing a public speech is to determine the essential goal of the communication. Business presentations tend to have one of three general purposes: to persuade, to inform or to entertain. Out of the purpose will come the main ideas to be included in the presentation.

The ideas should then be organised into an introduction, a main body or text and a summary or conclusion. The introduction should grab the listener’s interest and establish the theme of the remainder of the presentation. The main body should concentrate on points of emphasis. The conclusion should restate the key points and summarise the message that is being communicated.

Visual aids are an important component of many oral presentations. They should be meaningful, creative and interesting in order to help the speaker get a message across.

Once the presentation has been organised and the visual aids have been selected, the speaker should rehearse aloud and revise as needed to fit time constraints. It may help to practice in front of a mirror or a friend in order to gain confidence. A good oral presentation will include transitional phrases to help listeners move through the material.

The delivery of effective oral presentations requires a speaker to consider his or her vocal pitch, speed and volume. It is important to incorporate changes in vocal pitch to add emphasis and avoid monotony. It is also helpful to vary the rate of speaking and incorporate pauses to allow the listener to reflect upon specific elements of the overall message. Feeding the appropriate volume is crucial to the success of a presentation as well.

Nonverbal elements such as posture, gestures and facial expression are also important factors in developing good oral communication skills. Some movement may be helpful to hold the listener’s attention or to increase emphasis, but constant shifting or pacing should be avoided. Likewise, hand and arm gestures can be used to point, describe or emphasise, but they should be varied, carefully timed and adapted to the audience. Finally, good speakers are conscious of the importance of eye contact, always engaging the audience in the ideas they are presenting and dress in a way that is appropriate for the occasion.

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**Correspondence**

**Lessons Seven, Eight and Nine**

**Learning Objectives**
- Distinguishing between true and false statements
- Identifying the characteristics of a good communicator
- Classifying characteristics of a good communicator
- Practising research skills

**B Oral Presentations**

**a and b**
- Allow time for students to complete the activity either individually or in pairs.
- Check answers as a whole class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1 False: Good presenters are not born they are created.</td>
</tr>
<tr>
<td>2</td>
<td>2 False: You cannot become an excellent presenter overnight.</td>
</tr>
<tr>
<td>3 and 4</td>
<td>True</td>
</tr>
<tr>
<td>5</td>
<td>5 False: Good presenters try to avoid using the same words when sending their message to different persons because no one person is identical.</td>
</tr>
<tr>
<td>6 and 7</td>
<td>True</td>
</tr>
</tbody>
</table>

**b**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completeness (context) 1 / 12</td>
</tr>
<tr>
<td>2</td>
<td>Conciseness (style) 10 / 7</td>
</tr>
<tr>
<td>3</td>
<td>Consideration (context/delivery) 4 / 6</td>
</tr>
<tr>
<td>4</td>
<td>Concreteness (style/sources) 2 / 9</td>
</tr>
<tr>
<td>5</td>
<td>Clarity (organisation/sources) 5 / 8</td>
</tr>
<tr>
<td>6</td>
<td>Courtesy (delivery) 3 / 13</td>
</tr>
<tr>
<td>7</td>
<td>Correctness (style) 11</td>
</tr>
</tbody>
</table>
A Dialogue

Read and answer the questions.

1. A: Hello. Can I ask you a question, please?
B: Yes.
A: Thank you. What was, according to you, the most important discovery in history?
B: I'd say medicine.
A: Can you be more specific?
B: Vaccines were an important discovery. Because of vaccines, children don't get awful diseases anymore.
A: Thank you for your time.
B: You're welcome.

2. A: What do you think was the most important discovery in history?
C: Well, there have been so many things, but I'd say electricity.
A: Electricity?
C: Yes, I think so. We need it every second of the day, don't we? We need it to use our computers, to browse the Internet, to put the lights on, for heating and television.
A: Right, thanks very much.

3. A: What do you think was the most important discovery in history?
D: Radio waves! We need them for our mobile phones and satellites. I mean, we can't live without them!
A: That's right. Thanks a lot.
D: No problem.

Questions

1. What is the interviewer A interested to know from the three interviewees (B, C and D)?
2. What were the three answers to his main question?
3. What is the meaning of 'awful'?
4. According to you, which one of the three discoveries is the most important? Why?
5. How would you have answered the interviewer's question? Explain your answer.

Answers

1. what they consider to be the most important discovery in history
2. vaccines; electricity; radio waves
3. very bad
4. Students' answers
5. Students' answers

Teaching Tips

Proofreading Errors in Mechanics

Capitalisation:

- The first letter of proper names that indicate the names of persons, places and things should always be capitalised. Example: persons: Huda, Mazeen
places: Damascus, Syria, Souk Al-Hamidieh
things: Bill of Rights

Words in these categories are also capitalised:
- specific names and places, historic events, documents and periods, days, months, holidays, school and school departments, nationalities, specific courses and trade names.

- The first letter of main words in a title of a book, story, film, song, magazine and articles should be capitalised. Don't capitalise articles, prepositions and coordinate conjunctions, unless they begin the title. Example: Star Syrian Magazine

- Capitalise the official title of a person when it's used with the person's name. Example: Did Lama talk to Doctor Farah?

- Capitalise the first letter of the first word of a sentence and a quoted sentence. Example: Applying for this job needs specific skills. The professor said, 'Pay attention to the revision to do well in the test.'

Hyphenation:

- The hyphen is sometimes considered as a mark of spelling instead of a mark of punctuation.
- The hyphen is used in prepositional phrase combination. Example: brother-in-law, door-to-door, attorney-at-law, etc.

- The hyphen is used to form a compound adjective when used before a noun, but when a compound adjective follows the noun, no hyphen is used. Example: a good-looking kid.

- The hyphen is used in compound numerals and fractions. Example: twenty-five years old, three-fourths, etc.

- The hyphen is used between some prefixes and nouns or adjectives and always between the prefix and a proper noun or proper adjectives. Example: P-o-American (adjective), Ex president (noun)

- The hyphen is used to take the place of the preposition “to” in figures indicating an extension. Example: 26; November-31 (in both cases it is replaced by a hyphen)

- The hyphen is used to divide a word at the end of the line.
B Listening

- 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.
- Check answers as a whole class.

Audioscript

A: And now it’s time for Invention of the Week, the part of the programme where we look at new ideas and inventions. We are going to welcome an English seventeen-year-old who invented a special bag. Hello.
B: Hello.
A: Your invention is a bag but it’s not an ordinary school bag, right?
B: No, it looks like an elephant, but actually it helps children who have asthma or allergies.
A: How does it do that?
B: Well, the child puts the elephant on his or her back. The elephant’s trunk is connected to an asthma spray in the pocket of the bag. When the child has an asthma attack, maybe on the way to school, he or she just puts the end of the elephant’s trunk over his or her mouth and breathes in.
A: I see. Can you tell me what gave you the idea?
B: My cousin is six, and he suffers badly from asthma so I designed something to help him.
A: How did you get started on your invention?
B: Well, I drew the design and my mum made the bag. Then I showed it to my science teacher at school.
A: Wonderfull Your invention is really successful. A company is making hundreds of them.
B: That’s true and we are thinking about selling them all over the country and in other countries, too. We think they’ll be needed by children living in big cities with a lot of traffic pollution.
A: I think that’s a really great invention!

Answers

1 b/2 a/3 a/4 c/5 b

Lesson Two

Learning Objectives

- Identifying the part of speech of words from context
- Practising word formation skills
- Identifying the relationship between titles and descriptions
- Identifying the meaning of words

C Vocabulary

- Direct students’ attention to the words in brackets. Be ready to answer any vocabulary questions they might have.
- Ask students to complete the task by filling in the blanks with the proper form of the words in brackets.
- Put students in pairs to check their answers.

Answers

1 mechanical
2 commercially
3 production
4 converting
5 electrical
6 integrate
7 continuously

D Matching

- Explain the task for the students. Be ready to answer any questions that the students might have about the vocabulary used.
- Allow students to discuss their answers in pairs if they wish.
- When they have finished, ask several students to share their answers with the class.

Answers

a 1 b 2 c 3 d 4 e 5 f 6 g 7 h

Activity Book page 42 exercises 1 and 2
E Grammar

Sentence Fragments and Run-ons

A sentence fragment is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both.

Example

Some of the inventions studied in Professor Saleh’s class last semester.

A run-on sentence is a sentence in which two or more independent clauses (that is, complete sentences) are joined without appropriate punctuation or conjunction.

Example

It is nearly half past five; we cannot finish the machine before dark.

Select the option which best describes each sentence.

1. Although this machine is helpful and provides many benefits for the elderly.
   - A. There is nothing wrong with the structure of this sentence.
   - B. Run-on: put a comma after helpful.
   - C. Fragment: put a comma after elderly and finish the sentence.

2. This is going to be the most amazing invention; you’d better start selling it immediately.
   - A. There is nothing wrong with the structure of this sentence.
   - B. Run-on: replace the comma with a semicolon.
   - C. Fragment: put a comma after immediately and finish the sentence.
   - D. Run-on: replace the comma with a semicolon.

Mark complete sentences with CS, sentence fragments with F, and run-on sentences with RO.

____ 1 The invention that I saw yesterday.
____ 2 It is not an exceptional discovery, it is only average.
____ 3 Your idea to invent a time machine is quite impossible.
____ 4 Because I have no new inventions yet.
____ 5 Present your new invention carefully.
____ 6 Our latest discoveries were revolutionary, therefore, our profits will be higher.
____ 7 Having finished her new project, Jay sat down to an evening of television.
____ 8 The steam engine, one of the well-known inventions in history.
____ 9 I want to, I adjusted a few details. The machine worked perfectly well.
____ 10 Hurry up!

Answers

D / 2 C

E Grammar

5

Tell students to complete the task individually.
When they have finished, ask a volunteer to give you the answer to the first item.
Allow time for them to say why the answer they have chosen is the best answer and why the other answers are wrong or less suitable.
Repeat the steps for the remaining sentences.
Encourage the students to discuss any answers that they disagree about and to try to reach an agreement on the correct answers.
Make sure that the whole class hear the correct answer and get students to repeat the correct sentence in full.

Answers

1 D / 2 C

6

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 F / 2 CS / 3 CS / 4 F / 5 CS / 6 CS / 7 CS / 8 F / 9 RO / 10 CS

Mini Grammar + Extra Activity

A fragment is only a piece of a complete thought that has been punctuated like a sentence. Fragments can be phrases or dependent clauses or any incomplete word group.

Ann walked all alone. To the store.

Because she exercises regularly. She is in good condition.

There are several ways to correct fragments. These are the three most common ways:

- To correct a fragment, connect the fragment to a complete sentence.

“Ann walked all alone to the store.”

- To correct a fragment, remove words to make the fragment a complete sentence.

“She exercises regularly. She is in excellent condition.”

- To correct a fragment, add words to make the fragment a complete sentence.

“She feels great because she exercises regularly. She is in excellent condition.”

A run-on occurs when two sentences are run together without the proper punctuation and/or connecting words. One type of run-on, the fused sentence, occurs when two sentences are written together without any punctuation at all. Another type, the comma splice, occurs when a comma is used between two sentences without any connecting word (such as and, but, or, nor, for, so, yet).

Joe was happy about the raise; he felt like celebrating. (fused sentence)

Joe was happy about the raise, he felt like celebrating. (comma splice)

There are several ways to correct the run-ons above. These are the most common ways:

- A run-on may be corrected by putting a period between the sentences.

Joe was happy about the raise. He felt like celebrating.

- A run-on may be corrected by connecting two related sentences with a comma followed by a coordinating conjunction: and, but, or, nor, for, so, yet.

Joe was happy about the raise, so he felt like celebrating.

- A run-on may be corrected by connecting two related sentences with a semicolon only.

Joe was happy about the raise; he felt like celebrating.

- A run-on may be corrected by connecting two related sentences with a semicolon and a transition word or phrase, such as following: however, therefore, thus, then, as a result, consequently, nevertheless, also, on the other hand, for instance, in contrast, etc.

Joe was happy about the raise; consequently, he felt like celebrating.

- A run-on may be corrected by adding a dependent clause signal word to create a complex sentence. Common signal words include the following: because, if, although, when, who, which, etc.

Joe, who was happy about the raise, felt like celebrating.
Activity
Directions: Label each word group as one of the following: Fragment (F), Run-On (R), or Correct (C). Be prepared to explain how to correct each of the fragments and run-ons you have identified.

1 Although planes have been one of history’s important discoveries.
2 No one I know has heard of this invention, I can’t believe it.
3 Her husband loves to keep up-to-date about the latest discoveries, however, he soon forgets them.
4 Tim renewed his invention, and he is really proud of it.
5 I have a hard time understanding technological inventions, when he explains them, they become easier to use.

Answers
1 F; students’ answers
2 R; students’ answers
3 R; students’ answers
4 C
5 R; students’ answers

Lesson Four
Learning Objective
Talking about inventions and discoveries

F Speaking
7 and 8
- Allow time for students to read the descriptions silently. Working alone, students rearrange the inventions in order of importance.
- When they have finished, ask students to work in groups of four and compare their answers.
- Still in their groups, students prepare and practise short talks to justify their answers to task 9.

Answers
9 and 10
Students’ answers

Activity book page 43 exercises 3 and 4

Lesson Five
Learning Objectives
- Practising dictionary skills
- Practising rewriting information in students’ own words
- Practising writing an introduction and conclusion
- Practising research skills

G Reading
9
- 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
Students’ answers

H Writing
10
- 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

Activity Book page 44 exercises 5 and 6
G Reading
• Read the text and answer the questions.

Self-cleaning Clothing

Wool manufacturers are interested in this invention: coating fibers such as wool with titanium dioxide nanocrystals, which break down food stains when exposed to sunlight. Of course, these nanocrystals do not harm the skin. They don’t even affect the feel or look of the fabric. When coated with titanium dioxide, fabrics become self-cleaning and may be useful in hospitals, for instance.

Some may say that this is not a new invention since materials that use nanoparticles are already on the market. However, such materials are stain-repellent fabrics with a nanofibre coating that pushes the liquid off the fabric by making the particles roll off instead of being absorbed into the material.

Titanium dioxide can decompose organic matter when exposed to ultraviolet light and when mixed with water. It can also destroy bacteria when exposed to sunlight. The most important feature of titanium dioxide is that it can get rid of ink stains in seventeen hours and coffee stains in two hours.

Questions
1 Write a suitable introduction to this text.
2 Find five difficult words and explain them using the dictionary.
3 Give an example of ‘stain-repellent fabrics’.
4 Explain, in your own words, the difference between the type of fabric described in the text and stain-repellent fabrics.
5 Write a suitable conclusion to this text.

Activity Book Answer Key

Unit 12, page 42, exercise 1
1 painful 2 invention 3 safely 4 extremely 5 simultaneously
6 practical 7 affordable 8 exchanges

Unit 12, page 42, exercise 2
1 equipped with 2 built-in 3 illuminates 4 shines 5 destination
6 embedded 7 lighten 8 handle

Unit 12, page 43, exercise 3
A a fragment b fragment c run-on d run-on e fragment

Unit 12, page 44, exercise 4
1 Students’ answers
2 a 3 / b 1 / c 4 / d 2
3 It works without panels, sucks power from the air. It’s cheap
4 Old solar systems use parts some of which are expensive, dangerous and heavy
5 Students’ answers

Unit 12, page 44, exercise 5
Students’ answers

Latest Discoveries

The Study Group

Students can prepare themselves in various ways; however, one of the most beneficial methods of test preparation is group study. Recently study groups have become very common in both graduate and undergraduate classes. In some schools, it has even become a must.

Organisation of a Group

Forming an efficient study group isn’t as easy as some may believe. It’s true that study groups decrease the stress of homework and other assignments; however, if a group is not well formed it would lead to frustration. The following are some tips for forming and organising successful study groups.

1 The average number of participants in a study group is four to five. Having less or more would influence the efficiency of the group.

2 It is important that students cleverly choose their group members. The ideal thing is to include earnest students who have a wide background knowledge and diverse abilities that would enrich other students.

3 Set ground rules for attending study groups and penalise students who don’t prepare or don’t attend their study groups.

4 Divide tasks among students or encourage them to do that themselves. Don’t forget to tell students to swap duties / tasks every now and then.

5 Ask students to agree on a set time and place that would suit all the members. It is also essential that students set up a timetable for their study group session. For example, in the first 10 minutes they can compare notes they took in class and fill in the gaps if there are any. For the next twenty minutes, students may take turns to review key concepts... etc. The success of a study group is directly related to how organised it is.

In addition to the above, it’s very important that students set on a purpose for their group.

6 Finally, don’t inhibit students from mixing in some entertainment. For example, in weekends or at the end of every other lesson, encourage students in the same study group to meet in order to have informal discussions and debates. Be sure to explain to students that they need to meet in a place other than their study environment.

Advantages and Disadvantages of Study Groups

1 Advantages
• It allows groups of students to collaborate in the learning process whereby each one takes part in explaining and clarifying various ideas.
• It obliges students to devote some time to study for a particular class.
• It enriches students’ learning experiences in a quick and motivating way.
• It helps create a friendly bond between members of the same study group since they help each other get better grades.
• It prepares students for the business world. While working in groups, students learn the skills and rules for working in a team, a skill that is very essential to any workplace.
• It encourages students to become independent learners and enhances their self-esteem.

2 Disadvantages
• It is very difficult to find a schedule that would suit all members of the group since they have different activities and schedules.
• It highly depends on students’ individual participation and input. So, if one student comes unprepared to the study group, this may distract the others from their main purpose.
Culture and Values (3)

The Spread of the Desert

Learning Objectives

- Demonstrating understanding of a reading text
- Identifying the causes of desertification
- Practising research skills
- Practising comparing and contrasting environmental problems

- Allow time for students to read the text 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. natural conditions: a dehydrated climate
   human activities: farmers overgraze land to feed the growing population, people cut down trees, which erodes the soil because there are no more trees to protect it against wind and rain.

2. a 1 / b 2 / c 2

3. Students’ answers

Questions

1. What are the causes of the problem described in the article?
2. Choose the correct endings to the following sentence beginnings.
   a. Land can no longer be used for growing crops if …
      1. the top layer of soil is destroyed.
      2. animals are grazed on the land.
      3. people move to greener areas.
   b. The Earth’s most precious resource is …
      1. productive land.
      2. water.
      3. people.
   c. Trees and plants …
      1. grow well in deserts.
      2. stop wind and rain from damaging land.
      3. are a major cause of desertification.

3. Research another environmental problem and compare it to desertification in a Venn diagram.
Sample Test 6

Reading
1 Read the text and answer the following questions.

An invention is the creation of something new, mostly depending on already existing elements, either as a solution to a problem or to serve a purpose. Sometimes the results of a certain invention are unknown before it is put into practice. Once it is used in experiment or real practice, the invention might either fail or succeed at achieving its purpose. If it turns out to be a failure, it wouldn’t stop the inventor from trying to improve it by making it more effective. An invention is never complete, in the sense that it constantly needs to be developed. Some inventions need a lot of time as well as a special budget to be produced and used.

1 Find, in the text, the definition of “invention”. Write the definition in your own words.
2 Find, in the text, words that mean “outcomes”, “finalised”.
3 Find two antonyms in the text.
4 Say if the following sentences are true or false. Correct the false ones.
a An invention is the use of something already existing.
b When an invention is put into practice, the results would be known.
c When an invention is ready to be used, there is no need to work on developing it.
d If the invention fails, the inventor tries to improve it.

Vocabulary
II Match the following words with their definitions.

a the main article on the front page of a newspaper or the cover story in a magazine
b technically, a publication half the size of a standard newspaper page, but commonly, any newspaper that is informal and heavily illustrated
c an article expressing a newspaper or magazine owner’s or editor’s opinion about an issue
d line at the bottom of a column which directs the reader to somewhere else in the paper where the story is completed, allowing more space for stories to begin on the front page
e text which accompanies a paragraph
f an ending that finishes a story with a climax, surprise or punch line

Grammar
III Fill in the gaps with above, under, between, behind, before, since, towards.

1 Where did you find your digital calculator? I found it _____ the table.
2 He used the Tread-Walk to walk _____ the door.
3 The first video tape recorder captured live images _____ 1948 and 1952.
4 The shelf that contained my solar-powered toothbrush was _____ my bed.
5 I have had this hair-washing machine _____ last year.
6 I looked for the latest discovery _____ writing my report.
7 The wall was _____ the refrigerator.

IV A Mark complete sentences with CS, sentence fragments with F, and run-on sentences with RO.
1 TV advertising, one of the well-known ways.
2 Pictures play an important role in advertising.
3 Look at this advertisement!
4 An important medium for financial services, the radio.
5 I prefer tennis to football. Football is more fun.
6 So find out what consumers need.

B Correct run-on sentences and fragments.

Writing
V Write two fully-developed paragraphs describing two recent commercials.

Answers

I
1 “An invention is the creation of something new, mostly depending on already existing elements”. Students’ answers.
2 “results”, “complete”
3 “fail”, “succeed”
4 a False. An invention is the creation of something new that depends on already existing elements.
b True
c False. An invention is never complete; it needs to be constantly developed.
d True

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

III
1 under
2 towards
3 between
4 above
5 since
6 before
7 behind

IV
A
1 F
2 CS
3 CS
4 F
5 RO
6 F

B Students’ answers

V
Students’ answers
C Socialising and Etiquette

NOTE
Social and business etiquette can be tricky, and making the right moves can make a big difference. Hence, here are some tips that you can learn about socialising and etiquette.

Basic social conversation rules:
• Keep the conversation short and moving. Limit responses to 60 seconds or less.
• Avoid over-sharing interesting topics such as money, politics and religion.
• Do not interrupt.
• Do not finish other people’s statements.
• If someone does or says something rude, ignore it.
• Do not criticise others.

The top five most common topics of conversation are:
• Current events, sports, the event or job at hand, the organisation sponsoring the event and attendees.
• Personal demographics.

Some conversation timing rules are:
• At breakfast, business conversation can begin as soon as the coffee is poured.
• At lunch, make small talk until orders have been taken. Then you can talk business.
• At dinner, wait for the host to bring business into the conversation.

The following is a quiz regarding business etiquette. Do you agree or disagree? Justify your answer.

1. You’re at a table in a restaurant for a business dinner. Midway through the meal, you’re called to the telephone. What do you do with your napkin?
   A. Leave it on your chair.
   B. Loosely fold it and place it on the right side.
   C. Fold and place it to the left of your plate.

2. You’re in a restaurant and a thin soup is served in a cup with no handles. To eat it you:
   A. Pick it up and drink it.
   B. Use the spoon provided.
   C. Eat half of it with a spoon and drink the remainder.

3. You’re hosting a dinner at a restaurant. You’ve pre-ordered for everyone and indicated where they should sit.
   A. Wait for the oldest person at the table to take his napkin.
   B. Wait for the host to take his napkin.
   C. Immediately.

4. You’re getting into a taxi with an important client. You should sit so the client is nearest the curb.

5. Your boss Ms Alpha enters the room when you’re meeting with an important client, Mr Beta. You rise and say “Ms Alpha, I’d like you to meet Mr Beta, our client from San Diego.” You:
   A. Continue the meeting.
   B. Stop and introduce the client.

6. You’re at a table in a restaurant for a business dinner. Included are two other couples, and your most valuable client and his wife. You instruct the waiter to:
   A. Serve your spouse first.
   B. Serve your client’s spouse first.
   C. Serve your client first.

7. You’re invited to a business reception and the invitation states 7:00 to 9:00 p.m. You should arrive:
   A. Anytime between 7:00 p.m. and 9:00 p.m.
   B. Between 7:00 p.m. and 7:30 p.m.
   C. A few minutes before 7:00 p.m.

8. You’re greeting or saying goodbye to someone. When’s the proper time to shake their hand?
   A. Before you say goodbye.
   B. When you say goodbye.
   C. Both A and B.

9. You’re in a restaurant and you’re scheduled to meet a business associate for lunch and you arrive a few minutes early to find a suitable table. Thirty minutes later, your associate hasn’t yet arrived. Do you:
   A. Order your lunch and eat.
   B. Continue waiting and fuming about your associate being late.
   C. Call your associate after 15 minutes.

10. You’ve forgotten a lunch with a business associate. You feel terrible and know he’s furious. What do you do?
    A. Write a letter of apology.
    B. Keep quiet and hope he forgets about it.
    C. Call and set up another appointment.

Answers

Students’ answers

Give as homework or revision: Activity Book, exercise A page 58
Answers

Students’ answers

Give as homework or revision: Activity Book, exercise B page 59
Answers

Students’ answers
Lessons Nine

Learning Objectives

- Practising taxonomic skills
- Talking about business ethics

Put the following tips under the appropriate heading in the table below.

<table>
<thead>
<tr>
<th>Workplace etiquette</th>
<th>Handshake etiquette</th>
<th>Business dining etiquette</th>
<th>General etiquette</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

How would you behave in the following situations?

- Tell your CEO that he has spinach stuck in his teeth.
- You find a personal—potentially embarrassing—document left behind on the photocopier. Normally, you’d put forgotten pages in a tray beside the copier, for people to claim later.

NOTE

Smart Socialising for Business Success

Business-related gatherings provide an excellent opportunity to mix and mingle with clients, prospects and other contacts. It’s a relaxed, friendly atmosphere conducive to building relationships and cultivating new business. If you spend the duration in non-productive situations, you waste time and miss valuable networking opportunities. The idea is to network, to circulate and be sociable, meeting new people, starting and ending conversations smoothly and establishing a rapport that ensures a productive follow-up.

Networking can be your number one marketing strategy. It virtually costs you nothing but it can certainly bring in new business.

Tips

1. Go prepared and don’t leave until you achieve your objectives.
2. Show up early.
3. Smile when you walk in the door and don’t stop smiling until you leave.
4. If you attend a business gathering with a friend or associate, split up.
5. Be the first to say “Hello”.
6. Avoid approaching two people who are deep in conversation.
7. Join groups of three or more.
8. Stand in high-traffic areas.
9. Look for common ground in getting-to-know-you conversations with new contacts.
10. You can connect with just about everyone if you make the effort.
11. Shake hands firmly.
12. Hold your glass in the left hand so your right hand will be free for handshaking.
13. If you forget someone’s name, don’t be afraid to ask him or her to repeat it.
14. Have fun and be funny.
15. Aim for quality rather than quantity when it comes to the conversations you have.
17. Show interest in everyone you meet.

Some of the above tips can be difficult to achieve while others can be very easy. Put them in two categories and explain your answer.

<table>
<thead>
<tr>
<th>Easy</th>
<th>Difficult</th>
</tr>
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<tbody>
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</table>

Answers

Word in pairs to research two of the following business etiquette topics. Then, write a short paragraph about it.

- **Workplace etiquette**
- **Handshake etiquette**
- **Business dining etiquette**
- **General etiquette**

**Answers**

- Workplace etiquette: 7 / 9 / 10
- Handshake etiquette: 4 / 6
- Business dining etiquette: 2 / 5 / 8
- General etiquette: 1 / 3

**Answers**

- Students’ answers
Review (Units 10-12)

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 learned in the previous three units.

Explain that it is important for two reasons. Firstly, it will help them to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have not fully understood.

Answers

A

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

B

1 get along with 2 got together 3 gave away 4 find out 5 catch up 6 picked out 7 found out

C

1 nothing 2 anything 3 anywhere 4 someone

D

1 is 2 worries 3 has 4 allow 5 is 6 were

E

all / One / is / One / another / The others / stays / them / few / aspects / many / little / much

F

1 into; towards / 2 out; on / 3 out / 4 at; next to / 5 around; on / 6 until
Test 4 Answer Key

I
1 a Catseyes   b patent  c windscreen
2 Students' answers
3 Students' answers.

II
1 IT is the area of managing technology
2 programming languages
3 is the domain of IT
4 that has to be through a multimedia distribution mechanism
5 that include installing applications
6 well as managing and administrating entire systems
7 I forgot to mention that

III
1 for, over, before
2 for
3 to, to
4 to, from
5 on
6 in
7 for
8 with
9 about
10 to
11 to
12 before

IV
1 tidal / hydroelectric
2 tidal / hydroelectric
3 reliable
4 remote
5 shallow
6 near-shore

V
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