English for Starters
Vocational Stream
Girls’ Grade 12

Teacher’s Book
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Girls’ Grade 12

Teacher’s Book
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Contents

Student's Book Scope and Sequence 4
Introduction 5
Questionnaires 1-6 8
Unit 1 Drawing and Decoration 14
Unit 2 Home Economy 20
Sample Test 1 24
Unit 3 Preparing for an Exhibition 26
Review (units 1-3) Answer Key 32
Test 1 33
Unit 4 Machines and Equipment 34
Culture and Values 1 Global Warming 38
Sample Test 2 39
Unit 5 The Internet 41
Unit 6 Using Computers for Designing 47
Sample Test 3 51
Review (units 4-6) Answer Key 53
Test 2 54
Unit 7 Advertising 55
Unit 8 Marketing a Product 61
Culture and Values 2 Women in Business 65
Sample Test 4 66
Unit 9 Folk and Seasonal Fashion 68
Review (units 7-9) Answer Key 74
Test 3 75
Unit 10 Safety at Work 76
Sample Test 5 80
Unit 11 General Symbols 82
Unit 12 Latest Discoveries 88
Culture and Values 3 Desertification 92
Sample Test 6 93
Review (units 10-12) Answer Key 95
Test 4 96
## Students’ Book Scope and Sequence

<table>
<thead>
<tr>
<th>UNIT</th>
<th>LANGUAGE</th>
<th>NEW SKILLS</th>
</tr>
</thead>
</table>
| **1 Drawing and Decoration** (pp. 6-9) | **Language Functions**: giving opinion; giving reasons  
**Vocabulary**: words related to drawing and decoration  
**Grammar**: review of verb forms | identifying the meaning of words in context; identifying synonyms; practising word formation skills; giving a reading text a suitable title; distinguishing between true and false sentences |
| **2 Home Economy** (pp. 10-13) | **Language Functions**: giving explanations; giving examples; suggesting ways to save money  
**Vocabulary**: words and phrases related to home economy issues  
**Grammar**: future time clauses | finding the meaning of words from context; practising outlining skills; giving a reading text a suitable title |
| **3 Preparing for an Exhibition** (pp. 14-17) | **Language Functions**: giving opinion; giving explanations; giving reasons; giving advice  
**Vocabulary**: terms related to exhibitions and equipment used for making clothes  
**Grammar**: non-defining relative clauses | identifying problems and finding solutions for them; combining sentences to form non-defining relative clauses |
| **4 Machines and Equipment** (pp. 20-23) | **Language Functions**: comparing and contrasting crochet hooks and knitting needles; giving opinion; giving reasons  
**Vocabulary**: terms related to machines and equipment used for making clothes  
**Grammar**: modal verbs and the passive | talking about knitting; taking notes; identifying the purpose of a brochure |
| **5 The Internet** (pp. 25-28) | **Language Functions**: describing items; describing a process  
**Vocabulary**: terms related to online shopping  
**Grammar**: reported questions | writing email and web addresses; labelling a picture; rewriting contracted forms |
| **6 Using Computers for Designing** (pp. 29-32) | **Language Functions**: giving opinion; giving reasons  
**Vocabulary**: terms related to CAD  
**Grammar**: reporting verbs used in the negative; reporting verbs + infinitive | identifying synonyms; rewriting sentences as reported speech; looking up the definition of words in a dictionary |
| **7 Advertising** (pp. 35-38) | **Language Functions**: talking about things in general; talking about specific things; talking about preferences; making comparisons; selling a product; giving explanations  
**Vocabulary**: terms related to advertising  
**Grammar**: the second conditional | listening for identifying topics; extracting and matching vocabulary with their meaning; describing items; explaining about advertising media; role playing; matching titles and adverts with their description |
| **8 Marketing a Product** (pp. 39-42) | **Language Functions**: giving reasons; giving opinion  
**Vocabulary**: terms related to marketing  
**Grammar**: the third conditional | practising dictionary skills; distinguishing between true and false sentences; practising word formation skills; forming sentences in the third conditional; identifying the meaning of words from context |
| **9 Folk Costumes and Seasonal Fashion** (pp. 44-47) | **Language Functions**: giving opinion; giving reasons  
**Vocabulary**: word formation  
**Grammar**: tag questions | practising dictionary skills; practising critical thinking skills; giving the text a suitable title; identifying problems and finding solutions for them; identifying the meaning of words from context |
| **10 Safety at Work** (pp. 50-53) | **Language Functions**: giving reasons; giving examples; giving advice; giving opinion  
**Vocabulary**: terms related to safety  
**Grammar**: indefinite pronouns | identifying synonyms; talking about causes of fire and ways of preventing it; discussing various safety procedures |
| **11 General Symbols** (pp. 54-57) | **Language Functions**: comparing and contrasting containers and utensils  
**Vocabulary**: expressions with the word safe  
**Grammar**: prepositions | looking up words in a glossary; identifying antonyms; identifying symbols matching symbols with their meanings; completing a multiple choice activity; labelling a picture |
| **12 Latest Discoveries** (pp. 58-61) | **Language Functions**: giving opinion; making justifications; talking about new and important inventions; giving examples; giving explanations  
**Vocabulary**: words for important discoveries  
**Grammar**: sentence fragments; run-on sentences | identifying synonyms; rearranging steps in a process in order |
Introduction

*English for Starters Vocational Stream – Girls* is an English language course that has been produced and designed specifically for girls’ 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 course introduces students to a world of practical and useful skills; it assumes no prior knowledge of the skills described 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, practical 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 successfully interact with others in a social context.

*Reading*

Each unit has one main reading text. In addition, there are 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.

*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 and take notes on simple messages and routine transactions. Beginning with writing sentences, students progress through the course until they can write paragraphs.

*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 specific vocabulary relevant to various practical skills. The vocabulary section always relates to the topic of the unit 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 Girls’ skills and knowledge**

The course provides students with skills and knowledge related to everyday and women’s social life such as home economy and general symbols, using sewing machines and practical skills such as advertising, marketing a product and drawing and decorating etc.
D The components

*English for Starters Vocational Stream – Girls’ 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 and three sections entitled Culture and Values. The sections follow a regular pattern: after every four units, there is a Culture and Values section; for every three units, there is one Review section (at the end of units 3, 6, 9 and 12).

**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. After 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 is a glossary of new words that the students will 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 at the end of each even unit. 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 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 – Girls’*:

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

91 hrs

**Preparing to teach a unit**

Before teachers begin a new unit, they should study the Scope and Sequence page at the beginning of the SB to find out what grammar, functions, vocabulary and skills are taught in the unit. Then, 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 each unit is 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 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 can also be found 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 of 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 making lessons interesting and encouraging students to think for themselves. Finally, good teachers provide all students with plenty of opportunities to practise 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; they are giving students the opportunity to do something with the language. Therefore, after introducing the activity, the teacher is watching quietly, listening, noting problems for correction later and only interrupting 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

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 student autonomy.

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 activities to maintain their interest.

Many questions 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 many 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 tests sections provide extra exercises that allow students to revise the knowledge they have acquired in each unit. The teacher can use these exercises as an example from which to generate more exercises with any changes they see fit to suit students' needs.

H Teaching English for Specific Purposes

Teaching English for Specific Purposes (ESP) is teaching the language in specialised subjects. Learners often have different purposes for learning the English language whether it be English for Economics, English for Business, English for Secretaries or 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 ways in which it is learned.
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 and applied.

2 When acquiring a new talent,
   a you prefer when someone clarifies how to perform it.
   b you like to observe someone demonstrating how to perform it.
   c you 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 I want to make a replica,
   a you prefer to be instructed by someone either by reading or explaining the directions to you.
   b you prefer to do it according to a given picture.
   c you 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 in 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, you are a kinaesthetic learner.
Questionnaire 2: Improving Concentration

Answer the following questions 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

    Yes   No

15. I 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.
Questionnaire 3: 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”.

<p>| | | | |</p>
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<thead>
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<tbody>
<tr>
<td>1</td>
<td>I read the text with a predetermined purpose in mind.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>I revise the background knowledge about the given topic before actual reading.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>I stop reading every once and a while to check the meaning of a difficult word in the dictionary.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4</td>
<td>While reading, I make sketches related to the topic.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>5</td>
<td>I use context clues to understand the meaning of difficult words.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>6</td>
<td>While reading, I summarise the main ideas of the text either mentally or written.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7</td>
<td>After reading, I assess the efficiency of the reading strategy that I have used.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>I use various reading strategies.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>I make a brief research about the topic before reading to collect some background knowledge.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>10</td>
<td>I read difficult texts more than once to make sure that I understood them.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11</td>
<td>I practise reading aloud when reading a difficult text.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>12</td>
<td>My reading speed is directly influenced by the level of difficulty of a reading text.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>After reading the text, I try to paraphrase the key ideas or to formulate questions about the data presented in the text.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>14</td>
<td>I take notes while reading.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>I highlight important terms and ideas.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>I mark any text if not fully comprehended to return to after finishing the rest of the passage.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>17</td>
<td>I refer to the visual aids and illustrations before and after reading.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>I engage with the author’s ideas in order to agree or disagree with them.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>I gather for collaborative learning and group discussion.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>I refer to the text to guess the meaning of unfamiliar words.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>I make a list of key words essential to the text.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>22</td>
<td>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.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>I put the ideas into mental pictures.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>I make a diagram of the text based on the ideas of the author.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>I’m committed to the preplanned study plan of a sitting.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>I take short breaks when feeling tired.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>I revise the main titles and key ideas of the text after reading.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>I mark the section after failing to remember anything from it.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>I read marked sections during the next sitting.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>I clarify vague ideas with a friend or an instructor before moving on to something else.</td>
<td>1</td>
<td>2</td>
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Questionnaire 4: 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 am able to recognise cues that indicate that the information discussed or presented is important.
    Always   Sometimes   Never

14 I rewrite my notes in my own words.
    Always   Sometimes   Never
Questionnaire 5: 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.

NUMBER OF A’s and B’s _____

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 half an 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.

NUMBER OF A’s and B’s _____

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.

NUMBER OF A’s and B’s _____

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 notes 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.

NUMBER OF A’s and B’s _____

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 lesson?
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?

NUMBER OF A’s and B’s _____

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.

NUMBER OF A’s and B’s _____

STUDY HABITS 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
Questionnaire 6: 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.
A Dialogue

1

Allow time for students to read the dialogue silently.

Explain any new vocabulary.

Ask students to read the questions and look for the answers in the dialogue.

Check answers as a whole class.

Answers

1. Four; removing unwanted furniture, having a new coat of paint, choosing a theme for the room; decorating the room with carpets, small accessories and plants

2. tidying up

3. a. impact  b. theme  c. coat  d. plump up  e. carpet

2

Put students in pairs and allow them time to discuss the question.

Go round and offer help where necessary.

Answers

Students' answers

Lesson Two

Learning Objectives

■ Identifying the effect of black colour on human psychology
■ Demonstrating understanding of a listening text by completing a gap–
fill exercise

B Listening

3

Ask the students to read the gapped paragraph and think about what words might go in the gaps. However, ask them not to complete them yet.

Play the recording and ask the students to listen and complete the gaps. You may need to pause the recording or play it more than once to give them time to complete the task. Check answers with the class and then ask a volunteer to read the complete text.

AudioScript

Studies in environmental psychology suggest that colour itself does not have an effect on us, but our perception of that colour does. To some people, black, for example, represents stability and elegance. To others, it represents death and to some others it represents purity.

If three people with different conceptions of black are in a room where everything is black, each could react differently. One might feel stable and elegant, another might be depressed and the third might feel good. But what dictates our perceptions of a colour in life? Is it our culture, our personal experiences or a combination of both?

Answers

1. perceptions  2. death  3. purity  4. conceptions  5. depressed  6. good

Activity Book page 3 exercises 1 and 2
B Listening

Listen and complete the text.

Studies in environmental psychology suggest that colour itself does not have an effect on us, but our (1) ______ of that colour does. To some people, black, for example, represents stability and elegance. To others, it represents (2) ______, and to some others it represents (3) ______. If three people with different (4) ______ of black are in a room where everything is black, each could react differently. One might feel stable and elegant, another might be (5) ______, and the third might feel (6) ______. But what dictates our perceptions of a colour in life? Is it our culture, our personal experiences or a combination of both?

C Vocabulary

Complete the sentences by using the words in brackets in their proper form.

1. A (paint) ________ specialising in ceramics must wash ceramic surfaces with water prior to painting.
2. I use a silicone-based (adhere) ________ that dries quickly.
3. The (décor) ________ of the bathroom may include a simple (draw) ________ of the soap dish.
4. Take time to plan (furnish) ________ your house.
5. After the (paint) ________ is completed, great care has to be taken because the outlines are susceptible to damage.
6. You can use some modern colour palettes such as citrus and cherry red for (décor) ________ your house.

D Grammar

Review of the Verb Forms

Simple Present
It expresses an unchanging, repeated or recurring action or situation. It can also represent a widespread truth.

Example
He works as an interior designer. (Unchanging state)

Example
Every year, the art teacher selects the best drawings. (Recurring action)

Example
Mona Lisa is one of Leonardo Da Vinci’s famous paintings. (Widespread truth)

Simple Past
It 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.

Example
The Renaissance Movement influenced art. (Regular form)

Example
In 1891, fifteen of Monet’s paintings were sold. (Irregular form)

Future
It 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 + the base form of the main verb.

Example
The manager of the art exhibition will finish her term in May. (Regular form)

Example
The artist is going to display his sculptures in the art gallery. (am, is, or are + going to)

Example
The new art gallery opens tomorrow. (The present tense of the main verb with an adverb or adverbial phrase to express future, e.g. tomorrow)

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. 87 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. 27 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 Four

Learning Objectives

- Distinguishing among tenses
- Contrasting the meaning of sentences depending on the tense used

Grammar review of verb forms

D Grammar

Tell the students that this exercise helps them revise and recycle verb tenses, introduced in grades 10 and 11. Ask the class to answer the first question with your guidance, if needed, to make sure they remember and understand the grammar rules.

Allow time for students to answer the other questions alone.

Go around the class to check progress and offer help where necessary.

 Invite volunteers to read their answers aloud.

Answer

2 a She arrived at the gallery twenty minutes ago.
   b She stayed at the art gallery for twenty minutes and then left.

3 a They discussed the proposal and made a decision after the painter had arrived.
   b They had discussed the proposal and made a decision before the painter arrived.

4 a He sent 1000 SYP after he had promised to give them 2000 SYP.
   b He sent 1000 SYP before he promised to give them 2000 SYP.

Activity Book page 4 exercises 3 and 4

Extra Activity

Put the verb in brackets in the correct tense.

1 She (change) the decoration of her house on a regular basis.
2 She (buy) a painting a few days ago.
3 I (look) for the canvas when drops of paint (fall) on the table.
4 She (work) as an interior designer for two years.
5 She (change) the decoration of her house on a regular basis.
6 Even though she (feel) ill yesterday, she managed to finish making the mosaics.
7 When I (be) with her, we often (talk).
8 What colour you (choose) if I asked you?
9 I (want) to visit you yesterday, but you (not be) home.
10 It (go / rain), so bring the painting inside.
11 We have all the paint we need. The room (look) brighter soon.
12 She (go / decorate) the living room first, but she changed her mind.
13 I (wait) for the wall to dry for a couple of hours.
14 After she (see) the colourful mosaics, she decided to learn how to make one herself.
15 Wait a minute, I (hang) the painting for you.

Answers

1 changes
2 bought
3 was looking, fell
4 will make
5 has worked
6 had felt
7 am, talk
8 would you choose
9 wanted, were not
10 is going to rain
11 will look

Present Continuous
It describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using am, is or are with the main verb form ending in -ing.
Example: Our art teacher is teaching us organic art using food, flowers and grass.

Past Continuous
It describes a past action which was happening when another action occurred. This tense is formed by using was/were with the main verb form ending in -ing.
Example: The carpenter was carving a wooden log when the chisel got broken.

Present Perfect
It describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using has/have with the past participle of the verb. Most past participles end in -ed. Irregular verbs have special past participles that must be memorised.
Example: Researchers have travelled to many countries in order to collect more significant data.

Past Perfect
It describes an action that took place in the past before another past action. This tense is formed by using had with the past participle of the main verb.
Example: By the time the decorator arrived, the clients had already left.

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

Example

1 a That artist carves wooden statues.
   b That artist is carving wooden statues.

Sentence a means that the artist carves wooden statues as his job, whereas in b the artist is carving wooden statues now.

2 a She has been in the art gallery for twenty minutes.
   b She was in the art gallery for twenty minutes.

3 a When the painter arrived, we discussed the proposals and made a decision.
   b When the painter arrived, we had discussed the proposals and had made a decision.

4 a He promised to give us 2000 SYP, and he has already sent 1000 SYP.
   b He promised to give us 2000 SYP, and he had already sent 1000 SYP.

E Speaking

Work in pairs. Discuss how the colours of the ceramic teapot in the picture influence your mood.
Reading

Read the following article from Do It Yourself magazine then answer the questions.

Anyone can make dazzling colourful mosaics. You can use your imagination to create attractive and functional objects for your home. Mosaics allow you to decorate furniture or create totally abstract pieces of art.

The basic method for all mosaics is collecting small pieces (tesserae) of hard material and setting them into grout on a suitable base. Grout is the cement-like substance used to fill the gaps between the tesserae and make the surface level while strengthening the mosaic at the same time. While tesserae used to be small square pieces of ceramic, they now can be made from ceramic, rubber, wood, glass, metal or old plates.

There are two ways to make mosaics: the direct-grout method and the adhesive method. The direct method is quick but doesn’t allow you to see the pre-design. In the adhesive method, you can follow a design but this is more messy as you have to lay the grout over the tesserae into the gaps.

Trust us, use your imagination, believe in yourself and you’ll have fun!

Questions

1. Which of the following is the most suitable title for the article?
   a. Using China Mosaics
   b. How to Make Mosaics
   c. Pattern Coordination

2. Which of the following is the most suitable definition for the word mosaic?
   a. a pattern produced by the arrangement of small pieces of a hard material
   b. an arrangement of colours that represents a theme

3. Is the following sentence true or false? Discuss.
   One can transform anything like mirrors, tables and walls with just a few tools and techniques.

4. Read the following instructions and decide which belongs to the direct method and which to the adhesive method. The first sentence is a clue.
   a. Draw your design onto the base. Apply the tesserae one at a time by putting the adhesive on the tesserae and attaching it to the base. Then mix the grout and push it into the gaps. Clean the tesserae then leave the mosaic to dry.
   b. Before starting, have a design in mind or an image that inspires you. Prepare the base, mix the grout and apply it directly to the base in a small area. Then push the tesserae into the grout to form the pattern. Let it dry then polish it.

Activity Book page 5 exercises 5, 6 and 7

Activity Book Answer Key

Unit 1, page 3 exercise 1
A
1. collections 2. draw 3. classical / functional 4. decorated 5. existing
B
1. f / 2. e / 3. a / 4. d / 5. b / 6. c

Unit 1, page 3, exercise 2
1. the best quality furniture
2. just because of its print or texture
3. the furniture last longer
4. doesn’t serve a function
5. mismatched furniture
6. to have long-term value

Unit 1, page 4, exercise 3
1. Did you forget to call the furniture company yesterday?
2. He didn’t have to speak to the interior designer because she had already phoned him.
3. In the future, will it be usual for painters to spend a lot of time on one painting?
4. In the past, she used stretched fabric with silk chiffon to make upholsteries for the dining room chairs.
5. When the artist started carving the ice, it had already melted.

Unit 1, page 4, exercise 4
1. a. False. Don’t let anyone else take the final decision with you.
   b. False. The first step is to know about your personal style.
   c. True
d. True

2. Students’ answers

Unit 1, page 5, exercise 5
Students’ answers

Unit 1, page 5, exercise 6
Students’ answers

Unit 1, page 5, exercise 7
Students’ answers
Teaching Tips

Introduction to study skills

On one hand, 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. 8 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 various learners.

A Visual learners

In general, students who have a visual learning style 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 sit in the front row of the class because they understand better if they see the teacher’s body language and facial expressions. Visual learners may get bored in a long lecture but they tend to take detailed notes. If your students have a visual learning style, encourage them to follow these tips. Advise learners when studying to:

- have a highlighter with them so that they can mark different key ideas.
- organise the notes that they have taken in class in mind maps (See p. 46 for a description of mind maps).
- use a computer or video while they are learning.
- recite to themselves information that they have memorised in writing.
- write key vocabulary on flashcards (See p. 41 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 the tone, pitch and speed of their voices. Finally, auditory learners can benefit from constant repetition of the 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 hand 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.
- make the studying process more physical. For example, they can read their book while they are exercising on an exercise bike.
- use strategies such as the RST or SQ3R 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. 2 – 2 for details on SQ3R and RST methods).
- arrange their class notes in mind maps as this will facilitate retention (See p. 46 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, advise them to:

- write full sentences when they are taking class notes (See p. 30 for details on note taking).
- rewrite important terms and ideas several times when reviewing for a test as this will help reinforce the information in their long-term memories.
- to rephrase their class notes after each lesson in their own words because it would be easier for them to remember their own words than the teacher’s wording.
- come to class prepared by reading the target lesson at home before they come to class the following day.
- have pencils or pens in their hands so that they can underline key terms or take margin notes as they are reading.

E Logical learners

Logical learners often tend to learn by classifying and grouping information under logical 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 among 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 advise them to:

- join study groups (See p. 87 for information on study groups). When studying in a group, students will have the opportunity to share information with their classmates.
- 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.
- participate in class and group discussions.
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

C Methods based on flashcards

D Methods based on the use of keywords

E Methods based on visual imagery; mind maps

F Methods based on mnemonics

G Methods based on exam strategies

H Methods based on time management and organisation

Factors which enhance retention

Several factors play a significant role in enhancing students' level of retention. One of the main reasons for forgetting information that's 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 of 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.

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 students' 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.

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 for 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 for 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 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 vice versa.
Home Economy

Lesson One

Learning Objectives
- Identifying the meaning of words from context
- Identifying ways of cutting down the grocery bill
- Talking about shopping habits

A Dialogue

1. Tell the students that they are going to read a conversation between a lady and an expert in home economics. Allow time for students to read the dialogue silently.
2. Give the students the opportunity to ask you about anything that they didn’t understand.
3. Ask students to work individually and answer the comprehension questions.
4. Check answers by asking volunteers to read their answers aloud.

Answers
1. a cut down  b peculiar  c expenses  d non-perishable
2. No, because one spends more.
3. Yes. She asked questions to clarify ideas and she gave an example.

Lesson Two

Learning Objectives
- Arranging items in a table
- Demonstrating understanding of a listening text

B Listening

1. Tell the students that they are going to listen to some useful instructions about the use of some home cleaning products. Explain to them that they need to listen closely for the information they need to complete the table and not to worry about other details. Tell them that they should complete the table by placing a check in the correct box.
2. When the students have completed the task, ask them to check their answers in pairs.
3. Then take responses from individual students reporting back to the whole class.

Audioscript

1. Use a mixture of bicarbonate of soda and vinegar in equal parts to unblock a drain.
2. Apply a mixture of bicarbonate of soda and toothpaste on a damp cloth to remove water rings or spots from wooden furniture.
3. To clean your windows, use vinegar and warm water.
4. To clean your oven, mix ammonia and water in a spray bottle and spray.
5. Use baking soda and salt in equal parts with plenty of boiling water to clean your sink.
6. Mix vinegar and water in equal measure to spray on ants to kill them instantly.

Answers

<table>
<thead>
<tr>
<th></th>
<th>To kill ants</th>
<th>To clean the oven</th>
<th>To unblock a drain</th>
<th>To clean the sink</th>
<th>To clean windows</th>
<th>To clean furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicarbonate of soda and vinegar</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ammonia and water</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three

Learning Objective

- Identifying the meaning of words from context

C Vocabulary

4

- Give the students a few minutes to read the gapped text and think about which word completes each sentence.
- Students complete the task individually.
- Check answers with the class.

Answers

1 Dining out  2 delicious meals  3 the ingredients  4 at restaurants  5 starters  6 desserts  7 the leftovers

Teaching Tips

Proofreading errors in mechanics

Capitalisation:

a The first letter of proper names that indicate the names of persons, places and things should always be capitalised. Example: persons: Huda, Mazen places: Damascus, Syria, Souk Al-Hamideyeh 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.

b 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

c Capitalise the official title of a person when it’s used with the person’s name. Example: Did Lama talk to Doctor Farah?

d 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.

a The hyphen is used in prepositional phrase combinations. Example: brother-in-law, door-to-door, attorney-at-law, etc.

b The hyphen is used to form compound adjectives when used before a noun, but when a compound adjective follows the noun, no hyphen is used. Example: He is a good-looking kid.

c The hyphen is used in compound numerals and fractions. Example: twenty-five years old, three-fifths, etc.

d The hyphen is used between some prefixes and nouns or adjectives and always between the prefix and a proper noun or proper adjectives. Example: Pro-American (adjective), Ex-president (noun)

e The hyphen is used to take the place of the preposition ‘of’ in figures indicating an extension. Example: 2-6; November-July (in both cases is replaced with a hyphen)

f The hyphen is used to divide a word at the end of the line.
Lesson Four

Learning Objectives
- Practising forming future time clauses
- Using future time clauses in context

Grammar
future time clauses

D Grammar
5
- There are various ways of doing this task.
- You could do it orally with the whole class or tell the students to do it individually or in pairs first.
- Check answers as a whole class.

Answers
2 leave, will unplug
3 will buy, gives
4 moves, will get
5 finds, will do
6 will search, book
7 will not buy, allows

Activity Book page 7 exercises 3 and 4

Mini-Grammar + Extra Activities

A time clause begins with when, as soon as, before and after. Remember we have future simple, future progressive and future perfect tenses. Don’t forget when we have time clauses, the verb in the time clause is usually in the present tense not in the future tense.

Activity 1
Circle the word that best completes each sentence.
1 If / Until you dine at home instead of a restaurant, you will save a lot of money.
2 She will not go shopping as soon as / unless she needs something very important.
3 He will turn off the light as soon as / unless he leaves the room.
4 You will close the fridge door after / before you take out what you need.
5 He will save enough money unless / before he goes to university.
6 Your salary will not last until the end of the month if / unless you spend it wisely.
7 Before / As soon as I go to the supermarket, I will prepare a shopping list so that I don’t buy things that I don’t need.

Activity 2
Fill in the blanks with if / unless / until / as soon as.
1 You will make changes to your shopping habits ________ you read this article about grocery lists.
2 ________ people choose well-priced items while shopping, they will keep having problems with cutting off their expenses.
3 It is said that people usually buy more food ________ they go shopping after having a meal.
4 I’m sure customers will be interested in buying items with special offers ________ they see them.
5 Make sure not to buy any item ________ you notice its date is expired.
6 ________ you fail to manage your expenses on your own, we can consult an expert on home economy.
7 I’m not going shopping ________ I have a long list of things to buy.
8 I will postpone renting a room ________ I find a roommate to share the expenses with.

Answers
Activity 1
1 If 2 unless 3 as soon as 4 after 5 before
6 unless 7 before

Activity 2
1 as soon as 5 if
2 Unless 6 if
3 unless 7 until
4 as soon as 8 until
If you are looking for ways to save money at home, there are two significant factors you should think of. The first is related to power saving which is reflected on your electricity bill. You should always turn off the lights where they are not needed and when you leave a room. Don’t keep the television set and radio on if you’re not watching a programme. Keep the refrigerator door closed if you’re not sure what food you need to get out of it. Try to accommodate yourself in hot or cold weather by using a fan or blankets instead of using air conditioning or heaters. The second factor is related to reusing items at home. Use the plastic grocery bags as garbage bags. Food cans and jars can be used as food containers, vases or gadgets. You can turn unwanted or old clothes into cushion covers or cleaning cloths. Use these tips and save your pennies!

Questions

1. Suggest a suitable title for the article.

2. Place the ideas of the article in the following outline.

   Factor 1: ____________________________
   Example 1: ____________________________
   Example 2: ____________________________
   Example 3: ____________________________
   Example 4: ____________________________

   Factor 2: ____________________________
   Example 1: ____________________________
   Example 2: ____________________________
   Example 3: ____________________________
   Example 4: ____________________________

3. Suggest other factors and examples that you could use to save money at home.

4. Match the following captions or brief descriptions with the pictures below.
   a. woman closing the fridge door
   b. woman switching off the light
   c. woman putting a bag in a garbage bin
      1 ____________________________ 2 ____________________________ 3 ____________________________

Answers

1. Students’ answers

2. Factor 1: power saving
   Example 1: turn off unneeded lights
   Example 2: turn off TV and radio
   Example 3: close refrigerator door
   Example 4: don’t overuse air conditioning or heaters

Factor 2: reusing items
   Example 1: reuse plastic bags (for garbage)
   Example 2: reuse cans and jars
   Example 3: reuse old clothes

3. Students’ answers

4. a 2 / b 1 / c 3

Activity Book page 8 exercises 5, 6 and 7
I Reading
Read the text and answer the following questions.

Women who are skilled at sewing and repairing clothes can put their talent into practice and make use of it in decorating their homes. For example, a pair of expensive jeans does not need to be thrown away because it is out of fashion. Instead of disposing it, you can practise your sewing skills and transform it into something that you could use to decorate your home. For example, you may cut pieces of fabric from the legs, sew the edges around and use them for curtains tie backs.

In addition to the above, it is amazing how patterns of embroidery and needlework can change the look of any piece of clothing. You can easily make adjustments to any old piece of fabric to make beautiful pillows that add beauty to your room at a very cheap cost. Sewing and embroidery projects are not only fun to do, they can also be beneficial in home economy.

Questions
1 What does the author mean when he says: Sewing and embroidery projects are not only fun to do, they can also be beneficial in home economy?
2 Find a word in the text that means throw away.
3 Give examples from the text of how old fabrics can be used?
4 Give the text a suitable title.

II Vocabulary
Match the words in column A with their examples in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 colour</td>
<td>a sofa</td>
</tr>
<tr>
<td>2 adhesive</td>
<td>b one slice of pizza</td>
</tr>
<tr>
<td>3 delicious meals</td>
<td>c Mouhammara</td>
</tr>
<tr>
<td>4 drawing</td>
<td>d blue</td>
</tr>
<tr>
<td>5 leftover</td>
<td>e Tabbule and Kebbe</td>
</tr>
<tr>
<td>6 starters</td>
<td>f glue</td>
</tr>
<tr>
<td>7 decoration</td>
<td>g cake</td>
</tr>
<tr>
<td>8 ingredients</td>
<td>h embroidered table cloth</td>
</tr>
<tr>
<td>9 furniture</td>
<td>i oil painting</td>
</tr>
<tr>
<td>10 dessert</td>
<td>j mushrooms, olives and cheese</td>
</tr>
</tbody>
</table>

III Grammar
A Put the verbs in brackets in the correct tense.

1 She [start] _______ painting tomorrow morning.
2 My mother [talk] _______ to the interior designer now.
3 My aunt [be] _______ a talented dress maker.
4 She [make] _______ new designs yesterday, but she can’t find them anywhere.
5 She [buy] _______ some needlework tools when she met the manager of the gallery at the store.
6 She [begin] _______ cutting the drapers before the customer changed his mind.
7 My sister [design] _______ living rooms for five years.

B Make necessary changes to correct the following incorrect sentences.

1 If winter comes, we will wear warm clothes and not turn the heating very often.
2 After leaving the house, I will make sure to turn off the lights.
3 I will turn off the water before I finish my shower.
4 When I manage to plan my budget better, I will try to save some money.
5 Until I get a raise, I will have a savings account.

IV Writing
Write a paragraph about suggestions that would help your family cut some expenses. Mention some reasons why you think those are beneficial suggestions and what are the changes that you would notice.
**Answer Key Sample Test 1**

I
1 Students' answers
2 Dispose
3 You may cut pieces of fabric from the legs, sew the edges around and use them for curtain tie backs. You can also easily make adjustments to any old piece of fabric to make beautiful pillows.
4 Students' answers

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

III
A
1 will start 2 is talking 3 is 4 made 5 was buying 6 had begun 7 has designed
B
1 When 2 Before 3 as soon as 4 After 5 If

IV
Students' answers
Lesson One

Learning Objectives
- Identifying problems and finding solutions for each problem
- Talking about personal experiences in preparing an exhibition
- Identifying synonyms
- Identifying the meaning of words from context

A Dialogue

1
- Give students time to practise reading the dialogue in groups and then in pairs.
- Make sure that students understand the vocabulary used. Explain difficult vocabulary.
- Point the students' attention to the questions, then allow them time to read the dialogue again and look for the answers.
- Check answers as a whole class.

Answers
1 two ladies organising a local exhibition in their hometown
2 They're facing the problem of space if more ladies sign up.
3 Yes, to make stands smaller and to rent a land
4 register, sign up
5 option: a thing that is or may be chosen
   adjacent: next to

2
- Allow time for students to discuss the question in pairs.
- Go around and monitor students' answers.

Answers
Students' answers

Lesson Two

Learning Objectives
- Demonstrating understanding of a listening text by completing a gap-fill exercise
- Identifying the dos and don'ts of preparing an exhibition

B Listening

3
- Tell the students that they are going to listen to some useful ideas in the preparation of an exhibition and that they should use the information they hear to complete the sentences.
- Play the recording as many times as necessary.
- Then check answers with the class.

Answers

Audioscript

The following are some tips to help you become a better exhibitor.
Be cheerful, but don't get too informal with the customers.
Be welcoming, but don't ask questions like: Can I help you?
Be relaxed, but don't have close friends standing with you.
Be comfortable, but don't eat and drink at your stand.

Answers
get too informal with the customers.
ask questions like: Can I help you?
have close friends standing with you.
eat and drink at your stand.

4
- Tell students that they are going to listen to the same recording of exercise 3.
- Play the recording again stopping at intervals to allow students time to explain the four don'ts.
- Check answers as a whole class.

Answers
Students' answers

Activity Book page 9 exercises 1 and 2
Preparing for an Exhibition

C Vocabulary

Complete the sentences by using the correct form of the words in brackets.

1. An _______ _______ serves as an _______ _______ environment to present your _______.
2. An exhibition could serve as a _______ _______ with other _______.
3. It’s very important that you find an _______ _______ way for your products to be _______.
4. To choose your stand, a _______ _______ position where most _______ _______
5. While preparing for the exhibition, the _______ _______ should pay attention to the _______ _______ of goods.
6. Upon the closing of the exhibition, please organise the transport and _______ _______ of the _______ _______.
7. Banners stands are ideal for _______ _______ _______ (promote) _______ (receive) _______ areas or for _______ _______ _______ and exhibitions.
8. Our company offers its _______ _______ _______ and _______ _______ _______ display units _______ suit any _______ _______ or exhibition.
9. A show _______ _______ _______ will offer you a _______ _______ _______ which (typical) _______ _______ _______.
10. With a _______ _______ _______ _______ _______ _______ products and services, we can create the _______ _______ _______ in order to _______ _______.

Work in pairs. Make a list of items that you might see in an exhibition.

Lesson Three

Learning Objectives

- Practising word-formation skills
- Identifying parts of speech of various words
- Listing items that one might see in an exhibition

C Vocabulary

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

Answers

1. exhibition, effective
2. competition, producers
3. attractive, displayed
4. central, visitors
5. exhibitors, transportation
6. removal, exhibits
7. promotion, reception
8. stylish, presentation
9. organisation, typically
10. selection, maximise, presentation

Answers

Students’ answers

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 students’ brains to shift into a study mode, they should study in the same location. In this way, you will trigger their ability to focus.

2. Encourage students to put inspirational objects in their study place. Those could be photos of family and friends, a well-known quote or their favourite singer or actor to motivate them to study effectively (See p. 15 details on creating motivation).

3. Select the appropriate furniture. To begin with, students should select a large table or desk. This is preferable to be an L-shaped table to have a space for their computers, books, papers and stationery, where they will be able to reach them all. Then they should choose a comfortable chair. A rotating one is so practical and timesaving to reach 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 the 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. Tell students to place something to eat and drink near them in order to maintain the stability of blood sugar. Avoid junk food, food with high calories and those filled with sugar. Although these will provide them with sudden energy, they 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 studies.

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

7. Tell students to 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 them from studying properly, they should either switch it off or remove it completely.

9. Prevent students to change topics, tasks, exercises or location the moment they lose interest or get exhausted and abstain from studying if they aren’t being anymore effective.
Lesson Four

Learning Objectives

- Practising forming non-defining relative clauses.
- Identifying relative pronouns

Grammar

non-defining relative clauses

D Grammar

7

- Either present the information from the box yourself with the help of the blackboard, or tell the students to study the information in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Get choral and individual repetition of the examples.
- Allow time for students to complete the task individually relying on the information in the box.
- Check answers with the whole class.

Answers

1. “Exhibition” comes from the Latin root exhibere, which means “hold out”.
2. Invite key people from local organisations, who share an interest in art or the topic of the exhibition.
3. Your open reception serves several purposes, which are to welcome the public and friends, deepen the viewer’s experience of the artwork and make connections between the artist and the community.
4. It is important to give the art exhibition a name, whose theme comes from picking one painting and working the promotional materials around it.

Activity Book page 10 exercises 3 and 4

Extra Activities

Activity 1
Fill in the blanks with the correct relative pronoun. Sometimes more than one answer is possible.

1. This is the exhibition ________ I told you about.
2. My friend ________ is also my colleague at work was at the exhibition.
3. The man ________ hired many stands had two assistants.
4. He had prepared an exhibition ________ made him well-known.
5. She consulted an expert ________ gave her great ideas on how to attract customers’ attention.
6. The man ________ stole the small painting was her cousin.

Activity 2
Study the situations and then decide whether a defining or non-defining clause is needed to describe each situation.

1. I have three brothers.
   a. My brother who hired few stands at the exhibition brought me the tickets.
   b. My brother, who hired few stands at the exhibition, brought me the tickets.
2. Bob’s mum played the violin in the exhibition.
   a. Bob’s mum who is a musician played the violin at the exhibition.
   b. Bob’s mum, who is a musician, played the violin at the exhibition.
3. My friend Jane is helping many prepare their exhibitions.
   a. My friend Jane whose husband is Canadian is helping many prepare their exhibitions.
   b. My friend Jane, whose husband is Canadian, is helping many prepare their exhibitions.

b My friend Jane, whose husband is Canadian, is helping many prepare their exhibitions.
4. Mr Robinson is very famous.
   a. Mr Robinson whom I met at the fair is a famous man.
   b. Mr Robinson, whom I met at the fair, is a famous man.
5. Tamara is taking part in two exhibitions. Both of them are held downtown.
   a. Tamara’s exhibitions which will soon be open for the public are held downtown.
   b. Tamara’s exhibitions, which will soon be open for the public, are held downtown.
6. Kevin is taking part in four exhibitions. Two of them are held downtown.
   a. Two of Kevin’s exhibitions, which are held downtown, are open for the public.
   b. Two of Kevin’s exhibitions, which are held downtown, are open for the public.

Activity 3
Decide if the relative pronouns in the following sentences are used properly in the following sentences. Correct the false ones.

1. The man which prepared the exhibition is very old.
2. The painting which is displayed in the new exhibition is very expensive.
3. Where is the painting who everyone is talking about?
4. The items which are on this stand are not for sale.
5. The man who is wearing a blue shirt will guide you to the stand you are looking for.

Answers

Activity 1
1. which / that 2. who 3. who 4. which / that 5. who 6. who
7. which / that 8. who

Extra Activities

Activity 2
1. I have three brothers.
   a. My brother who hired few stands at the exhibition brought me the tickets.
   b. My brother, who hired few stands at the exhibition, brought me the tickets.
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5. The man who is wearing a blue shirt will guide you to the stand you are looking for.

Answers

Activity 1
1. which / that 2. who 3. who 4. which / that 5. who 6. who
7. which / that 8. who
Preparing for an Exhibition

Work with a partner and discuss the following picture of an open-air exhibition.

Reading

Read the following paragraph to help you plan for an exhibition and answer the questions.

In an exhibition, you can demonstrate the skills and services you have to a large number of customers, so you need to have a good plan to achieve success. First, you need to define your objective. Do you want to get some feedback about your product? Do you want to sell and gain profit? Do you want to gain a good reputation? Next, you should set your budget. You need to think of the stand hire, transport costs and the cost of any staff you need to hire to help you. Then, you need to book your stand well ahead of time to ensure a good site. Finally, you must decide on what products to exhibit. Pick the best items you have. It’s your opportunity for professional success.

Questions
1. What could the objectives of an exhibition be?
2. What do you need money for when preparing an exhibition?
3. Is it important to book a stand ahead of time? Why?
4. Does the article give good advice for any product or items (paintings, handmade clothes, jewellery, ceramics…)?

Activity 2

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

Activity 3

1. incorrect; The man who prepared the exhibition is very old.
2. correct
3. incorrect; Where is the painting which everyone is talking about?
4. correct
5. correct

Activity Book pages 10 and 11 exercises 5 and 6

Answers

1. to get feedback, to sell or to gain profit and to gain reputation
2. for stand hire, transport of goods and staff to hire
3. Yes, to ensure a good site
4. Yes. Students’ answers

Unit 3, page 9, exercise 1
1. attractive 2. visitor 3. need

Unit 3, page 10, exercise 2
Students’ answers

Unit 3, page 10, exercise 3

A
1. An exhibition, which is a public display for your art work, is a distinguished way for your name and work to be known.
2. International art exhibitions are held mainly in Italy and France, where guest painters usually come from.
3. Stands’ lights, which are essential components in an exhibition, will maximise the effect of the displayed paintings.
4. The photographer has already chosen his exhibition theme, whose aim is to compare and contrast the cycle of the seasons with life’s cycle.
5. Sara Shammas, who is a Syrian painter, born in Damascus, said that feeling painting is like feeling music.
6. The gallery, where your art work will be exhibited, can be either a solo exhibition or a display for many artists.

B
Students’ answers

Unit 3, page 10, exercise 4
a. 3 / b. 1 / c. 5 / d. 2 / e. 4

Unit 3, page 10, exercise 5
Students’ answers

Unit 3, page 11, exercise 6
Students’ answers
Teaching Tips

Types of study skills (cont.)

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 rewriting 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</td>
<td>Skim your notes from the</td>
<td>* Students can recall the explanation.</td>
</tr>
<tr>
<td>class</td>
<td>previous lecture</td>
<td>* They are ready to absorb new material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* The teacher can build up on previous material.</td>
</tr>
<tr>
<td>During</td>
<td>Taking notes</td>
<td>* Students must be alert to key ideas and repetitions.</td>
</tr>
<tr>
<td>class</td>
<td></td>
<td>* They can keep track if they use consistent abbreviations, symbols and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>short sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* They can mark unclear ideas using a question mark.</td>
</tr>
<tr>
<td>After</td>
<td>Rewriting notes</td>
<td>* Students should rephrase their notes, including all the abbreviations.</td>
</tr>
<tr>
<td>class</td>
<td></td>
<td>* 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 about what is important to note 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 amount of time the instructor spends on points and the number of examples he or she uses.
   D Word signals (e.g. T he 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, using graphic organisers...etc.

3 Prompt students to use abbreviations and symbols.

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

5 Advise students not to use all the space on the page. Leave room for coordinating their notes with the text after the lesson.
Teaching Tips

Types of study skills (cont.)

*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 the 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 dos 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 the 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. This helps the students understand the material better. 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.
Review (Units 1-3)

Match the words with their definitions.
1. perception
   - a likely to decay or go bad quickly
2. susceptible
   - unusual
3. occasional
   - put into effect
4. reliable
   - practical
5. drain
   - largely responsible
6. renewable
   - a channel or pipe carrying off surplus liquid

Explain that review units are important for two reasons. Firstly, they help students to remember what they have learned, and secondly it is an opportunity to ask questions and clarify anything that they have to unit 3.

Students’ answers

Learning Objective

Oral / written revision and consolidation of language from unit 1 to unit 3

Warm-up

Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learned in the previous three units.

Explain that review units are important for two reasons. Firstly, they 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 h 3 a 4 g 5 d 6 b 7 i 8 f 9 j 10 c

B
Students’ answers

C
Students’ answers

D
Fill in the blanks with the correct form of the verb in brackets.
1 If you (economise) __________ electricity use, your electricity bill (drop) __________.
2 I (start) __________ making beautiful mosaics as soon as I (take) __________ a vacation.
3 After (implement) __________ the interview between the decorator and the interviewer, I (vandalise) __________ my house.
4 I (stop) __________ artefacts only when they (be) __________ on sale.
5 You (save) __________ money if you always (eat) __________ at home.
6 We (put up) __________ a sign for registration as soon as we (start) __________ the preparation for the exhibition.

Combine the second sentence with the first, using a non-defining relative pronoun.

1 An exhibition will demonstrate the skills and services of a large number of customers successfully. An exhibition must have a good plan.
2 A businessman must study the cost of the hired stand, staff and transportation. A businessman thinks of making profits.
3 There were many friends at the exhibition. I had known them for years.
4 Stocking up on well-priced, non-perishable food is a good strategy. It makes savings in grocery shopping.
5 You need some unwanted furniture to open up the space in any room. This is a basic “cleaning up” tip.

E
1 saving, reusing 2 turn off 3 television, radio 4 refrigerator 5 blankets, fans, air conditioning 6 grocery bags, vases 7 old clothes

F
1 was decorating, fell, broke 2 removed 3 give 4 mastered

G
1 economise, will drop 2 will start, take 3 listen, will redecorate 4 will buy, are 5 will save, eat 6 will put up, start

H
1 An exhibition, which must have a good plan, will demonstrate the skills and services of a large number of customers successfully.
2 A businessman, who thinks about making a profit, must study the cost of hired stand, staff and transportation.
3 There were many friends at the exhibition, whom I had known for years.
4 Stocking up on well-priced, non-perishable food, which makes savings in grocery shopping, is a good strategy.
5 You must remove unwanted furniture, which is a basic “cleaning up” tip, to open up the space in any room.
Test 1 Answer Key

I
Students' answers

II
1 artistic mosaics
2 home economy
3 shopping list
4 painted ceramics
5 exhibition stand
6 customer attraction

III
1 living
2 spacious
3 decorative
4 pot
5 artistic
6 centre
7 texture
8 budget

IV
Students' answers

V
1 will phone  2 bought  3 will call  4 sent  5 had landed

VI
Students' answers

VII
Students' answers
Lesson One

Learning Objectives
- Listing the items that are needed by knitters
- Comparing and contrasting crochet hooks and knitting needles
- Talking about knitting preferences

A Dialogue 1 and 2

Tell the students to read the dialogue silently, while thinking about their own knitting experiences. Then ask them to write down their own answers to the four comprehension questions. Emphasise that in exercise 2 they are asked to talk about their own experiences. Students then work in pairs to establish consensus regarding their answers to the comprehension questions and to talk freely about their knitting experiences.

Go round offering help where necessary.

Answers
1. yarn and needles, a tape measure, an iron, scissors and a basket
2. according to different yarn thickness and different types of projects
3. similar: come in various sizes; different: pick up dropped stitches and tuck the ends of knitting projects
4. One millimetre and fifty millimetres refer to the thickness of the yarn.

Students’ answers

Lesson Two

Learning Objectives
- Arranging information in a table
- Demonstrating understanding of a listening text
- Listing the characteristics of sewing and embroidery machines

B Listening 3

Point the students’ attention to the names of machines in the box.

Tell them that they are going to listen to two questions about embroidery machines.

Play the recording the first time and ask the students just to listen.

Play the recording a second time and ask the students to complete the table individually.

Give time for students to compare their answers in pairs.

Check answers as a whole class.

Audio script

Q: How are embroidery machines now different from the ones our mothers used in the past?
A: Well, those of the 1990s did produce elaborate embroidery on fabric following a computer design. But the designs came standard with the machine or were created by the user. Now embroidery machines have become more capable and less expensive for home sewing. With technological advance, you can turn a photo into a pattern that the machine can read and use for embroidery.

Q: Is this how they differ from sewing machines?
A: A sewing machine - as the name suggests - allow for regular stitching. But modern sewing machines can make a huge number of stitches. There now exist combination machines which sew in both the traditional sense as well as embroidery patterns. The real difference is only in the type of attachments that allow different stitching.

<table>
<thead>
<tr>
<th>Modern sewing machines</th>
<th>Modern embroidery machines</th>
<th>Sewing machines</th>
<th>1990s embroidery machines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can make a huge number of stitches</td>
<td>• more capable and less expensive for home sewing: you can turn a photo into a pattern that the machine can read and use for embroidery</td>
<td>• allow for regular stitching</td>
<td>• produced elaborate embroidery on fabric following a computer design which came standard with the machine or were created by the user</td>
</tr>
</tbody>
</table>

Activity Book pages 14 and 15 exercises 1 and 2
Lesson Three

Learning Objective
- Identifying the meaning of words from context

C Vocabulary
4
- Focus attention on the gapped sentences. Ask the students to read the sentences and think about which words might go in the gaps.
- Allow time for students to complete the task individually.
- Check answers as a whole class.

Answers
1. thread cutter
2. the correct tools
3. Embroidery machines
4. steam iron
5. double-pointed needles
6. nail-like tools

Teaching Tips

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. 19 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. While reading, tell them to highlight important ideas. 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:
   - read the chapter summary.
   - read section headings and bold type.
   - inspect figures and read figure headings.

2. Train students to take effective notes in the classroom (see p. 30 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 recopy your words. Furthermore, it is effective that students convert their notes into flashcards for review (see p. 41 for details on using flashcards).

In addition to the above, prompt students to make up questions from their notes. This will help them to actively think about the material and may help them to predict what kinds of questions may be on the test.

Finally, if students have recorded the lecture, advise students not to waste their time listening to the entire lesson again. Tell them to use it just to fill in gaps in their notes.

4. Encourage students to review their notes in groups. Study groups should not replace individual study but are frequently the best way to review what students have learned (see p. 87 for details on study groups).

5. Encourage students to use additional resources when needed (i.e., texts). Different texts may present information in different ways that are clearer to your students. However, warn them that if they try to use all of the resources that are available, they might become overwhelmed. Advise them to use the resources that are assigned and turn to alternate sources only whenever it’s necessary.

6. Advise students to use graphic organisers such as flow charts in order to help them visualise relationships (note: if students learn the relationships and the general concepts it is often possible for them to reason out the details; however, learning the details alone often is not helpful in learning the concepts.). In addition, prompt students to make up questions from their notes. This will help them to actively think about the material and may help them to predict what kinds of questions may be on the test.

Finally, if students have recorded the lecture, advise students not to waste their time listening to the entire lesson again. Tell them to use it just to fill in gaps in their notes.

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6. Advise students to use graphic organisers such as flow charts in order to help them visualise relationships (note: if students learn the relationships and the general concepts it is often possible for them to reason out the details; however, learning the details alone often is not helpful in learning the concepts.).

7. Advise students to test themselves from time to time. Direct their attention to the self-study questions which are often found at the ends of chapters, in study guides and in computer applications. If such questions are not available, students may refer to old exams or they can even devise their own test questions.

8. Encourage students to refer to you to clear up any questions that they have.

9. Finally, it is helpful that students always review and analyse their mistakes on their tests and try to answer the following questions:
   - what are the correct answers?
   - why did I miss the questions?
   - how can I improve my studying and test performance?
Lesson Four

Learning Objective
- Listing modal verbs
- Practising forming sentences in the passive infinitive

Grammar
passive infinitive

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 in the book.
- Check understanding by asking questions and giving students an opportunity to ask questions.
- Get choral and individual repetition of the examples.
- Direct the students’ attention to the example sentence. Make sure that you discuss with the students the important issue of changing the order of words when moving from active to passive. (You can buy sewing kits either online or from the craft store. [active] becomes Sewing kits could be bought either online or from the craft store. [passive] Note that verb number may also need to be changed.)
- Then ask students, working alone, to rewrite sentences 2-8 using the passive. Go round and offer help if necessary.
- Invite volunteers to read aloud their answers.
- Note that in example 7, adding “by the factory” to the answer is optional.

Answers
2 A high quality needle felting machine should be ordered.
3 In a front-loading washing machine, the door should be sealed during the washing cycle.
4 The same design could be sewed using an embroidery machine.
5 The sewing machine’s needle bar must be repaired.
6 The old breakable threads had to be thrown away.
7 A new industrial sewing machine will be purchased (by the factory).
8 The necessary embroidery equipment will be sent.

Activity Book pages 15 and 16 exercises 3 and 4

Mini Grammar + Extra Activities

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

Example:
They can give the money to them. (active)
The money can be given to them. (passive)

Activity 1
Put the verb in brackets in the example sentence.
1 A supply of yarn (must / buy) before anyone can start knitting.
2 Different colours (may / use) while knitting a single sweater.
3 A knitter’s skills (can / improve) with practice.
4 High quality needles (should / order) for better knitting.
5 Sewing equipment (might / find) in big stores.

Activity 2
Change the following sentences to the passive voice.
1 Women can easily carry the thread cutter.
2 All fashion designers may possess a sewing machine.
3 The factory will organise training workshops.
4 Tailors should develop skills in using digital sewing machines.
5 People may still use traditional machines and equipment.
6 The employee might detect the problem of the machine.

D Grammar

Modal Verbs and the Passive

<table>
<thead>
<tr>
<th>Subject</th>
<th>Modal verb</th>
<th>Passive infinitive (be + past participle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It / The sewing machine</td>
<td>can could has to had to is going to must should will</td>
<td>be used for several sewing tasks. be imported from many countries. be appreciated by experienced and novice sewers.</td>
</tr>
</tbody>
</table>

Activity 3
Put these sentences in the passive form.

Example
1 You can buy sewing kits either online or from the craft store. Sewing kits could be bought either online or from the craft store.
2 They should order a high quality needle felting machine.
3 In a front-loading washing machine, we should seal the door during the washing cycle.
4 We could sew the same design using an embroidery machine.
5 We must repair the sewing machine’s needle bar.
6 We had to throw away the old breakable threads.
7 The factory will purchase a new industrial sewing machine.
8 We will send the necessary embroidery equipment.

E Speaking

Read about sewing tools, equipment and supplies on the Internet and write a caption for each of the following pictures. Then prepare an oral presentation that has the following outline.

I Introduction
II Hand Sewing Tools
III Sewing Machines
IV Machine Embroidery
V Conclusion

Activity 3
Put the verb in brackets in the correct form. Use modals.

1 Safety precautions (will / demonstrate).
2 The sewing machines (will / repair) soon.
3 Knitters (must / purchase) the needed equipment.
4 Knitters (will / train) how to use the new machine.
5 Tailors (should / read) the safety precautions.
6 Knitters (will / tell) how to operate the machine.
7 Knitters (should / follow) the safety rules.
8 Some tools (might / carry) more easily.

Answers
1 A supply of yarn must be bought before anyone can start knitting.
2 Different colours may be used while knitting a single sweater.
3 A knitter’s skills can be improved with practice.
4 High quality needles should be ordered for better knitting.
5 Sewing equipment might be found in big stores.

Activity 1
1 A supply of yarn must be bought before anyone can start knitting.
2 Different colours may be used while knitting a single sweater.
3 A knitter’s skills can be improved with practice.
4 High quality needles should be ordered for better knitting.
5 Sewing equipment might be found in big stores.

Activity 2
1 Thread cutters can be easily carried by women.
2 A sewing machine must be possessed by all fashion designers.
3 Training workshops will be organised by the factory.
4 Skills in using digital sewing machines should be developed by tailors.
5 Traditional machines and equipment may still be used.
6 The problem of the machine might be detected by the employee.

Activity 3
1 Safety precautions will be demonstrated.
2 The sewing machines will be repaired soon.
3 Knitters must purchase the needed equipment.
4 Knitters will be trained how to use the new machines.
5 Tailors should read the safety precautions.
6 Knitters will be told how to operate the machine.
7 Knitters should follow the safety rules.
8 Some tools might be carried more easily.
Machines and Equipment

F Reading

Read the brochure below then answer the questions.

Our company provides you with the best quality weaving machines. For those of you who are in the commercial field, our machines help you produce the best upholstery fabric and silk carpets. For those of you who do art and craft weaving at home, we help you by providing training in the use of the machinery.

Our machines are modern; they are controlled electronically. We get the best three types you can find in any market: the shuttle weaving machine, the circular weaving machine and the narrow fabric machine. While the first one weaves silk fabric as well as many other commercial textiles and linens, the second one is used to weave cotton which is used for handbags and heavy drapery. As for the third type, you can use it to produce the narrow and tight-weaved wicks of candles and oil lamps.

Visit us and we will teach you how to enjoy the art or craft of weaving.

Questions

1. What is a good definition of weaving?
2. Who are the customers of the company?
3. What is the purpose of the brochure?
4. If you need to buy a weaving machine, would you visit this company? Why?
5. Match the following titles with the pictures below.

Answers

1. Students’ answers
2. those who are in the commercial field and those who do art and craft weaving at home
3. to persuade customers to visit the company
4. Students’ answers
5. from left to right b / c / a

Activity Book page 16 exercises 5 and 6

Activity Book Answer Key

Unit 4, page 14, exercise 1

A

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

B

1 CD / DVD discs 2 flash memory card reader 3 keyboard
4 CD / DVD drive 5 mouse 6 hard drive 7 printer 8 Monitor

Unit 4, page 15, exercise 2

Students’ answers

Unit 4, page 15, exercise 3

A

1 In the past, the same design had to be made by sewing machines.
2 Later on, zigzag stitches would be added by many types of sewing machines.
3 Both the clothes and the wash chamber must be dried by a combined washer / dryer.
4 Various kinds and numbers of stitches can be performed by home sewing machines.
5 In computerised machines, embroidery design files can be read and sewed out by sewing and embroidery machines.

B

1 Steaming machines to remove wrinkles can be imported from our supplier in China.
2 A new ironing board must be bought immediately.
3 Textile printing for canvas had to be fixed or changed.
4 Laser cutting machines are going to be put in the new section of the fabric factory.
5 Tough stains will be removed by the steam cycles of the washing machine.
6 In the sewing machine, the mechanism of fabric shifting may be pattern-controlled.

Unit 4, page 16, exercise 4

Students’ answers

Unit 4, page 16, exercise 5

Students’ answers

Unit 4, page 16, exercise 6

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 key words 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.

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

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 unprecedented 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 the Earth’s climate every year from now, since it has not adapted yet to such rapid environmental changes. The percentage of greenhouse gases is directly proportional to the percentage of fossil fuels that are burned by humans. However, climate change is not only caused by humans; other factors that existed even prior to the Industrial Revolution continue to influence the 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.

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, unprecedented, rapid, combustions, glaciers?
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 information on the Internet 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 color for the background.
I Reading
Read the text and answer the following questions.

Some people may assume that exhibitions are only for displaying paintings; however, exhibitions of knitting, stitching and other crafts are also common. Such exhibitions are prepared in various countries all over the world and witness wide fame and success. They not only display ready-made items, but also host some artists who come to the location to demonstrate the process of knitting or stitching. One may also find a number of artists participating in knitting or stitching competitions. So, the purpose of such exhibitions is not only to display knitting tools and items, but also to give amateurs and students who are learning the art of knitting the chance to benefit from the experiences of professionals and experts. One example of such exhibitions in Syria is the Matex Exhibition usually held in Aleppo. If you are interested in textile manufacturing, visiting this exhibition is a must since Aleppo has proved itself in the field of textile production and the latest technologies applied in this domain.

Questions
1. Apart from paintings, what can exhibitions show?
2. Find in the text words that mean the opposite of:
   a) traditional
   b) manually
3. Find a word in the text that means “to show”.
4. What is the purpose of the exhibitions described in the text?
5. In your own words, describe the Matex exhibition in Aleppo.

II Vocabulary
Fill in the blanks choosing the correct word from the box below.

competition tool attract exhibition practical display thread cutter

1. A(n) ________ gives people the opportunity to share their talent with the public.
2. I personally find a(n) ________ easier and more ________ to use than scissors.
3. Do you think my products have the potential of winning the ________?
4. I think you got the best stand to ________ your items.
5. It is important to use the correct ________ while knitting or embroidering.
6. I’m sure your location at the exhibition will ________ many visitors.

III Grammar
A Explain why the relative pronouns are misused in the following sentences. Make necessary changes to replace the incorrect relative pronoun with the correct one.

1. The Matex exhibition is often held in Aleppo, who is found in the north of Syria.
2. This is the famous artist, which embroidered items were displayed at the exhibition, will make the opening.
3. I cannot find the location of the exhibition, whose my friend will be having her stand.
4. The general manager of the exhibition, where I recently met, will give a speech.
5. The participants in the exhibition, where were standing next to their items, were many.

B Put the verbs in brackets in the correct form.

1. Sewing machines (must / use) ____________ cautiously.
2. You (can / buy) ____________ many kinds of tools for sewing.
3. The company (go / purchase) ____________ five new embroidery machines.
4. Some supplies (will / need) ____________ by the employees.
5. The instructions of using stitching machines (should / follow) ____________ by everyone.
6. Our company (has to / import) ____________ more machines and equipment so we can improve the quality of our products.

IV Writing
Imagine that you are going to open your own store of sewing tools and equipment. Write about the supplies that you would choose to sell and explain why you think they are important for sewing.
Answer Key Sample Test 2

I
1 Knitting, stitching and other crafts
2 a modern
   b mechanically
3 Demonstrate
4 Display knitting tools and items, give amateurs and students learning the art of knitting the chance to benefit from the experiences of professionals and experts
5 Students’ answers

II
1 exhibition
2 thread cutter, practical
3 competition
4 display
5 tool
6 attract

III
A
1 which, used with things
2 whose, used to show possession
3 where, used with places
4 whom, used with people
5 who, used with people

B
1 must be used
2 can buy
3 is going to purchase
4 will be needed
5 should be followed
6 has to import

IV
Students’ answers
Lesson One

Learning Objectives

- Talking about e-commerce
- Demonstrating understanding of a listening text by completing a comprehension task

Warm-up

- Write the word ‘Internet’ on the board. Allow time for students to write down on a piece of paper information they know about the Internet.
- 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

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

Learning Objective

- Demonstrating understanding of a listening text by completing a comprehension task

B Listening

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

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

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

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

Audioscript

The rapid penetration of the Internet into households, businesses and all spheres of economic activity continues. The number of hosts on the Internet has increased to approximately 80 million, an increase of nearly 100% over the last year. Worldwide nearly 300 million people are estimated to be online. The diffusion of the Internet has been much more rapid than that of other modern technologies. The number of corporations with some Internet-related purchases or sales is increasing too. The new technology has produced changes in the organisational structure of the firm and the distribution networks of businesses. While for both consumers and businesses the Internet is still primarily a medium of efficient and inexpensive information access and dissemination, its other uses are now being increasingly exploited. Consumers use the Internet for entertainment, education, information and product research. While businesses still primarily use the Internet for marketing and information dissemination, they are also taking advantage of web features to enable collaboration among firms and for communications within firms.

Answers

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

Activity Book page 17 exercises 1 and 2

Lesson Three

Learning Objective

- Practising writing email and web addresses

C Email and web addresses

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

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

Check answers as a whole class.

Answers

2 adam@city.co.uk
3 theowalcott@goalfeast.com

D Grammar

Reporting yes / no Questions

We report yes / no questions with if or whether.

DIRECT SPEECH: “Do you need help with the financial report?”
REPORTED SPEECH: I asked him if he needed help with the financial report.

Note
We do not use the auxiliary verb do except in negative questions.

DIRECT SPEECH: “Who doesn’t need a business plan?”
REPORTED SPEECH: She asked me who didn’t need a business plan.

Reporting w/- Questions

When we report questions with who, what or which + complement, the verb to be can come before or after the complement.

DIRECT SPEECH: “Who is the new stockholder?”
REPORTED SPEECH: She asked me who the new stockholder was.

or
She asked me who was the new stockholder.

Answers

1. if the boys were reading the book about e-commerce
2. who gave / had given me the laptop
3. if Tareq was still forgetting to log off the website
4. if it would rain the next day according to the online weather forecast
5. where I put my downloaded files
6. why Samira hadn’t done / didn’t do online business with them
7. if my mom booked / had booked her ticket online
8. where her glasses were
9. if he had to / must do his homework about wireless communication that afternoon / must do
10. when the graphic designer had last updated / last updated the company’s website

Activity Book page 18 exercises 3 and 4
The Internet

Activity 1
Report the following questions.

1. Christopher: “Do we have Internet access?”
2. Betty: “When did he restore the Internet connection?”
3. Mark: “Has the Internet company called?”
4. Ali: “Where can I find a computer connected to the Internet?”
5. Hani: “How much money does Lisa pay for her Internet?”

Answers

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

Lesson Five

Learning Objectives

- Practising making conversations using picture cues
- Practising buying sports equipment online

E Buying sports equipment online

Activity 2
What did the following people 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.

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

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.
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.

Activity 4
Match each question with its reported form.

Answers

1. Christopher asked me if we had Internet access.
2. Betty wanted to know when he had restored the Internet connection.
3. Mark asked me if the Internet company had called.
4. All wanted to know where he could find a computer connected to the Internet.
5. Hani wanted to know how much money Lisa paid for her Internet.

Activity 2

1. Mandy: “Can I help you?”
2. Andrew: “Will Mandy have lunch with Sue?”
3. Justin: “What are you doing?”

Activity 3

1. He asked me what time it was.
2. She wondered where he was.
3. I wanted to know what his name was.

Activity 4

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

Mini-Grammar

1. Reported questions: 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: This type of question is reported by using ask + if / whether + clause:
   “Do you speak English?” He asked me if I spoke English.

3. Question words: This type of question is reported by using ‘ask’ or another reporting verbs + question word + clause. The clause contains the question in normal word order and with the necessary tense change.
   “What is your name?” He asked me. He asked me what my name was.

4. Tense changes in reported questions:

<table>
<thead>
<tr>
<th>Tense in Direct Questions</th>
<th>Reported Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>simple past</td>
</tr>
<tr>
<td>present continuous</td>
<td>simple past or past perfect</td>
</tr>
<tr>
<td>past continuous</td>
<td>past perfect</td>
</tr>
<tr>
<td>past perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>will</td>
<td>past perfect</td>
</tr>
<tr>
<td>would</td>
<td>could</td>
</tr>
<tr>
<td>can / could</td>
<td>could</td>
</tr>
<tr>
<td>shall / should</td>
<td>should</td>
</tr>
<tr>
<td>may / might</td>
<td>might</td>
</tr>
<tr>
<td>must</td>
<td>must or had to</td>
</tr>
</tbody>
</table>

Activity 1

Report the following questions.

1. Christopher: “Do we have Internet access?”
2. Betty: “When did he restore the Internet connection?”
3. Mark: “Has the Internet company called?”
4. Ali: “Where can I find a computer connected to the Internet?”
5. Hani: “How much money does Lisa pay for her Internet?”

Answers

Students’ answers
Lesson Six

Learning Objectives
- Distinguishing between true and false statements
- Practising writing a summary
- Practising research skills

F Reading
6, 7 and 8

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

Answers
6
a True
b False – We have clients in our homes.
c True
d True
e False– Emails and information are sent to and from servers.
7 Students’ answers
8 Students’ answers

Activity Book page 19 exercises 5 and 6

Activity Book Answer Key

Unit 5, page 17, exercise 1
1 Internet  2 IT, website  3 pages, screen  4 click; online  5 report

Unit 5, page 17, exercise 2
Students’ answers

Unit 5, page 18, exercise 3
1 how to enable, disable or delete the Internet cookies
2 if I knew how to find the Internet speed connection
3 who invented / had invented the Internet
4 if he could protect his photos online
5 if it was legal to watch TV for free on the Internet
6 why her download stopped and failed sometimes
7 if he could get Internet access when he is away from home
8 where they could find free online birthday cards
9 if the pop-up Internet advertisements could be stopped
10 what spy waves were

Unit 5, page 18, exercise 4
1 update  2 enter  3 click  4 site  5 at  6 free  7 credit  8 online
9 email  10 search

Unit 5, page 19, exercise 5
1 emails  2 web  3 games  4 chat  5 order  6 internet  7 page
8 blue  9 hand  10 click

Unit 5, page 19, exercise 6
Students’ answers

F Reading
Read the article below and decide whether sentences a-e are true or false. Correct the false statements.

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

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

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

7
Summarise in one paragraph how the Internet works.

8
Research online more information on how the Internet works and present it to your classmates in a well-organised oral presentation.
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 forwards 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 / COMPARISON** - 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.

3. **CONTRAST** - Students are asked to stress the qualities or characteristics that are different in the things they are discussing.

   e.g. Consumers can receive goods from a retailer in several ways. Choose two types and compare and contrast them in a Venn Diagram.

4. **CRITICISE** - State what they think is a fair judgement of the events under discussion. Give 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.

   e.g. What does 'to meet your packaging needs’ mean?

6. **DESCRIBE** - 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.

   e.g. Describe global warming.

7. **DISCUSS** - 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.

   e.g. The following is a list of six new inventions with a short description of each. In groups of four, discuss which one is the most important and which is the least important.

8. **ENUMERATE** - Students make a list or outline the main points in their answer.

   e.g. List the tips that the text gives to improve the profit margin of a company.

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

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

12. **INTERPRET** - 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. **JUSTIFY** - Prove or show evidence why certain decisions or actions have been taken.

14. **NARRATE / RELATE** - Tell a story or give an account of events or experiences.

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

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

16. **SUMMARISE** - 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. Summarise the steps for setting up your own website in a flow chart.

17. **STATE** - Set out the main points in clear, concise expression without minor details or the use of examples.

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.
**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 would denote the subject. In addition, 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.
6 Using Computers for Designing

A Dialogue

Read the following dialogue between a reporter and a fashion designer and answer the questions.

Reporter: We hear of Computer-Aided Design in various fields, such as architecture and machine building. Could you please explain to us how it is used in the fashion world?

Fashion designer: With pleasure! Computer-Aided Design, known as CAD, has become essential in the current fashion designing process. CAD software is used to create layouts for a fashion piece.

Reporter: It must have some advantages over a simple hand sketch with a pencil and a pad of paper. Could you name some of its benefits?

Fashion designer: The main benefit includes quicker patterns and better fit for sizing. The designer chooses preset patterns from thousands and makes necessary amendments according to the model's dimensions to attain the design and the correct fit.

Reporter: This sounds interesting but somehow complex!

Fashion designer: No, not at all. Some designers may still prefer paper drafting on a board to digital work, but it's important to understand the significance of CAD software in today's industry. CAD software makes the process efficient, so the designer has more time to design, and the manufacturer spends less time tailoring and making adjustments.

Reporter: So, we should advise designers to sign up for courses in Computer-Aided Design to learn the basics of technology and for training sessions to keep up-to-date.

Questions

1. Find words in the dialogue that mean the following:
   a. necessary
   b. advantages
   c. already programmed
   d. changes
   e. essential

2. What are the benefits of using CAD software?

3. Does the fashion designer encourage the use of CAD? Explain your answer.

4. Would you like to use CAD software in fashion design? Why or why not?

Answers

Students' answers

Teaching Tips

Common writing mistakes

These are few general mistakes to be aware of while proofreading a writing assignment.

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 its place in a sentence will be. Example: My friend and I went to the shopping mall 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 through 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, parentheses, brackets, slashes and end punctuation marks (period, question mark and exclamatory mark) (See p. 55 for more common writing mistakes).
Lesson Two

Learning Objectives
- Identifying the steps of using the digital embroidery machine
- Demonstrating understanding of a listening text by completing a gap-fill exercise

B Listening

Direct the students’ attention to the rubric and check that they understand what they are going to hear and what their task is.

Play the recording right through without stopping. Tell them not to worry if they could not complete the task from the first time because they will hear it again.

Play the recording again. Pause the recording after each sentence so that students have time to write down their answers. The students complete the task silently or, if they have already completed it, they listen and check that their answers are right.

Check answers as a whole class.

Audioscript

Have you used a digital embroidery machine yet? Well, it's high time you did. Digital embroidery machines now come with their own software which you can use to customise existing images or create your own designs. You can make any jacket or pair of jeans amazing. All you need is a digital embroidery machine, embroidery digitising software, fabric or garment and embroidery thread. Learning to use a digital embroidery machine will save you a lot of time and give you an opportunity to add your personal designs to fabric. Don't miss the opportunity.

Answers
1. software
2. designs
3. embroidery
4. garment
5. designs

Activity Book page 20 exercises 1 and 2

Lesson Three

Learning Objectives
- Practising word formation skills
- Identifying the parts of speech of words in context

C Vocabulary

5

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

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

Answers
1. designer
2. professional
3. bridal
4. measurements, manufacturer
5. sewing, construction

Lesson Four

Learning Objective
- Writing negative reported speech

Grammar
- reporting verbs used in the negative; reporting verbs + infinitive

D Grammar

6

Give the students time to look at the table and read the examples. Explain the rules for reporting speech. Check understanding by eliciting examples from volunteers.

Do number 1 orally with the whole class as an example to check that they understand what they are asked to do. Give them some time to complete the task individually or in pairs.

Invite volunteers to read their answers aloud. Correct any errors by asking other students to give you an alternative answer before you give the correct answer.

Answers
2. I don’t believe Tina has had much experience in using the digital embroidery machine.
3. I don’t propose we look for a new designing agency.
4. I don’t believe we could always ask for more advanced machinery.
5. I don’t expect they would agree in the middle of a campaign.
6. I don’t think digital filter design can be operated effectively using modern computer tools.

Activity Book page 21 exercises 3 and 4
Using Computers for Designing

D Grammar

Reporting Verbs Used in the Negative

With a small number of reporting verbs, you usually make the reporting verb negative, not the reported clause.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>I think graphic designers should not view computers only as tools for completing traditional tasks.</td>
</tr>
<tr>
<td>expect</td>
<td>He / She does not think designers should view computers as tools for completing traditional tasks.</td>
</tr>
<tr>
<td>feel</td>
<td></td>
</tr>
<tr>
<td>imagine</td>
<td></td>
</tr>
<tr>
<td>propose</td>
<td></td>
</tr>
<tr>
<td>suppose</td>
<td></td>
</tr>
<tr>
<td>think</td>
<td></td>
</tr>
</tbody>
</table>

Examples

“I think graphic designers should not view computers only as tools for completing traditional tasks.”

He / She does not think designers should view computers as tools for completing traditional tasks.

Reporting Verbs + Infinitive

Many functions are reported with the following pattern:

Function | Reporting Verb | Object | Infinitive
---|---|---|---
advising  | She advised  | me  | to buy insurance.
requesting | He asked  | her | to go to work late.
instructing | They told | us  | to send the money.
warning   | They warned | him | not to drive fast.
encouraging| He encouraged | them   | to try again.
reminding | I reminded  | you  | to bring the key.

In the examples above, the reporting verb introduces an action. If the verb introduces information, a different pattern is used:

Examples

1. The manager told him to avoid bad suppliers. (action)
2. The manager told him that nothing could ruin a business more than bad suppliers. (information)

Rewrite these statements as negative reported speech, using the verb in brackets.

Example

1. Tom Sharp doesn’t understand the process of colour separation. (feel)
   I don’t feel that Tom Sharp understands the process of colour separation.

Answers

1. Requesting; She asked me to help her learn how to use computers for designing.
2. Requesting; She asked if I could show her the digitised designs.
3. Requesting; He asked me to check with the designer whether he was experienced in using the new software or not.
4. Requesting; She had been wondering if I could tell him if the winter collection looked as beautiful as it did on screen.
5. Warning; She told me I should keep up-to-date with technology or else I would not be able to compete with other designers.
6. Advising; She advised me to stop designing when my eyes started to hurt.
7. Instructing; He told me to click on the mouse if I wanted to select the design I wanted to change.
8. Encouraging; She told me not to worry if I had not saved the changes I had made; the program would recover them.
9. Reminding; She reminded me that it was important to keep in mind to have the designs saved on a CD before shutting down the computer.

Mini-Grammar + Extra Activity

Negatives in reporting

If we want to report what someone did not say or think, then the verb in the reporting clause must be made negative.

Example:

She didn’t ask me where I was going.

If we want to report something that was said but which was in the negative when the speaker originally used it, then the verb in the reported clause must be negative.

Example:

“I don’t want to come.” = She said that she didn’t want to come.

However, with the common reporting verb think, in order to report a sentence which was negative when the speaker originally used it, the reporting verb is usually made negative, rather than the verb in the reported clause.

Example:

“It’s not a good idea.” = He didn’t think it was a good idea. (more natural than He thought it wasn’t a good idea.)

Other common reporting verbs that behave in this way include believe, expect and feel.

Example:

“He won’t win.” = He didn’t expect him to win. (more natural than She expected (that) he wouldn’t win.)

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

1. Please help me learn how to use computers for designing.
2. Could you please show me the digitised designs?
3. Would you ask the designer if he is skillful in using the new software?
**Lesson Five**

**Learning Objectives**
- Describing pictures
- Practising conversation skills
- Practising pair work skills

**E Speaking**

7

- Direct students’ attention to the pictures of different embroidery designs and tell them to work in pairs and write brief notes to describe the pictures.
- When they have finished, take feedback for the benefit of the whole class.

**Answers**

Students’ answers

**F Reading**

8

- Tell them to read the text silently.
- Encourage them to guess the meaning of any key phrases that they do not understand. Give them any necessary help, but concentrate on understanding the main points and do not overteach at this stage.
- Give them time to find the answers to the comprehension task.
- Tell them that they will have to explain how and where they found the answers in the text. This task is best done individually and silently.
- When they are ready check the answers orally with the whole class.

**Answers**

1. Suggested answers:
   - **importing:** downloading
   - **realistic:** lifelike
   - **conversion:** adaptation
   - **compatible:** well-suited
   - **purchase:** buy
   - **built-in:** integrated

2. **Image importing feature and a digitising software**

3. **Students’ answers**

**Activity Book page 22 exercises 5 and 6**

**Activity Book Answer Key**

**Unit 6, page 20, exercise 1**

1. on the market  
2. doors and windows  
3. design  
4. The second

**Unit 6, page 20, exercise 2**

1. Could you name some areas where we can make good use of computer design?  
2. What are the advantages in the use of computer technology for the process of design and design-documentation known as computer-aided design or CAD?  
3. I’ve also heard of CADD. What is it? And how is it similar to or different from CAD?  
4. So, do you mean that the main difference between these two kinds of software is that the CADD includes the drafting process?  

**Unit 6, page 21, exercise 3**

1. He told me that the web design company wouldn’t finish the website design in the agreed deadlines unless I / we give them the necessary illustrations.  
2. The manager warned me not to forget to start generating the walls of the room with the new interior design software.  
3. She reminded me that running a computer-assisted design software required a set of policies and procedures.  
4. My friend advised me to take some computer courses because I would gain additional skills and the freedom of working faster.  
5. He encouraged me not to feel pressured to buy from a salesperson.  
6. She asked how to insert the data into the CAD system.

**Unit 6, page 21, exercise 4**

1-2 Students’ answers  
3. informal style  
4-7 Students’ answers

**Unit 6, page 22, exercise 5**

Students’ answers

**Unit 6, page 22, exercise 6**

Students’ answers
I Reading
Read the text and answer the following questions.

The Internet has become a permanent companion and assistant for people who work in various fields including fashion design. Many websites can provide Internet users with the service of finding pages to help them practise their talent. By logging in numerous websites, fashion designers can keep up-to-date with the latest fashions, widen their horizons in the field of designing and be introduced to advanced tools and softwares being used for designing.

The facility of using the Internet and softwares for designing offer a great deal of benefit to its users. For example, you can combine the design of two previously made clothes to come up with a new one. One of the softwares that enjoys a widespread popularity among fashion designers is the CAD or the Computer Assisted Design software. Using this software would allow you to have computer-generated presentation of any design. In addition to the CAD, a useful software in the domain of fashion designing is the OptiTex software, which gives the user the convenience to observe any design through a virtual three-dimensional runway. The user can clearly watch the way the textile moves on the digitally generated models as they walk. The CAD and the OptiTex share a common feature of giving the designer a preview of any design before actually making any piece.

In conclusion, the Internet and design softwares have revolutionised the world of fashion by providing users with the necessary tools to have a bright future in fashion.

Questions
1 What services does the Internet provide the users in the field of fashion design?
2 What is the CAD?
3 How is CAD different from the OptiTex?
4 What common feature do those softwares share?
5 Find in the text a word which has the same meaning as:
   a domain
   b a lot

II Vocabulary
Write the words that match the definition. Then, rearrange the circled letters in the correct order to find the hidden word.

1 A place on the Internet where you can find information about something - - - O - - -
2 A company that makes large quantities of goods - - O - - - - - - - -
3 Professional who designs, plans and may coordinate production of a printed piece. O - - - - - - - - - - - - - - - - - - - -
4 The opposite of offline - - - O .
5 Relating to a wedding or a woman who is getting married - - - O -
6 A computer system that allows millions of computer users around the world to exchange information O - - - - - - - - - - - -

Hidden word: _____________

III Grammar
A What did these people ask?
1 I asked him if he could find the name of the website.
2 She asked me who had disconnected the server.
3 He wondered who didn’t know how important the Internet was.
4 The manager asked the employees if they had updated the latest version of the software.
5 The employee asked if they should inform the manager about the error in connection.

B What do these people say?
1 I don’t feel that she understands how to use computers for designing.
2 I don’t believe he had taught her the basics of making digital designs.
3 They propose that they should not replace the CAD software with a different one.
4 They believe that they could always update the designs.

IV Writing
Imagine you are a software designer and want to make a new software similar to those mentioned in the reading text above. Describe your software mentioning its distinctive characteristics that help fashion designers in their job.
Answer Key Sample Test 3

I
1. Finding pages to help them practise their talent, keeping up-to-date with the latest fashions, widening his horizon of knowledge in the field of designing and being introduced to advanced tools and softwares being used for designing.
2. It is the abbreviation of Computer Assisted Design software which allows users to have a computer-generated presentation of any design.
3. Using the CAD software makes computer-generated presentation of any design. OptiTex gives the user the convenience to observe any design through a virtual three-dimensional runway and the capacity to clearly watch the way the textile moves on the digitally generated models as they walk.
4. Giving the designer a preview of any design before actually making any piece
5. a field
   b. a great deal of

II
1. website
2. manufacturer
3. graphic designer
4. online
5. bridal
6. Internet

Hidden word: design

III
A
1. “Can you find the name of the website?”
2. “Who disconnected the server?”
3. “Who doesn’t know how important the Internet is?”
4. “Did you update the latest version of the software?”
5. “Shall we inform the manager about the error in connection?”

B
1. “She doesn’t understand how to use computers for designing.”
2. “He has not taught her the basics of making digital designs.”
3. “We should not replace the CAD software with a different one.”
4. “We can always update the designs.”

IV
Students’ answers
Review (Units 4-6)

Warm-up

■ Explain the purpose of the review units. They are an opportunity for the students to revise and practise the language and skills that they have learned in the previous three units.

■ Explain that review units are important for two reasons. Firstly, they 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. hobby  
2. yarn  
3. knitting needles  
4. sizes  
5. one  
6. fifty  
7. double-pointed  
8. simple  
9. a tape measure  
10. an iron  
11. scissors

B

1. to pick up dropped stitches and to tuck the ends of knitting projects.  
2. holding stitches  
3. electronically...the best upholstery fabric and silk carpets.  
4. essential in the current fashion designing process...software to create layouts for a fashion piece.  
5. an image importing feature...digitising software.

C

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

D

Students’ answers

E

Students’ answers

F

1. Different sizes of knitting needles are needed by knitters for different yarn thickness.  
2. Some tools are required to make knitting easier and enjoyable.  
3. The best quality weaving machines are provided by our company.

G

1. The teacher asked me if I had learned / learned how to write web and email addresses correctly.  
2. The reporter asked the fashion designer if he could explain how CAD was used in the fashion world.  
3. The reporter asked the fashion designer what the advantages of using CAD were.  
4. The reporter asked the fashion designer if they should advise designers to sign up for courses in Computer-Aided Design to learn the basics of technology to keep up-to-date.  
5. Walid asked Juliet how the production of the new website was going.
Test 2 Answer key

I
1 Students’ answers
2 perforated, punched
3 simplified the process of manufacturing textiles with complex patterns, used perforated cards where multiple rows of holes are punched on each card and these cards are strung together in order, stored information on paper and decreased the chance of human error
4 pioneer, earliest
5 He introduced the first computer graphics embroidery design system.

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

III
1 The manual should be reviewed carefully.
2 A new sewing machine will be bought soon.
3 The applicants are going to be interviewed in the entrance hall.
4 The packages have been already sent to Aleppo by Jamil.
5 Some lights could be still seen late at night by the inspector.

IV
1 Mum asked if the children had eaten their sandwiches.
2 Samira told me that she had been to the factory several times.
3 The teacher asked who had done the homework.
4 John asked if I / we was / were going to Lattakia.
5 Salwa reminded me that her sister wouldn’t go to the office the following day.

V
Students’ answers
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

1 c / 2 a / 3 d / 4 b
5 they (the National Tourist office of Syria); we (TST)
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

B Listening

3 and 4

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

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

When the students have listened to the recording twice and have completed the sentences, check answers as a whole class.

Audio script

Mike: Salah!
Salah: Yes, Mike!
Mike: What's the advertising sector like in Syria?
Salah: Yes, Mike!
Mike: I mean, do you have important brands that are advertised all over the country?
Salah: Of course. In fact 10% of all advertising revenue comes from money spent by just two companies, and they are mobile phone companies.
Mike: Things are changing then!
Salah: Yes, but slowly. Most advertising is still done in newspapers.
Mike: Really?
Salah: Yes. I'm not sure of the exact figure. More than 50% anyway. However, we've got two new satellite channels, both private.
Mike: I'm looking forward to visiting some of the advertising agencies in Damascus.
Salah: Yes, some are world-famous. But they don't get to do all the advertising in the country.
Mike: What do you mean?
Salah: Some very big multinational companies do their own advertising.
Mike: Really?
Salah: Yes. They save a lot of money that way.

Answers

3
1 E big brands / 2 D newspapers / 3 B TV advertising / 4 A agencies

C Vocabulary

5

Allow time for students to complete the task.

Check answers as a whole class.

Answers

3
1 computer graphics 2 documentaries 3 catalogues 4 video editing
5 banners 6 animated cartoons 7 novelty items 8 advertisements

D Grammar

6

This activity gives students the opportunity to review the structure of first conditional sentences and practise the second conditional.

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

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

Allow time for students to complete the table individually.

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

Answers

1 knew 2 were 3 didn't take 4 is 5 cooperated 6 have
7 had 8 was / were
If it is possible, I will provide you with the final sample of the new advertisement tomorrow.

It would cost less if we cooperate with other advertising agencies.

I will ring you tomorrow if I have any news about what the store thinks of their new advertisement.

If we have a million Syrian pounds, we would establish a new advertising agency.

If our last advertisement is dull, nobody would buy that old-fashioned product.

E Preferences
Are these shoppers talking about general things (G) or specific things (S)? Mark the phrases by G or S.

Examples
1. I like those ones more. ___________ S
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. ______ G
6. I prefer light colours to dark ones. ________ S
7. I don’t care for it. ________ G
8. What about this one / these ones? ________ S

Work in pairs. Point and talk about objects and clothes that you want to buy.

Example
A. What about those sunglasses?
B. No, I don’t care for them. I prefer lighter frames.

F Comparisons
Work in pairs. Compare the houses and the cars in the pictures below.

Examples
A. The good thing about living on a houseboat is that you have a nice view.
B. And another advantage is that it’s cooler than a house or flat in summer.
C. The good thing about a small car is that you can park it easily.
D. The problem with a 4WD is that it uses a lot of fuel.

6 Selling a product
Imagine you are a copywriter. What would you write about these products?

Example
Trainers: These long-lasting trainers give better ankle support and have under-foot cushioning.
Lesson Five

Learning Objectives

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

G Selling a product

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.
- 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

Lesson Six

Learning Objectives

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

H Reading

11

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

Answers

Students’ answers

Activity Book page 27 exercise 5

Activity Book Answer Key

Unit 7, page 25, exercise 1

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

Unit 7, page 25, exercise 2

Students’ answers

Unit 7, page 26, exercise 3

A

1 If you wanted your business name to be known, you could design a logo or write 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 word graphics and colours attractively.
4 If you advertised in a newspaper, you could, in your advertisement, direct viewers to the company’s website.

B

1 would attract
2 advertised
3 wanted / would need
4 had / would start

Unit 7, page 26, exercise 4

Students’ answers

Unit 7, page 27, exercise 5

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
   - Advertising is going to stimulate immediate demand for the product advertised
   - The introduction of Internet advertising has also made do-it-yourself advertising an easy to manage process
   - Digital advertising convergence refers to a growing trend for using computer technology to deliver media programming and information

2 in the near future / in addition / also / finally

3 request: politely ask (someone) to do something
   highly: extremely; greatly
   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: having or showing the capacity to become or develop into something in the future
   household: all the people who live together in one house

4 Students’ answers

5 If your company had a fleet of vehicles, it would turn them into an advertising tool by wrapping them with a vinyl graphic of the company’s products.
6 You could donate a product if there was / were a charity auction.
7 You would begin searching what types of advertisements are available and suitable for your target clients if you wanted to develop an effective advertising campaign.

B

1 would attract
2 advertised
3 wanted / would need
4 had / would start

Unit 7, page 26, exercise 4

Students’ answers

Unit 7, page 27, exercise 5

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
   - Advertising is going to stimulate immediate demand for the product advertised
   - The introduction of Internet advertising has also made do-it-yourself advertising an easy to manage process
   - Digital advertising convergence refers to a growing trend for using computer technology to deliver media programming and information

2 in the near future / in addition / also / finally

3 request: politely ask (someone) to do something
   highly: extremely; greatly
   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: having or showing the capacity to become or develop into something in the future
   household: all the people who live together in one house

4 Students’ answers
Types of study skills (cont.)

F Methods based on mnenomcs

Mnemonic, 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, students can use 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, kineesthetic or visual. In brief, mnemonics are learning tools that help 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 they 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.

ˇ elk” is an acronym that can be used to remember the following animals: tiger, elephant, lion, kangaroo. ˇ elk” 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 “p” or peach “p” 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, M y Very Educated Mother Just Sent Us Nine B ez” refers to the nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).

2 Keyword method: This method is useful in learning a foreign language whereby students try to find a word that is similar in spelling or pronunciation to the word they need to learn. Then, they form a sentence that has the keyword and its definition. Advise students to include an image as this will make retention easier. For example, Letter in German means ladder, the sentence can be you could feel lighter as you climb the ladder (here letter and lighter are pronounced the same).

3 Linking word method: Students try to establish a relationship between a foreign word and its parallel in the student’s language, for example danse in French and dance in English.

4 The town language mnemonic method: Students produce an image and associate it with a location in a town or village. The town centre can be the location for nouns, adjectives could be associated with the park and verbs with the sports centre, for example. If students have to distinguish between masculine, feminine and neutral nouns, tell them that they can divide the town into regions depending on the number of genders: feminine, masculine or neutral.

5 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: 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 a number word. Below are suggested pegwords for the number words one through ten. 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>

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 between the pegword one and the first piece of information to be remembered.
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 minds of a bird flying.

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

G Methods based on exam strategies (cont.)

1 General test preparation strategies (cont.)

Before the test

Advise students to plan reviews as part of their regularly weekly study schedule. Reviews are much more than reading and rereading all assignments. Students need to read over their lecture notes. Encourage students to use techniques such as the SQ3R and PQR ST methods for this purpose.

SQ3R is a five step reading strategy which could be used while preparing for tests. The acronym stands for survey, question, read, recite and review. Before students read a text, it would be helpful for them if they first survey the chapters in the book using first lines and paragraphs. By quickly surveying the chapter, students can familiarise themselves with the chapter’s general drift. Sometimes, the first or last paragraph of a chapter may contain information that may be useful for students’ understanding. Moreover, it’s helpful that students read the captions under diagrams, charts, maps and pictures as they may contain information that positively influences comprehension. In addition to the above, make sure to direct students’ attention to the italicised, bold or repeated words in the text (See p. 31 for details on methods based on reading).

After students survey the text, encourage them to ask questions that are related to the chapter they have just surveyed as this would positively influence their retention level and it sets a purpose for the reading activity. Advise students to use headings and subheadings as a starting point to create their own wh-questions. If there aren’t any headings, turn the first sentence of paragraphs into questions.

Next, prompt students to read the target text in order to answer their questions. Encourage them to jot down key concepts or words in the margin as this would help them later on in the revision stage (See p. 31 for details on Dos and Don’ts of taking notes while reading). When students have finished reading the text, encourage them to rephrase the information they have just read and recite it over and over again in order to move the information that is being learned into the long-term memory. Finally, in the revision stage, students repeat the above mentioned steps in order to reinforce information they have acquired during the survey, question and reading steps.

PQR ST is another reading strategy which could also be used while studying for a test. It involves five steps. In the first step, students skim the text paying attention to the text’s introduction, headings and subheadings and the chapter summary, if any is provided. This step is called previewing a text. It’s essential to preview the text before actually reading it because previewing helps students to understand the general drift of the text in a relatively short period of time. While students are previewing the text at hand, it is important that they ask themselves questions such as Why am I reading this? What am I going to learn? Such questions help students set a definite goal for their reading process and later on for the revision process (See p. 31 for details on methods based on reading).

This is the second step which is called questioning stage. The third step involves the actual reading of the text. While students are reading the target text, encourage them to underline or highlight key ideas. Next, students try to recite some of the information they learned in the reading step and say them out loud.

In conclusion, the PQR ST is an efficient reading strategy because it helps students retain information they’ve read in their long-term memories and it gives them the opportunity to self-test their comprehension level, which would result in getting better test grades.


A Dialogue

Read the dialogue and answer the questions.

Mrs Salma: Hello, how are you my friend?
Mrs Rouba: I'm fine. What's new?
Mrs Salma: I'm calling to tell you I've started a new job.
Mrs Rouba: What kind of a job?
Mrs Salma: I'm working for a cosmetics company. I visit homes door-to-door taking orders.
Mrs Rouba: Do you enjoy it?
Mrs Salma: Yes, it's very exciting. I order the initial package. It includes a few products and marketing tools, such as catalogues, free samples, coupons and product information. I show these products to women in their houses. If they like them, they can order.

Mrs Rouba: It's quite interesting!
Mrs Salma: I really enjoy meeting people, and I earn my income by working part-time only.

Questions

1. Look up the meaning of the following words in a dictionary or your glossary.
   a. enjoy
   b. exciting
   c. package
   d. coupon
   e. earn
   f. income

2. Why does Mrs Salma enjoy her new job?
   Mrs Salma enjoys her new job because she enjoys meeting people and she earns her income by only working part-time.

3. What do the words in bold refer to?
   a. It: job
   b. It: package
   c. Their: women's houses
   d. Them: products

4. Name the beauty products in the picture above.
   Students' answers

B Listening

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

1. The first salesperson in that company was a female.
2. He named the company after his son.
3. The company provides quality cosmetics at inexpensive prices.
4. The company produces only perfume.

Answers

1. False; he was a man.
2. False; he named it after the title of a book.
3. True
4. False; cosmetic products

Lesson One

Learning Objectives

- Practising dictionary skills
- Naming beauty products
- Demonstrating understanding of a listening script
- Distinguishing between true and false sentences

A Dialogue

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

B Listening

2. Go through the sentences with the class and ask them to try to predict whether they are true or false.
3. Emphasise that they are not expected to get the answers right from the first listening.
4. Ask the students to listen and check their answers while you play the recording. Check how many guesses did they get right.

Audioscript

It is rather strange to say that the first salesperson in a famous cosmetics company was a man. That man used to go door-to-door selling books, but he was always asked about the perfume he was wearing. He made up his mind and started a perfume business. Afterwards, he established his own company and named it after the title of a book.

This famous cosmetics company always adapts the image of a female salesperson going door-to-door selling its products. This female salesperson shares her love of make up with other women inside their houses. This worldwide company supplies the market with distinctive cosmetics at inexpensive prices. All representatives of this company have their own choice of how to earn their money. They either sell through catalogues they give to friends and family or through online selling.
Lesson Two

Learning Objectives
- Identifying the meaning of words from context
- Identifying the part of speech of words from context

C Vocabulary

Focus attention on the gapped sentences. Ask the students to read the sentences and think about what form of the words in brackets might go in the gaps.
- Allow time for students to complete the task individually.
- Check answers as a whole class.

Answers
1. dependent; believable
2. centred; satisfaction
3. Confidence; success
4. marketing; growing

Activity Book page 28 exercises 1 and 2

Lesson Three

Learning Objective
- Practising using the third conditional in context

Grammar

third conditional

D Grammar

Focus attention on the examples and point out the way that each begins. Point out that each sentence is about something that didn’t happen. Nevertheless it is possible for us to talk about what we would have done if things had been different – to talk about an imagined past.
- Ask the students to work individually to join the sentences to form meaningful third conditional sentences. Go round, monitoring and helping. Check answers with the class.

Answers
1. If product managers had used tools to identify consumer preference, the new product would have had increased success.
2. If product managers had gained customers’ confidence, they would have overcome customers’ scepticism, confusion and indifference.
3. If you had deeply believed in your product, service and company, you would have persuaded and influenced your target customers and clients.
4. If the advertising campaign had generated an insufficient level of new product awareness, this new product wouldn’t have achieved profitability.
Marketing a Product

Join these sentences using if.
1. Product managers used tools to identify consumer preference. The new product had increased success.
2. Product managers gained customers’ confidence. They overcame customers’ scepticism, confusion and indifference.
3. You deeply believed in your product, service and company. You persuaded and influenced your target customers and clients.
4. The advertising campaign generated an insufficient level of new product awareness. This new product didn’t achieve profitability.

E Speaking
Work in pairs. Make a list of the advantages and disadvantages of door-to-door selling. Arrange your ideas in the T-chart below.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F Roleplay
Work in pairs. Student A is a salesperson and Student B is the customer. The products that Student A is selling are: linen (bed sheets, tablecloths, towels, etc.) or handicrafts. Choose one product and perform a roleplay.

Extra Activities

Activity 1
Put the following words / phrases in the correct order to make meaningful sentences.
1. we / not / of / marketing / prefer / couldn’t / decided / one / use / IF / had / known / which way / they / we / have / which / to
2. she / not / the / herself / wouldn’t / bought / IF / had / seen / product / she / have / it
3. our / had / been / people / would / have / interested / buying / product / IF / salesperson / not / friendly / not been / in / the
4. I / attended / seminar / marketing / would / benefited / IF / had / the / on / I / have / much
5. this / had / had / profitability / factory / have / production / IF / item / not / high / the / would / its / stopped

Activity 2
Circle the word that best completes each sentence.
1. If I had gone to England, I had / would have participated in the training of new salesmen.
2. If I had gone to university, I had / would have studied marketing.
3. If I had / would have not forgotten the brochures at the company, I would have sold more items.
4. I had / would have bought the product if I had known it is so useful.
5. I couldn’t have bought that car if the salesperson had / would have not given me a good offer.
6. I had / would have given you some coupons if I had known you are interested in cosmetic products.
7. If you had told me earlier, I had / would have got you some free tickets for the concert.

Answers
Activity 2
1. If we had not known which way of marketing they prefer, we couldn’t have decided which one to use.
2. If she had not seen the product herself, she wouldn’t have bought it.
3. If our salesperson had not been friendly, people would not have been interested in buying the product.
4. If I had attended the seminar on marketing, I would have benefited much.
5. If this item had not had high profitability, the factory would have stopped its production.

Activity 3
1. would have 2. would have 3. had 4. would have 5. had
6. would have 7. would have

Lesson Four

Learning Objectives
- Discussing advantages and disadvantages
- Practising organising information in a T chart

Grammar
- third conditional

E Speaking
7.
- Allow time for students to complete the task in pairs.
- Invite volunteers to read their answers aloud.

Answers
Students’ answers

Activity Book page 29 exercises 3 and 4

Lesson Five

Learning Objective
- Performing a roleplay

F Roleplay
8.
- Tell students that they are going to make a roleplay in which they practise buying and selling a product.
- Ask student B to choose a product that Student A is selling and practise buying it.
- Tell students to switch roles for the next product.

Answers
Students’ answers
Marketing your products and services helps a lot in the success of your company. Spending a great amount of money on your advert is not the point, but using the correct technique of advertising leads to the proper results.

Online marketing is very cheap and effective especially for small businesses. Advertising on the Internet gives a company a big opportunity to promote its products. People all over the world would have access to any advert at any time.

Direct marketing has proved to be very beneficial in increasing awareness of your company. Radio adverts, for example, will help you present your products.

Word-of-mouth marketing is beyond doubt one of the most powerful forms of advertising. Being in direct contact with the customers affects your company positively. When you are face-to-face with customers, you can identify their responses and satisfy their needs.

Questions

1. Find words in the text that have a similar meaning to the following definitions:
   a. prepare the way for
   b. chance
   c. give publicity to
   d. realisation
   e. recognise

2. Fill in the following table with the forms of marketing mentioned in the text and write down the characteristics of each one.

<table>
<thead>
<tr>
<th>Types of Marketing</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Online marketing</td>
<td>cheap, effective for small business, gives a company a big opportunity to promote its products, accessible to everyone at all times</td>
</tr>
<tr>
<td>2 Direct marketing</td>
<td>increasing awareness of your company</td>
</tr>
<tr>
<td>3 Word-of-mouth</td>
<td>identifying the responses of customers and satisfying their needs</td>
</tr>
</tbody>
</table>

H Writing

Make sure students understand what they are asked to write about.

Allow time for students to write their paragraphs individually on a separate sheet of paper.

When they have finished, put students in pairs and ask them to exchange their paper with their partner for peer correction.

Answers

Students’ answers

Activity Book page 30 exercises 5, 6 and 7
Women in Business (WiB) is a nonprofit organisation whose main aim is to facilitate trade transactions between the Arab World and the 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 worldwide interaction between qualified employees and businesswomen, 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, which it also provides its members with the opportunity for professional development 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: ________________________

Answers
1. Students’ answers
2. 
   - **facilitate**: make easier
   - **enthusiast**: a person who is highly interested in a particular activity or subject
   - **forum**: a place, meeting or medium where ideas and views on a particular issue can be exchanged
   - **qualified**: professional
   - **seminar**: a conference or other meeting for discussion or training
3. Students’ answers
4. Students’ answers
I Reading
Read the text and answer the following questions.

The key to success in marketing is to know your target audience. Knowing your audience is as important as the product you are selling. For example if you are marketing items like natural products, cosmetics, children’s toys, movies, clothing and self-improvement products, it is very important that you explain to your audience, in this case women, all that they need to know about the product you are selling. In general, women will be prepared to purchase a product after having enough information about it. They tend to compare the product that is being marketed to another brand of the same item that they are already using at home. Based on this comparison, they can decide if the item is worth buying and if its price is reasonable. Another successful marketing technique is to replace discounts with reasons to motivate your audience to purchase the item you are selling. It is also important to keep in mind that buyers in general, women in particular, pay close attention to details and have high perception of objects around them. They notice minor details related to the look of the object, its smell, its touch and taste in case of food items. Moreover, background music in the location where an item is displayed has an influence on the purchaser’s decisions as well. Finally, remembering these marketing tips can make a noticeable change in the levels of sales.

Questions
1 Give the text a suitable title.
2 How many marketing tips does the author give us? List them.
3 What do the words in bold refer to?
4 Why do you think background music will influence the purchaser’s decision?

II Vocabulary
Cross the odd word out.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a commercials</td>
<td>b documentaries</td>
</tr>
<tr>
<td>2</td>
<td>a animated cartoon</td>
<td>b video editing</td>
</tr>
<tr>
<td>3</td>
<td>a product</td>
<td>b satisfy</td>
</tr>
<tr>
<td>4</td>
<td>a novelty item</td>
<td>b confide</td>
</tr>
<tr>
<td>5</td>
<td>a TV advertising</td>
<td>b catalogue</td>
</tr>
<tr>
<td>6</td>
<td>a coupon</td>
<td>b discount</td>
</tr>
</tbody>
</table>

III Grammar
A Write the verbs in brackets in the correct form in the second conditional.

1 If you (read) ___________ unit about advertising, you (know) ___________ that it is a form of communication.
2 If he (manage) ___________ to increase consumption of products, the manager (promote) ____________ you.
3 If the employee (use) ___________ a different type of advertising, he (achieve) ___________ the desired results.
4 If the company (advertise) ___________ novelty items, more people (be) ___________ interested.
5 The company (meet) ___________ the requirements of the people if it (do) ___________ proper research.
6 I (work) ___________ at an advertising company if I (not / like) ____________ my current job.

B Write the verbs in brackets in the correct form in the third conditional.

1 If you (not / satisfy) __________ your customer, you (not / win) __________ his trust.
2 If the company (not / follow) __________ efficient marketing strategies, it (not / enjoy) ___________ its good reputation.
3 The advertising agency (change) ___________ its target audience if it (know) ___________ more about the product.
4 We (do) __________ a better job if the manager (adopt) ___________ the new advertising policy.
5 If we (not / anticipate) ___________ the needs of our customer, we (fail) ___________ to reach our objective.
6 Our methods of advertising (not / change) ___________, if we (not / attend) ___________ the training.

IV Writing
Choose an advertisement you have seen before and still remember. Write a paragraph to an advertising agency suggesting some modifications that they should introduce.
I
1 Women
2 five tips. Know your target audience; explain to your audience all that they need to know about the product you are selling; replace discounts with reasons to motivate your audience to purchase the item you are selling; keep in mind that buyers pay close attention to details and have high perception of objects around them; play background music in the location where an item is displayed.
3 they (audience) they (women) its (item) its (object) you (marketing personnel)
4 Students’ answers

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

III Grammar
A
1 read, would know
2 managed, would promote
3 used, would achieve
4 advertised, would be
5 would meet, did
6 would work, did not like

B
1 had not satisfied, would not have won
2 had not followed, would not have enjoyed
3 would have changed, had known
4 would have done, had adopted
5 had not anticipated, would have failed
6 would not have changed, had not attended

IV
Students’ answers
Lesson One

Learning Objectives

■ Practising dictionary skills
■ Talking about Athwab Bilad El Sham
■ Talking about national costumes
■ Talking about likes and dislikes
■ Distinguishing between true and false sentences
■ Demonstrating understanding of a listening script

A Dialogue

1

■ Give students time to practise reading the dialogue in groups and then in pairs.
■ Make sure that students understand the vocabulary used. Explain difficult vocabulary.
■ Point the students’ attention to the questions and then allow them time to read the dialogue again and look for the answers.
■ Check answers as a whole class.

Answers

1 embroidery: a pattern sewn onto cloth or cloth with patterns sewn onto it
   slit: a long, narrow cut or opening
   wrap: cover or enclose (someone or something) in paper or soft material
   fringe: a decorative edge of hanging threads on a curtain, piece of clothing... etc.
   tassel: a bunch of loosely hanging threads, cards or other material knotted at one end and attached for decoration to home furnishings, clothing or other items

2 because she used to wear national costumes like the Thob

3 Students’ answers

B Listening

3

■ Give the students time to read the gapped text.
■ Play the CD and ask students to listen. Play the recording another time and ask students to listen and fill in the blanks with the proper word.
■ Check answers as a whole class.

Audioscript

Keeping up with the latest fashion trends is one of the most important secrets and plans of managing a successful fashion design business. You have to decide which kind of cloth you’ll need as well as the accessories your models will wear to get the final look. Your preparation in the fashion industry starts eighteen months ahead of fashion production. The designer has eighteen months to plan, design, pattern and transform the cloth into a material ready to be displayed to the public.

Eighteen months is not very long at all because you’ll have to wait until the wholesalers start supplying what you need. But while you are showing your work on the catwalk and at trade shows, you are searching for what’s likely to be popular in the following season. When you are preparing a fashion show, you must be careful about timing. Your new fashion show releases new colours and styles at the same time with other designers.

Finally, there is no reason why you are not able to be successful if you are well-organised and devote all your attention and effort to your work.

Answers

1 fashion trends  2 to plan  3 are preparing a fashion show  4 devote
Lesson Two

Learning Objectives
- Using words meaningfully in context
- Demonstrating understanding the meaning of words by completing a gap-fill exercise

C Vocabulary

5
- Explain the task.
- Give the students plenty of time to do the task orally or in writing.
- Check answers as a whole class.

Answers
1 various  2 collection  3 colourful  4 designers

Activity Book page 31 exercises 1 and 2

Lesson Three

Learning Objectives
- Identifying the relationship between words and pictures
- Identifying various folk costumes
- Practising matching folk costumes to their relevant country

D Folk Costumes

6
- Work through the exercise orally with the whole class eliciting answers from various students.
- Make sure that the whole class hear the correct answer.

Answers
from left to right
1 True
2 False, when preparing a fashion show, the fashion designer should be careful about timing.
3 False, the designer will be searching for what is likely to be in fashion for the next season.
4 False, at the same time
Learning Objective
- Using tag questions properly

Grammar
- tag questions

E Grammar

■ Ask students to work out the answers to the exercise by taking the information from the box.

■ Check answers and spellings with the whole class.

Answers
1 wasn’t it 2 do you 3 aren’t you 4 didn’t they 5 aren’t I
6 haven’t they 7 will you 8 won’t it

Activity Book page 32 exercises 3 and 4

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.

Example:
You want to learn English, don’t you?

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.

Example:
John can’t play tennis, can he?

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.

Example:
We are going to win, aren’t we?

Sentences without Auxiliary Verbs
If there is no auxiliary verb, we use the appropriate tense form of Do in the negative form.

Example:
Jack and Jill brought us some water, didn’t they?

Circle the correct answer.

1 She is a designer of folk costumes, ________?
   a aren’t she?  b doesn’t she?  c isn’t she?  d she isn’t?
2 I am a good fashion designer, ________?
   a I am  b do I?  c amn’t I?  d aren’t I?
3 Pierre is a seasonal fashion designer, ________?
   a he isn’t?  b isn’t he?  c he is?  d doesn’t he?
4 Kate is interested in seasonal fashion and folk costumes, ________?
   a she is?  b is she?  c doesn’t she?  d isn’t she?
5 Jacques and Alicia are designing clothes, ________?
   a aren’t they?  b are they?  c isn’t he?  d isn’t they?
6 Mario is preparing the fashion show, ________?
   a aren’t they?  b isn’t he?  c is he?  d isn’t she?

Answers
1 c  2 d  3 b  4 d  5 a  6 b  7 a  8 b  9 c  10 c

F Speaking

You are the commentator at a fashion show. Describe the following designs.

7 I’m here, ________?
   a aren’t I?  b am I?  c amn’t you?  d aren’t you?
8 You and I are busy choosing the fabric we are going to use, ________?
   a aren’t I?  b aren’t we?  c we aren’t?  d aren’t we?
9 The weather is becoming unpredictable, ________?
   a am I?  b aren’t they?  c isn’t it?  d isn’t he?
10 You are preparing a seasonal collection of clothes, ________?
   a isn’t it?  b don’t I?  c aren’t you?  d aren’t I?
Lesson Five

Learning Objectives
- Performing a roleplay
- Describing a picture

F Speaking
8
- Tell students that they are going to play the role of a commentator at a fashion show.
- Brainstorm with the students a list of fashion comments that a commentator might say.
- Working alone, students write a few comments about the designs in the pictures on page 46.
- When they have finished, invite a volunteer to read his / her comments aloud to the rest of the class.

Answers
Students' answers

Lesson Six

Learning Objectives
- Identifying the problem of fashion industry
- Identifying the meaning of words from context
- Talking about the importance of fashion industry

G Reading
9
- Explain the task.
- Give the students plenty of time to read the passage silently and carefully.
- After they have finished reading, get the students to answer the questions orally or in writing.
- Check answers as a whole class.

Questions

1. Choose the best title for the text written above.
   a. unpredictable weather  b. traditional clothes  c. fashion show

2. What problem is the whole fashion industry facing?

3. What are some solutions given by the designers?

4. Find words in the text which have a similar meaning to the following definitions.
   a. to tell someone that something bad may happen
   b. creating disorder and confusion
   c. change your behaviour in order to be successful in a new situation
   d. to make someone feel pleased by doing what they want
   e. slightly crazy

5. Why do you think that the fashion industry is important nowadays?

Answers

1. a. unpredictable weather
2. unpredictable weather is affecting the pattern of traditional seasonal fashion
3. the industry has to adapt, hire climatologists, emerge new styles of trans-seasonal or all-year clothing
4. a. warn
   b. playing havoc with
   c. adapt
   d. satisfy
   e. bonkers
5. Students' answers

Activity Book page 33 exercises 5 and 6

Unit 9, page 31, exercise 1
1. international  2. fashion shows  3. decisions  4. accessories  5. patterns
   6. purchased  7. season

Unit 9, page 31, exercise 2
1. the costume of a region
2. one can notice them easily
3. women's costume
4. the sleeves are straight
5. reflecting the women's identity

Unit 9, page 32, exercise 3
1. isn't it  2. do they  3. hasn't she  4. did he  5. aren't they  6. aren't they
   7. can't you  8. have they  9. won't it  10. didn't they

Unit 9, page 32, exercise 4
Students' answers

Unit 9, page 33, exercise 5
Students' answers

Unit 9, page 33, exercise 6
Students' answers
Teaching Tips

Types of study skills (cont.)

6 Methods based on exam strategies (cont.)

1 General test preparation strategies

During the test
There are also some things that students should keep in mind when they are taking the test. Advise students to:
1. 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.
2. 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.
3. try to make an outline in the margin before they begin writing. Organisation, clear thinking and good writing is important, but so is neatness. Remind students to make their writing legible. 
4. try 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.

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.

3 & strategies for open book tests
An open book test gives no reason for students not to prepare; such test 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 explaining it orally. 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 make their most effort 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 own words is an efficient manifestation of comprehension.

4 & strategies for multiple-choice tests
Firstly, 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.41 for details on using flashcards). Furthermore, collaborative learning within a group can keep students motivated and more concentrated on the material (See p.87 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 revising unless they are certain the answer is incorrect; statistically speaking, students’ first choice is often the correct one.

5 & strategies for essay tests
Sitting 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 to 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. 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 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 (See p.86 for details on how to set a study plan).

Moreover, many put mnemonic devices into practice while preparing for an essay test (See p.59 for details on mnemonics). In other words, drawing, adding melody to the given material or rewriting 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 study for short yet frequent periods of time having an average of 45 minutes followed by a short break; otherwise, studying will be overwhelmed and they would easily lose concentration (See p.19 for details on factors that enhance concentration). Finally, it is quite helpful to go over the titles of the material because they are often thematic and provoke important ideas.
Teaching Tips

Types of study skills (cont.)

H Methods based on time management and organisation

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 students’ 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.86 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. Moreover, 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. This would give them the chance to review these points / vocabulary while doing their daily routine activities such as brushing their teeth (See p.41 for details on using flashcards).
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 having 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.
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 review units are important for two reasons. Firstly, they 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
Students’ answers

C
Students’ answers

D
1 Thob  2 embroidered  3 chest  4 belt  5 wore  6 souk  7 Kaftan  8 Shambar  9 veil  10 fringes  11 tassels

E
Students’ answers

F
Students’ answers

G
1 wouldn’t work  2 weren’t  3 wouldn’t hire  4 wouldn’t come  5 had

H
Students’ answers

I
1 shouldn’t it  2 haven’t they  3 won’t they  4 weren’t they  5 isn’t it
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 shopwindow and pictures in public places
4 - 6 Students’ answers

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

III
Students’ answers

IV
1 will see (realistic or likely to happen, 1st conditional)
2 wouldn’t have come (unreal in the past, 3rd conditional)
3 would live (impossible or unreal now, 2nd conditional)
4 had bought (unreal in the past, 3rd conditional)
5 took (impossible or unreal now, 2nd conditional)

V
1 didn’t they
2 aren’t you
3 are they
4 has she
5 shouldn’t they

VI
Students’ answers
Lesson One

Learning Objectives

- Talking about safety at work
- Practising giving advice
- Identifying the meaning of words from context
- Demonstrating understanding of a listening script

A Dialogue

Tell students to read the dialogue first in groups and then in pairs.

Ask them to answer the questions in pairs, before you check the answers with the whole class.

Answers

1. Samira had an accident; her finger was caught under the needle.
2. No, she didn’t panic. She took a deep breath, took the needle backwards and bandaged the wound herself.
3. to beware of needles and sharp tools in the sewing room
4. a wound, injury
   b help, assist
   c major
   d sterilised
   e relieve
   f beware of, be cautious

B Listening

Give the students time to read the questions.

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

Play the recording again for students to check their answers.

Audio Script

Presenter: Welcome to the morning programme. This is the second episode on safety in the kitchen. Last week, our spokesman was Mr Majid who talked about sharp implements in the kitchen. Today, we’re hosting Mrs Hala who’ll talk to us about other hazards in the kitchen.

Mrs Hala: Yes, there are many topics we can talk about, but I chose two today: slips and chemicals. The first is caused by soapy water, grease or food on the floor. Ladies can avoid falling if they keep the floor clear and clean. As to the use of chemicals in the kitchen, such as drain cleaners and bleaches they should never be mixed.

Lesson Two

Learning Objectives

- Identifying the meaning of words from context
- Demonstrating understanding of the meaning of target vocabulary by completing a gap-fill exercise

C Vocabulary

Explain the task.

Give the students plenty of time to do the task orally or in writing.

Check answers as a whole class.

Answers


Activity Book pages 36 and 37 exercises 1 and 2
Lesson Three

Learning Objectives

- Identifying indefinite pronouns
- Using indefinite pronouns correctly in context
- Distinguishing between singular and plural indefinite pronouns

D Grammar

Give the students time to look at the table. Explain the rules for using indefinite pronouns. Check understanding by eliciting examples from volunteers.

Do number 1 orally with the whole class as an example to check that they understand what they are asked to do. Give them some time to complete the task individually or in pairs.

Invite volunteers to read their answers aloud.

Answers
1. Anything
2. everyone
3. nowhere
4. anywhere
5. nothing
6. somewhere
7. anything
8. Somebody

Mini-Grammar + Extra Activities

Indefinite pronouns—words like anybody, anything, somebody, something, everybody, everything, neither, none, each, either—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 and -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 and 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.

Example:
All in the regiment advanced until they reached the beach.

If you’re referring to the unit as a whole—s a group rather than as several individuals—se a singular pronoun.

Example:
All of the regiment advanced until it reached the beach.

REMEMBER:
Most indefinite pronouns refer to one person or thing and take a singular pronoun. To determine whether to use singular or plural pronouns with ambiguous indefinite pronouns, examine the context of the sentence.

Decide whether each indefinite pronoun should take a singular pronoun or a plural pronoun.

1. One should keep (his / their) fingers away from the machine’s needle while sewing.
2. One of the employees had noticed that the machine was still operating, so (he / they) turned it off before somebody would get hurt.
3. All of the employees (has / have) turned off the machines during the lunch break.
4. Everybody (is / are) responsible for evacuating the building in case of fire.
5. If anyone (make / makes) the mistake of not taking precaution at work, (he / they) will be risking (his / their) colleagues’ safety.
6. Another member of the group (is / are) going to attend the conference about safety at work.
7. Both employees (is / are) competent tailors.
8. Many of the employees (was / were) injured.
9. Somebody (has / have) to do constant safety checks.
10. Much (was / were) discussed in the safety at work training session.
11. We are glad to see that several of you (is working / are working) carefully on the sewing machine.
12. All (was / were) lost in the fire.
13. Most of the employees (is / are) attending the seminar.
14. Some of the machines (was / were) broken.
15. Few (was / were) chosen to maintain safety in the workplace.

Answers
1. his
2. he
3. have
4. is
5. makes / he / his
6. is
7. are
8. were
9. has
10. was
11. are working
12. was
13. are
14. were
15. were
Lesson Four

Learning Objectives
■ Practising writing warnings
■ Performing a roleplay

E Giving and responding to warnings

6
■ Direct students’ attention to the information in the box.
■ In pairs, ask students to make a dialogue about one of the pictures on page 52.
■ When they have finished, invite volunteers to read their dialogues aloud to the whole class.

Answers
Students’ own answers

7
■ Tell students to complete the task individually.
■ When they have finished, ask a volunteer to give you the answer to the first sentence.
■ Allow time for them to say why the answer they have chosen is the best answer and why the other options are wrong or less suitable.
■ Repeat the steps for the remaining sentences.
■ Encourage students to discuss any answer that they disagree on 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 a / 2 c / 3 a / 4 b

Activity Book pages 37 and 38 exercises 3 and 4

Lesson Five

Learning Objectives
■ Practising working in groups
■ Identifying safety issues
■ Practising dealing with safety issues

F Speaking

8
■ Discuss the situations and make sure that students understand the context.
■ Be ready to explain any new vocabulary.
■ Divide the class into four groups. In their groups, students work in pairs. Groups 1, 2, 3 and 4 work on scenarios 1, 2, 3 and 4 respectively.
■ When they have finished, allow pairs from each group to join together to form groups of four.
■ Go round and monitor students’ conversations.
■ Invite volunteers to share their answers with the whole class.

Answers
Students’ answers

E Giving and responding to warnings

There are a number of structures used when giving warnings in English. Here are some of the most common:

1 Use the imperative followed by might or will in a statement.
   Example:
   Don’t push so hard on that toy, or you might / will break it!

2 Use the imperative.
   Example:
   Watch out! Be careful!

3 Use the imperative followed by otherwise you will or might + the main form of the verb to show consequences.
   Example:
   Work hard, otherwise you’ll fail your exam.

Act out a conversation about each of the following pictures using the structures in the table above.

Circle the correct answer.
1 Don’t push so hard on that doll, or you _____ it!
   a might break   b might to break   c might breaking

2 _____ Be careful!
   a Watching out!   b Look at!   c Watch out!

3 Work hard, _____ you’ll fail your exam.
   a otherwise   b although   c despite

4 _____ overcook the meal. You’ll burn it.
   a Not   b Don’t   c No
Learning Objectives

- Identifying the purpose of a reading passage
- Identifying the meaning of words from context
- Identifying the causes of fire
- Practising giving suggestions to avoid fire

G Reading

9

- Explain the task.
- Give the students plenty of time to read the passage silently and carefully.
- After they have finished reading, get the students to answer the questions orally or in writing.
- Check answers as a whole class.

Answers

1. it (the fire); there (at home); them (electric appliances)
2. to prevent fire accidents at home
3. We could try but it may happen.
4. a plan arranged or agreed upon beforehand or in advance when an accident happens
5. Students' answers

Safety at Work

F Speaking

- Decide what the safety issue is in each of the following scenarios. Work in pairs and discuss the various options you have for dealing with the situation.

Scenario 1

You work in a fast-food restaurant, and your employer asks you to stay until closing time for many nights. You do not get home until midnight, and you must get up for school by 6 a.m. You are very tired at school and work. Yesterday, another employee at work was tired and he was in a hurry to go home. Because of this, he accidentally spilled some hot oil and burned himself.

Scenario 2

You and your partner are working on a local farm. The farmer has just started spraying pesticides on his fields, and he has asked you to handle the pesticide containers and sprayers. Neither of you has gloves or respirators or has any training. The farmer is in a hurry to get the job done before it rains this week. If you ask for gloves and respirators, the farmer will have to go buy these supplies. You could lose several working hours.

Scenario 3

You and your partner work at a local convenience store. Your supervisor has just decided to make each of you take turns working alone in the store in the evenings. This decision makes both of you very nervous. Someone could rob you or assault you, and no one would know. Since your employer trusts both of you, she specifically wants you both to work the evening shift but doesn't want to have more than one employee working at the same time.

Scenario 4

You and a friend just got a summer job mowing along the side of country roads. Your supervisor asks you both to mow a very steep hillside. You notice the tractors have no rollover protection. Several teenagers applied for these jobs because it is very well-paid. Your supervisor chose you on a trial basis to see if you could handle the job.

G Reading

Read the following excerpt from a newspaper article and answer the questions.

Research studies have shown that fires and burns come third in causing home injury and deaths. We can prevent such accidents by being aware of safety precautions. First, wherever there is a fire at home, be it in the kitchen or the living room, an adult has to be there. Second, keep any flammable materials such as towels, curtains and bags away from fire. Third, don’t overload electric circuits by using multiple plugs or keeping electric appliances on when you don’t need them. Fourth, keep an effective fire extinguisher around. And finally, if a fire does start at home and you can’t stop it, remember to call for help and execute your pre-arranged escape plan.

Questions

1. What do the words in bold refer to?
2. What is the writer’s purpose behind writing the newspaper article?
3. According to the article, can we prevent fire? Elaborate.
4. What does the writer mean by ‘pre-arranged escape plan’?
5. Think of some other causes of fire and give suggestions to avoid it.

Activity Book Answer Key

Unit 10, page 36, exercise 1
1. stairs / staircases
2. obstacles (noun) / obstruct (verb)
3. smooth, flat, wide, shouldn’t be damaged and shouldn’t be too deep
4. sturdy and robust
5. Students' answers

Unit 10, page 37, exercise 2
Students' answers

Unit 10, page 37, exercise 3
A
1. All
2. everyone
3. Both
4. One
5. any
6. somewhere
7. everybody
8. Anything
9. another
B
Students' answers

Unit 10, page 38, exercise 4
1. Students' answers
2. It may have no symptoms at all; however, chest pain, shortness of breath, dizziness, fainting, sweating or nausea may be signs that an individual is having a heart attack,
3. a. artery: one of the tubes that carries blood from your heart to the rest of your body
   b. unconscious: unable to see, move, feel etc in the normal way
   c. compressions: a technique used during CPR to prevent the expansion of the chest
   d. allergic: having an allergy
4. Students' answers

Unit 10, page 38, exercise 5
1. Students' answers

Unit 10, page 38, exercise 6
Students' answers
I Reading
Read the text and answer the following questions.

Wearing folk costumes is common during traditional celebrations. Some people enjoy making their own folk costumes. If you plan to make your own, first of all do a quick research to know more about the patterns of the costume. Then make a sketch of a costume of your choice. Next, decide what kind of fabric you should buy that would suit your traditional dress. After you have sketched out your pattern, you need to pin the patterns on the fabric and cut them carefully. Finally, you need to sew the different parts of the costume together. This may be a dangerous practice if you don’t take proper precautions. First, you have to pay close attention to your fingers while using sharp scissors. You also have to make sure to put away all the pins as soon as you finish your project. Use a magnetic pin cushion to remove pins that have fallen on the ground. Otherwise, someone may step on them and get injured. Finally, make sure you raise your head while using a sewing machine to avoid hitting your head into machine’s moving metal part.

Questions
1 What is the main idea of the text?
2 What are the steps that you need to follow if you want to make a folk costume?
3 What should you do to avoid injury while sewing?
4 Which words or phrases indicate a process?
5 What does the author mean by “Otherwise”?

II Vocabulary
Find what is common between the following sets of words.

| 1. a wool   b silk   c cotton   d leather |   |
| 2. a scissors b pins   c needle   d thread |   |
| 3. a Shambar b Thob   c veil     d headband |
| 4. a bandage b accident c wound   d pain   |   |
| 5. a colour  b tassel  c fringe   d embroidery |

III Grammar
A Write the correct tag question in the following.
1 She told you to keep your things organised to avoid injuries, ____________?
2 It is a good idea to put the scissors back in its place, ____________?
3 You should protect your finger while sewing, ____________?
4 I can’t leave my pins spread everywhere, ____________?
5 Folk costumes are very valuable to our people, ____________?
6 Traditional costumes include many parts like a veil and a Mandil, ____________?

B Fill in the blanks with the correct word from the box.

| someone | anyone | everyone |
| something | everywhere | All |

1 Are you sure ________ can find the emergency exit?
2 ______ safety measures should be taken very seriously at work.
3 The machines of the workplace should be repaired by ________ professional.
4 Employees don’t have the right to expose ________ to risk.
5 There are notes concerning safety ________ you go in our work place.
6 I heard ________ get broken in the office.

IV Writing
Write a paragraph describing your favourite folk costume.
How to make a traditional costume and take safety precautions while sewing

1. Do a quick research to know more about the patterns of the folk costume you want to make, make a sketch of the costume, decide what kind of fabric to use, pin the patterns on the fabric and cut them carefully, sew the different parts of the costume together.

2. Pay close attention to the fingers while using sharp scissors, use a magnetic pin cushion to remove fallen pins, make sure you raise the head while using a sewing machine.

3. If the pins are not removed from the ground, someone will step on them and get hurt.

II

1. types of fabric
2. tools for sewing
3. elements of folk costume
4. injury
5. designing

III

A
1. didn't she
2. isn't it
3. shouldn't you
4. can I
5. aren't they
6. don't they

B
1. everyone
2. All
3. someone
4. anyone
5. everywhere
6. something

IV

Students' answers
Lesson One

Learning Objectives
- Practising dictionary skills
- Identifying antonyms

A Dialogue

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

Answers
1. Mona's shirt has shrunk.
2. to read the care label
3. a shrink: become smaller as a result of being immersed in water
   b bucket: a roughly cylindrical open container, typically made of metal or plastic
   c laundry: clothes and linens that need to be washed or that have been newly washed
   d care label: woven or printed label with fabric content and care information
4. cold / hot

Lesson Two

Learning Objectives
- Demonstrating understanding of a listening script
- Identifying the relationship between symbols and words

B Listening

2 and 3
1. Play the CD twice while students listen without looking at the book. Ask them to note down any information they think will be useful.
2. Tell students to open their books and complete the task.
3. Play the CD again for them to check and then correct the answers with the whole class.
4. If they have made mistakes, play the CD again until they can hear the right answer.
Lesson Three

Learning Objectives

- Identifying the relationship between words and their definition
- Identifying the relationship between pictures and their definitions

C Laundry symbols

4

- Ask students to work out the answers in pairs, by referring to the picture. Choose people who don't often volunteer to give the answers.
- Check answers as a whole class.

Answers

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

D Vocabulary

5

- Ask students to silently read the text.
- As they are reading, ask them to underline the words or phrases that have the word safe.
- Give time for students to complete the table either individually or in pairs.
- Check answers as a whole class.

Answers

food safe: can be used for food
microsafe: can be used in a microwave but not for cooking
freezer safe: can be placed in freezer but with a certain amount of food
dishwasher safe: can be placed in a dishwasher but away from any heating element

6

- Ask students to complete the task either individually or in pairs.
- Check answers as a whole class

Answers

container: an object that can be used to hold or transport something
utensil: an implement, container or other item, especially for household use

Activity Book pages 40 and 41 exercises 2, 3 and 4

General Symbols

Listen again and check answers.

C Laundry symbols

Match each symbol with its meaning.

1 bucket with a hand a do not wash
2 bucket with a cross b dry clean
3 square with a black circle c hand wash
4 bucket with 3 dots and a horizontal line d tumble dry without heat
5 circle e tumble dry with high heat
6 square with a circle and 3 dots f machine wash, hot water, permanent press

D Vocabulary

Find expressions in the text that have the word ‘safe’. Use the table below to write them with their meanings.

All Tupperware products carry a “food safe” sign. Some Tupperware items are microwave safe but are not meant to be used in cooking. Some containers carry the freezer safe symbol. This means they can be placed in the freezer with the proper amount of food without having it damaged. Tupperware items produced after 1979 have the dishwasher safe symbol but need to be kept away from the heating element in the dishwasher.

<table>
<thead>
<tr>
<th>Words with safe</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be</td>
<td></td>
</tr>
<tr>
<td>Can be</td>
<td>but</td>
</tr>
<tr>
<td>Can be</td>
<td>but</td>
</tr>
<tr>
<td>Can be</td>
<td>but</td>
</tr>
</tbody>
</table>

What is the difference between containers and utensils? Look up the meaning of the two words in the glossary.
Lesson Five

Learning Objectives
■ Identifying prepositions
■ Using prepositions in context

Grammar
prepositions

E Grammar

Lesson Five

Learning Objectives
- Check answers with the whole class.
- Allow time for students to complete the task individually relying on information in the box.
- Get choral and individual repetition of the examples.
- Allow for opportunity to ask questions.

Extra Activity

Circle the correct answer.

1. Read the symbols _____ the care label before you iron anything.
   a in b at c on d inside

2. This symbol tells you not to put delicate fabrics _____ hot water.
   a in b at c to d for

3. I am going _____.
   a to the work b in work c to work d work

4. I turn off all my electronics _____ night.
   a in b at c to d at the

5. Some fabrics shrink _____ water.
   a in b to c at d over

6. What does the X _____ the symbol mean?
   a over b by c at d with

7. Tell me what does the care label _____ the shirt say.
   a at b in c on d with

8. Many symbols were drawn _____ the instruction booklet.
   a across b beyond c into d through

9. The instruction tells you to put a press cloth _____ delicate fabrics before ironing them.
   a over b below c of d for

10. It is time _____ stop the washing machine.
    a for b in c to d at

11. They went to the supermarket _____ to buy some soap for delicate fabrics.
    a walking b by foot c on foot d with foot

12. My shirt shrunk; I shouldn't have washed it _____ cold water.
    a for b at c in d on

13. I have used this old-fashioned iron _____ five years.
    a in b at c over d for

Choose the correct answer for each question.

1. White clothes should be washed _____ cold water while black clothes are washed _____ hot water.
   a under / into b on / into c in / in d on / on

2. Always read the instructions _____ the care label before you put the laundry _____ the washing machine.
   a behind / into b on / into c behind / in d in the middle of / in

3. I saw something about it _____ television.
   a in b on c at d through

4. Look _____ the triangular shape on the care label to help you select the proper type of bleach.
   a inside / on b for / of c along / of d through / of

5. Two lines _____ the drying symbol represents gentle cycle, while an X _____ the symbol with a circle means do not tumble dry.
   a under / over b on / up c in / on d between / over

6. The dots _____ the ironing symbol indicate the temperature ranges _____ ironing.
   a over / for b for / in c in / for d above / in

7. Always look for the microwave safety label _____ you put the container _____ the microwave.
   a by / in b before / in c before / under d after / in front of

8. Food items that don't carry the “freezer safe” symbol can’t be stored _____ the freezer.
   a in b on c at d through

9. All sewing students should learn to read the symbols that are printed _____ sewing patterns.
   a inside b on c along d through

14. Do not open the door _____ the washing machine while it is turned on.
   a at b in c on d of

Answers

Circle the correct answer.

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

Extra Activity

Circle the correct answer.

1. Read the symbols _____ the care label before you iron anything.
   a in b at c on d inside

2. This symbol tells you not to put delicate fabrics _____ hot water.
   a in b at c to d for

3. I am going _____.
   a to the work b in work c to work d work

4. I turn off all my electronics _____ night.
   a in b at c to d at the

5. Some fabrics shrink _____ water.
   a in b to c at d over

6. What does the X _____ the symbol mean?
   a over b by c at d with

7. Tell me what does the care label _____ the shirt say.
   a at b in c on d with

8. Many symbols were drawn _____ the instruction booklet.
   a across b beyond c into d through

9. The instruction tells you to put a press cloth _____ delicate fabrics before ironing them.
   a over b below c of d for

10. It is time _____ stop the washing machine.
    a for b in c to d at

11. They went to the supermarket _____ to buy some soap for delicate fabrics.
    a walking b by foot c on foot d with foot

12. My shirt shrunk; I shouldn't have washed it _____ cold water.
    a for b at c in d on

13. I have used this old-fashioned iron _____ five years.
    a in b at c over d for

14. Do not open the door _____ the washing machine while it is turned on.
    a at b in c on d of

Answers

1 c / 2 a / 3 c / 4 b / 5 a / 6 a / 7 c / 8 a / 9 a / 10 c / 11 c / 12 c / 13 d / 14 d
General Symbols

F Reading
- Read the following symbol key in a sewing manual. Use the picture of the pattern below to write the symbols.

The following are the common symbols you see on the paper patterns. Read them carefully to avoid errors in cutting the fabric and in sewing the garment.

Numbers: how many pieces of the pattern piece you need to cut out, for example two sleeve cuts
Cutting lines: bold black lines on the outer edge of the pattern piece with a picture of a pair of scissors
Stitching lines: broken lines indicating where the pieces of fabric are stitched together
Gathering lines: broken lines that begin and end with a notch indicating that you should gather between the notches
Seam allowance: the width of the fabric between the stitching line and the cutting line
Notches: diamond shapes along the gathering line used to line up pieces of fabric to be joined
Buttonhole positions: markings to stitch buttonholes on the fabric
Directional sewing: small arrow along the stitching line to show the way or direction to stitch, for example from the waistline to the hemline

- Bring a pattern with you to class and in pairs show your partner the symbols printed on it.

Lessons Six

Learning Objective
- Identifying symbols on a sewing pattern

F Reading

8

- Ask students to work out the answers to the questions in pairs.
- When they have finished, ask different pairs to say their answers aloud for the rest of the class to check.

Answers

Activity Book page 41 exercises 5 and 6

Activity Book Answer Key

Unit 11, page 39, exercise 1
1 pictograms, ideograms and alphabets; students’ answers
2 sun and moon to mean bright (light) or intelligent
3 water
4

<table>
<thead>
<tr>
<th>Word</th>
<th>Context clue</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td>Derive from</td>
<td>Source</td>
</tr>
<tr>
<td>Stand for</td>
<td>Pictogram or ideogram</td>
<td>represent</td>
</tr>
<tr>
<td>Brilliant</td>
<td>A limited range...to</td>
<td>remarkable</td>
</tr>
<tr>
<td></td>
<td>represent all the sounds</td>
<td></td>
</tr>
<tr>
<td>Ancient</td>
<td>Began (past tense)</td>
<td>Old</td>
</tr>
<tr>
<td>Detached</td>
<td>A pictogram became a phonetic symbol</td>
<td>disconnected</td>
</tr>
</tbody>
</table>

Unit 11, page 40, exercise 2
1 for; of 2 on 3 by; of 4 of; in; by 5 by; inside; to; of 6 Before; into; inside

Unit 11, page 40, exercise 3

Students’ answers

Unit 11, page 41, exercise 4

Students’ answers

Unit 11, page 41, exercise 5

Students’ answers

Unit 11, page 41, exercise 6

Students’ answers

Allow time for students to complete the task in pairs.
- Ask pairs to join with other pairs to form groups of four.
- Give students time to compare their answers in their groups.
- Go round and monitor students’ discussions.

Students’ answers
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. Before making 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.97 for details on how to study in groups).

Another factor which must be seriously considered when preparing a study plan is that of 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 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 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 students’ 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 students’ 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. In other words, 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’ minds.

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. Organising one’s time is an ultimate path towards stability in being prepared for exams away from the confusion and mess of daily life.
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. Prompt 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 and so on. 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 decide on a purpose for their group.

6. Finally, don’t inhibit students from mixing in some entertainment. For example, on 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

Participating in a study group has several advantages. First, it allows groups of students to collaborate in the learning process whereby each one takes part in explaining and clarifying various ideas. Evidently, teaching a subject is possible only when it is clear and understood. Furthermore, participating in a study group would oblige students to devote some time to study for a particular class.

As mentioned earlier, participating in a study group would enrich students’ learning experiences in a quick and motivating way. Sometimes, students are put in study groups this would give them some motivation to learn.

The advantages of studying in groups aren’t limited to developing the students’ academic skills. Members of the same study group help each other get better grades and this would create a friendly bond between them. Moreover, study groups prepare 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.

Finally, participating in a study group encourages students to become independent learners and enhances their self-esteem. It is essential that students in every study group review their notes, prepare questions and so on, in order to be able to have a positive input when they meet with their group. In other words, the success of a study group is directly influenced by the students’ experiences and contributions.

2. Disadvantages

Despite its advantages, studying in a group has several disadvantages that students should keep in mind. First, it is very difficult to find a schedule that would suit all members of the group since they have different activities and schedules. Moreover, the effectiveness of a study group 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. This also applies to the situation when one of the group members is ill, for example, or is just having a bad day.
A Dialogue

1. Tell the students to read the dialogue. Give them an opportunity to ask you about anything they didn’t understand. However, at this stage, you should limit the number of questions. Do not overteach but move on to the comprehension questions.

2. Tell students to find the answers to the comprehension questions. This is best done individually and silently.

3. When students have finished, put them in pairs to compare their answers with those of a partner. If they disagree with any of their partner’s answers, they should look again at the dialogue and try to agree which answer is best and why.

4. Check the answers orally: ask a student to say an answer, then ask the class whether they agree with each answer before you give the correct answer.

5. Give the students an opportunity to ask you about anything they still do not understand. You may want to highlight some useful phrases from the dialogue or check their understanding of important language.

6. If you still have time give students time to practise reading the dialogue first in groups and then in pairs.

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

B Listening

1. Direct the students’ attention to the rubric. Give them time to study the gapped sentences. Check that students understand what they are going to hear and what their task is.

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.

3. Tell students to open their books and complete the task.

4. Play the recording again for them to check and then correct the answers with the whole class.

5. If students have made mistakes, play the recording again.

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

Audioscript

A: Hello. Can I ask you a question, please?
B: Yes.
A: 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.
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 watching television.
A: Right, thanks very much.

B: Your invention is a bag, but it’s not an ordinary school bag, right?
A: That’s true and we are thinking about selling it all over the world. We think they’ll be needed by kids living in big cities with a lot of traffic pollution.

C: Hello. Can I ask you a question, please?
A: Can you be more specific?
C: Yes.
A: What do you think was the most important discovery in history?
C: I think that’s a really great invention!
B: That’s right. Thanks a lot.
A: No problem.

Questions
1. What is the interviewer (A) interested in keeping 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 these discoveries is the most important? Why?
5. How would you answer the interviewer’s question? Explain your answer.
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

3

Read the gapped text with the class.

Direct students’ attention to the words in brackets. Be ready to answer any vocabulary questions they might have.

Explain to the students that they have to complete the task by filling in the blanks with the proper form of the words in brackets.

Ask the students to tell you the answer to the first item in order to check that students have understood the task.

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

Alternatively, tell the students to prepare their answers in pairs first. Check answers orally, like this: ask a student to say an answer and to say why he / she thinks the answer is correct. Then, ask the class whether they agree before you give your confirmation.

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

Answers
1 mechanical
2 commercially
3 production
4 converting
5 electrical
6 integrate
7 continuously

D Matching

4

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

Activity Book page 42 exercises 1 and 2
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 sentence.
■ Allow time for them to justify their answers.
■ Repeat the steps for the remaining sentences.
■ Encourage the students to discuss any answer 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

6 and 7

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

Answers

Students’ answers

6 and 7

Mini-Grammar

1 A sentence has a subject and a verb and makes a complete thought. Another name for a sentence is an independent clause. Here are a few examples of complete sentences:
   Because she exercises regularly, she is in good condition. It has been raining all day.
   Be quiet. (The subject “You” is understood.) He’s quiet, and he’s very polite. (compound sentence)

2 A fragment is only a piece of a complete thought that has been punctuated like a sentence. Study the following examples:
   Ann walked all alone. (prepositional phrase fragment) Because she exercises regularly, she is in good condition. (dependent / adverb clause fragment)

There are several ways to correct fragments. These are the three most common ways:

a To correct a fragment, connect the fragment to a complete sentence. Study the following example:
   “Ann walked all alone. To the store.” can be corrected like this:
   “Ann walked all alone to the store.”

b To correct a fragment, remove words to make the fragment a complete sentence. Study the following example:
   “Because she exercises regularly. She is in excellent condition.”
   “She exercises regularly. She is in excellent condition.”

E Grammar

Sentence Fragments and Run-on sentences

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 term.

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.

Mark complete sentences with CS, sentence fragments with F and run-on sentences with RO.

Answers

1 F 2 RO 3 CS 4 F 5 CS 6 RO 7 CS 8 F 9 RO 10 CS

F Speaking

The following is a list of three new inventions with a short description of each. In groups of four, discuss which one is the most important invention which is the least important.

1 Plastic into oil
   This machine is able to turn plastic into oil; it will help people use more renewable energy sources.

2 Robot Suit
   This is a robot suit that elderly farmers can attach to their bodies to help them carry out their daily work more easily.

3 Toothbrush without toothpaste
   This is a toothbrush that creates a solar-powered chemical reaction inside a person’s mouth and cleans their teeth without using toothpaste.

Prepare a five-minute talk to explain your answers to task 8.

Students’ answers

6 and 7

To correct a fragment, add words to make the fragment a complete sentence. Study the following example:
   “Because she exercises regularly. She is in excellent condition.” can be corrected like this:
   “She feels great because she exercises regularly. She is in excellent condition.”
   “She feels great because she exercises regularly. She is in excellent condition.”

3 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”). Study the following example:
   Joe was happy about the pay rise he felt like celebrating. (fused sentence)
   Joe was happy about the pay rise, so he felt like celebrating. (comma splice)

There are several ways to correct the run-ons above. These are the most common ways:

a A run-on may be corrected by putting a period between the sentences. Study the following example:
   Joe was happy about the pay rise. He felt like celebrating.

b 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. Study the following example:
   Joe was happy about the raise, so he felt like celebrating.

c A run-on may be corrected by connecting two related sentences with a semicolon only. Study the following example:
   Joe was happy about the pay rise; 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: however, therefore, thus, then, as a result, consequently, nevertheless, also, on the other hand, for instance, in contrast, etc.

Study the following example:
Joe was happy about the pay rise; consequently, he felt like celebrating.

A run-on may be corrected by adding a signal word to create a complex sentence. Common signal words include: because, when, who, which, etc. Study the following example:
Because Joe was happy about the pay rise, he felt like celebrating. Joe, who was happy about the pay rise, felt like celebrating.

**G Reading**

**Reading Objectives**
- Practising dictionary skills
- Practising rewriting information in students' own words
- Practising writing an introduction and conclusion

**Questions**
1. Write a suitable introduction to this text.
2. Find five difficult words and explain them using the glossary.
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.

**Answers**
- Students' answers

**Unit 12, page 42, exercise 1**
1. painful 2. invention 3. safely 4. extremely 5. simultaneously 6. practical 7. affordable 8. recharge

**Unit 12, page 42, exercise 2**
- Students' answers

**Unit 12, page 43, exercise 3**
- Students' answers

**Unit 12, page 43, exercise 4**
- Students' answers

**Unit 12, page 44, exercise 5**
1. Students' answers
2. a / 4 / b / 1 / c / 5 / d / 2 / e / i
3. It works without panels, 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 6**
- Students' answers
Culture and Values (3)

Desertification

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

The Spread of the Desert

Desertification is one of the most dangerous environmental problems facing our world today. Around a sixth of the world’s population has to face its consequences. Countries with a dehydrated climate offer the perfect environment for desertification. In such areas, the surface of the soil is ruined and thus no plants grow. Consequently, no animals can graze there. These harsh conditions force people to leave their land and go to other areas where they can get water and food. Some people survive their journey, while others die of starvation or thirst.

Desertification is not only caused by natural conditions. Man also plays a vital role in accelerating the process of desertification. Farmers tend to overgraze the land in order to feed the growing population. Moreover, people are cutting down trees and this erodes the soil since there are no more trees to protect it against the wind and rain.

The effects of desertification are not as simple as they might seem. Strong winds and wild fires often occur in desert areas and this might have a serious impact on the availability of the most valuable resource on the planet: water.

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.
I Reading
Read the text and answer the following questions.

There are new inventions every day that make everyone’s life easier. Back in history, cooking for example, used to take plenty of
time; today, cooking and heating food is much easier thanks to ovens and microwaves. Home and kitchen appliances are in constant
development; some of them are even revolutionary in our modern life. In other words, various industries have developed technologies to
make kitchen utensils cooperate and gather information from the Internet for the purpose of preparing meals. Other appliances include
smart refrigerators which can notify the housewife when a certain item is running out; in addition, those refrigerators have the facility to
repair themselves or inform its users whenever they face technical difficulties. Not only that, they can contact a local store or a grocer to
make orders to be delivered to your home. In addition, they are designed in a way that connects them to a special oven to perform remote
cooking when you are not home. In other words, you can come home and find a warm meal waiting for you. These inventions may look
similar to science fiction, but they will be commonly used by many in the close future.

Questions
1. What are the examples of new discoveries included in the above text?
2. What are the characteristics of the smart refrigerator discussed above?
3. In what way are the smart kitchen utensils different from the ones commonly used?
4. Do you think you may use these tools and appliances some day?
5. Give the text a suitable title.

II Vocabulary
Fill in the gaps with a proper word.

1. You should read the washing instructions on the _________ of your shirt before you put it in the washing machine.
2. Al is the chemical _________ for aluminum.
3. If you want to get better soon, you should take your _________ regularly.
4. Don’t put the dish in the freezer. It is not _________.
5. You should read the _________ before you start your microwave.

III Grammar
A Fill in the blanks with the correct preposition from the box.

out until in before after on

1. Make sure it is safe to put this plate ______ the dishwasher.
2. Don’t open the washing machine ______ it finishes doing the laundry.
3. This symbol means that you should keep this ______ of reach of children.
4. You have to read the instruction ______ the care label before you iron your clothes.
5. It may be dangerous to use a microwave ______ reading the instructions of how to safely use it.
6. Turn off any electrical machine ______ you finish using it.

B Correct the following run-on and fragment sentences in a way to change them to complete sentences.

1. The spaceship that I saw on TV.
2. Although I keep up-to-date with scientific discoveries.
3. I am impressed with this new technology I am going to read more about it.
4. The kitchen utensil I was telling you about is expensive I cannot afford it.
5. I left home, I forgot to turn off the washing machine.
6. Whenever you have the time to tell me more about your scientific project.

IV Writing
Write a paragraph about an old discovery that you want to improve to suit our modern life.
I
1 Ovens, microwaves, cooperative kitchen utensils, smart refrigerators
2 It cooperates and gathers information from the Internet for the purpose of preparing meals.
3 They can notify the households when a certain item is running out; have the facility to repair themselves or inform its users whenever it faces technical difficulties; they can be in contact with a local store or a grocer to make orders; they are designed in a way that connects to a special oven to perform remote cooking.
4 Students’ answers
5 Students’ answers

II
1 label
2 symbol
3 medicine
4 freezer safe
5 manual

III
A
1 in
2 until
3 out
4 on
5 before
6 after

B
Students’ answers

IV
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 review units are 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 c / 2 e / 3 f / 4 a / 5 h / 6 d / 7 j / 8 i / 9 g / 10 b

C
1 False, come third 2 False, never 3 True 4 False, are flammable 5 False, may cause 6 False, there is a need to keep...frequently. 7 True

D and E
Students’ answers

F
1 water-resistant 2 is not harmed in the freezer 3 heat-resistant 4 preventing the passage of sound 5 treated with a substance which repels moths 6 impermeable to oil or grease 7 treated so as to be non-flammable 8 able to withstand fire or great heat 9 designed to resist the penetration of bullets 10 can be safely used in microwaves

G
1 about 2 at, in 3 under 4 after, by 5 for

H
Students’ answers

I and J
1 F 2 CS 3 RO; When coated with nanocrystals, fabrics become self-cleaning. 4 CS 5 CS 6 RO; However, stain-repellent fabrics are not new on the market.

K
1 Wool manufacturers are interested in self-cleaning clothing.

L
1 All 2 Some, others 3 Everybody, anyone 4 Both, several, nobody, many 5 Some, Others, neither
Test 4 Answer key

I
1. a Catseyes  
b patent  
c windscreen

2-3 Students’ answers

4. a situation and comedy  
b breakfast and lunch  
c camera and recorder

II
1. posture  
2. panic  
3. first-aid  
4. pattern  
5. invention  
6. vaccine  
7. symbol  
8. safety

III
1. Can you guess what is it?  
2. I’ll tell you.  
3. you are consuming.  
4. Where do you keep it?  
5. How often do you check what it’s recording  
6. I wonder what new inventions we’ll have soon.

IV
1. somebody  
2. anything  
3. nothing  
4. anywhere  
5. somewhere

V
1. on  
2. between  
3. under  
4. with  
5. into  
6. at

VI and VII
Students’ answers
English for Starters, Vocational Stream – Girls’, is an English language course that was specially written for vocational / girls’ 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 practical girls’ skills; it assumes no prior knowledge of these 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 practical girls’ skills. It enables students to perform routine tasks at work and to take part in social interaction.

Components:

Students’ Book
Activity Book including a glossary
Teacher’s Book
Audio CD