

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION AND TRAINING

GO TECHNICAL

TEACHER'S BOOK

YEAR 8 BASIC EDUCATION

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PREFACE

Go Technical is a textbook for **Year 8 Basic Education** students in Technical Preparatory Schools.

The Student's Book consists of **29 lessons** : four learning modules each containing **six lessons** and **a review lesson**. The last module contains an extra lesson. **Each lesson** is meant to be taught in **one session**. The content of the book is woven around the story of a Tunisian boy staying with an English family who, later, visit Tunisia. The first two modules are meant to recycle students' prior learning in the 7th Year of Basic Education and teach general English. The amount of technical English is reduced to a minimum in both modules. However, the content of the remaining two modules is, for the most part, technical. And rightly so, since there is a **common core programme** in the **first semester** and students just explore the **three fields (Industry, Building and Services)** before **specializing** in one of them in the **second semester**.

The book comes with a **Teacher's Manual** comprising notes and guidance for the teacher and a cassette containing the **listening material**.

Listening, Speaking and Reading are given **equal weighting as major skills** whereas **Writing** is treated as a **minor skill** thus complying with the specifications of the official programmes for Technical Basic Schools.

Project work, groupwork, pairwork fun and games are given due attention where appropriate.

We hope that both students and teachers will find the activities interesting and enjoyable and that the material will contribute to the development of our students in terms of knowledge, academic, social and life skills thus preparing them for **professional life**.

The authors

BOOKMAP

BOOK MAP

Module 1 : SOCIAL LIFE

Lessons	Topics	Skills	Grammar	Functions	Lexis	Pronunciation
Lesson 1	Family and friends,	Speaking. Listening. Reading.	The genitive. "To be" in the present simple.	Greeting, introducing	Review of the lexical items related to the family. Host family, tired, See you later.	/ʌ/ - /a:/ "son", "husband", "mother", "brother", "young", "father", "are", - /ɔ:/ɔ : /_ : "Bob", "from", "fourteen", "daughter",
Lesson 2	languages, countries and nationalities, the world	Reading. Speaking. Writing.	Review of question words. Ordinals.	Asking for information.	Flag, Asian, mother tongue, live(V), German, Korean, Egyptian, Spanish, Turkish, Swedish, Lebanese, Vietnamese, Portuguese, Japanese, Chinese.	Pronunciation of words related to countries and nationalities. Canadian, Australian, Egyptian, Turkish, Swedish, Lebanese, Vietnamese, Portuguese...
Lesson 3	Daily routine, housework	Reading. Speaking.	Review more Question words. Review of the simple present tense. Review of prepositions of time (in, on, at).	Asking for information. Expressing agreement/disagreement: Yes-No + auxiliary. Affirmative short answers. Negative short answers.	Except, training, workshop, hobby, surf the net, wash dishes, iron, cook.	

Lesson 4	Birthdays, months,	Listening. Reading. Speaking. Writing.	Practice of ordinal numbers. "Both". More Question Words and answers.	Asking for/Giving information. Review of apologizing	Late, Many happy returns of the day, all over the world, both, Can I help you? reservation, free, receptionist, sender, receiver.	Correct pronunciation of the names of the twelve months of the year.
Lesson 5	The weather in London	Reading. Speaking. Writing.	Review of Noun+y = adjective.	Talking about the weather.	Snow, warm, boil, ice, freeze, melt, gas, fog, it's raining cats and dogs, terrible, umbrella, Celsius.	
Lesson 6	Colours. Ordinary clothing items. Protective clothing items	Speaking. Reading.	Review of the verb "to be" in the question and negative forms. Review of imperatives	Review of "greeting", "apologizing" and "thanking"	Review of the lexis related to clothes and colours. Suit, striped, spotted, sleeves, apron, helmet, hearing protectors, goggles, overalls, boots.	Pronunciation of "glasses", "are", "striped", "tie", "jacket", "dress", "skirt", "shirt", "coat", "trousers", "pull-over", "socks", "spotted"
Let's Review 1	Review of some material covered in module 1.					
Self Assessment 1	A formative assessment questionnaire to evaluate students' learning.					
Project Work	Designing large safety notices for workshops.					

Module 2 : EDUCATION

Lessons	Topics	Skills	Grammar	Functions	Lexis	Pronunciation
Lesson 1	Education in Britain. Subjects. Timetables.	Speaking. Reading. Writing.	Review comparison. Review subject and object pronouns. Review "How long".		Compulsory -state school- private school-free-Christmas-Easter-vocational-Break -Civic instruction-Workshop-Art.	Stressed syllables in "compulsory" "education" "government" "expensive".
Lesson 2	Classroom and weekend activities.	Reading. Speaking	Review the present progressive tense		Wheel-Plumber-Fix-Pipe-Carpenter-Furniture-Office.	
Lesson 3	School rules. Food at the school canteen.	Listening. Reading. Speaking.	Review imperatives. Review "must". "Have to". "To look", "to seem" + adjective. "Be" + adjective	Expressing obligation. Describing: adjectives. Expressing likes and dislikes	Chocolate bar-burger-oil-eggs-meat-cake-care-carefully-healthy-soft drink-sugar-tasty-	
Lesson 4	Lessons: Maths. Geometry	Listening. Reading. Speaking.	Comparatives of "good" and "bad".	Describing: shapes. Describing: lines	Minus-divided by-equals-measurement-shape- straight-dotted-broken-curved - diagonal -square-cube(ic/ical)-cylinder(ical).	Word pronunciation and stress in "square", "rectangle", "rectangular", "triangle", "triangular", "circle", "circular", "cube", "cubical", "cylinder", "cylindrical", "curved", "broken", "diagonal".

Lesson 5	Subjects. Exams. School reports.	Speaking. Reading. Writing.	Review the simple present tense. Review frequency adverbs. Review "have to". Should.	Review expressing obligation. Expressing advice.	Building-succeed-fail-pass-panic-miss-switch off-improve(ment).	
Lesson 6	Technical schools and Some related Jobs and activities.	Listening. Reading. Speaking.	Review subject pronouns and possessive adjectives.		first aid kit-material-workbench-vice -welding-tools-wires-handicrafts-safety-nursing room-store-playground.	Stressed syllables in "instruments", "materials", "workbench" "canteen", "building".
Let's Review 1	Review of some material covered in module 2.					
Self Assessment 2	A formative assessment questionnaire to evaluate students' learning.					
Project Work	Design a large poster for school rules to be displayed in one's school. Make copies of it and send it to other schools in one's area.					

Module 3 : BUILDING


Lessons	Topics	Skills	Grammar	Functions	Lexis	Pronunciation
Lesson 1	Measurement	Speaking. Listening	How+adj.	Talking about measurements	Measure, wide, width, high, height, right angle.	/ ai / and / i / in "high", "width", "five", "height", "sign".
Lesson 2	Houses, building materials	Listening. Reading. Speaking	going to. Will.	Expressing intention. Talking about future events	Sand, gravel, clay, rock, foundation, soil, shovel, drill, concrete.	Stressed syllables in "gravel", "cement", "shovel", "foundation", "characteristic", "concrete".
Lesson 3	Bench fitting.	Reading. Speaking.	-Present progressive -sth which is used for	Defining.	Steel, workbench, vice, hold, steel rule, cut, hacksaw, file, smooth, plane, wood, engineers square thick, thickness.	Pronunciation of "plane", "training", "rule", "smooth", "man", "hacksaw", "vice", "line"
Lesson 4	The building site(jobs, materials and safety).	Listening. Reading. Speaking.	If +present, the future	Giving orders. Warning	Building site, crane, suspended load, mixer, climb, ladder, scaffold, bricks, planks of wood, steel bars, slipping, injured	Silent letters in "Worker", "Builder", "Height", "Plumber", "Climb".

Lesson 5	Working on the building site. Job descriptions, tools and work (sequencing).	Speaking. Listening.	Verb+er=noun Verb+ing= action		Dig, wire, fix, tile, paint, plaster, spanner, screwdriver, spirit level, hammer, drive in, nails, mortar.	Stressed syllables in "foundations", "building site", "install", "plaster", "engineer".
Lesson 6	Machines and their respective uses and safety.	Speaking. Listening.	Must /mustn't	Giving instructions	Industrial estate, factory, busy, welding machine, lathe machine, bandsaw, sewing machine, drilling machine, weld, saw, sew, mix.	Pronunciation of "machine", "shape", "switch", "leave", "company", "product", "industrial", "furniture".
Let's Review 1	Review of some material covered in module 3.					
Self Assessment 2	A formative assessment questionnaire to evaluate students' learning.					
Project Work	Project work: Draw the plan of one's house indicating the measurements of each room.					

Module 4: HANDICRAFTS AND SERVICES

Lessons	Topics	Skills	Grammar	Functions	Lexis	Pronunciation
Lesson 1	Directions	Speaking	Practice of If+present => present or future	Asking for/Giving directions	Traffic lights, Intersection, pedestrian crossing, roundabout, travel agency, signs, go straight, go past, turning, fire extinguisher	
Lesson 2	Secretarial jobs	Speaking. Reading. Writing.	Models: can. Irregular plurals.	Polite request	Cupboard, filing cabinet, desk, photocopier , stamp , envelope.	Stressed syllables in "receptionist", "secretary", "appointment", "message", "customer"
Lesson 3	e-commerce, e-tourism, distant services, communications (e-mail, computers)	Speaking. Reading.	Models: can, could and would	Polite request. Review expressing ability.	Speakers, print, website, service, travel, search for, destination, price, make a reservation, online, fare, flight, discount.	Stressed syllables in "agency", "internet", "monitor", "keyboard", "reservation", "information", "Destination", "operation".

Lesson 4	Tourism jobs communications (fax)	Reading. Writing			Applying for a job.	Apply, application, meals, hardworking.	
Lesson 5	Tailoring, materials, safety	Speaking. Reading.	Which		Asking about/ Expressing Preference	Tailor, leather, silk, wool, cloth, thread, reels, needles, scissors, patterns, thimble, tee square, tape metre, garments	/ i / and / i: / in " machine", " needle", "piece", "scissors".
Lesson 6	Handicrafts, safety	Speaking. Reading.			Asking for/expressing agreement	Blacksmith, forge, handicrafts, birdcage, agree, bend, heat, anvil, oxygen - acetylene welding machine, tongs, ornaments.	Stressed syllables in "Blacksmith", "anvil", "forger", "ornaments", "hammer".
Lesson 7	Entertainment eco-tourism, the environment	Speaking. Reading		The simple past tense.	Expressing opinion.	Carpet, mosque, otter, buffalo, journey, lake, mountain, wild, species, eco-museum, exhibition, environment.	Pronunciation of simple past "ed" ending in "arrived", "visited", "walked".
Let's Review 1	Review of some material covered in module 4.						
Self Assessment 1	A formative assessment questionnaire to evaluate students' learning.						
Project Work	Produce a report or a PowerPoint presentation about one's future job.						



GENERAL GUIDELINES

GENERAL GUIDELINES

I. PROGRAMME GOALS SPECIFIC TO TECHNICAL ENGLISH:

The introduction of technical English in technical schools aims at:

- Catering for an ever increasingly demanding literate labour force market.
- Enabling technical school students to cope successfully with different workplace communication situations once they finish their training course(s).
- Enabling students to have easy access to information related to different trades (use of the internet).
- Enabling students to make a smooth transition from simulation to professional life (from the technical school to the workplace)
- Including sufficient technical information that is relevant to the trainees' areas of interest; the goal being to teach English not technology.
- Reinforcing the workshop performance objectives, using the English language as a medium of communication in the workplace.

II - MAIN OBJECTIVES SPECIFIC TO TECHNICAL ENGLISH:

Students should be able to :

- a. Name some tools / instruments / equipment / machines to be found in their workshop (s).
- b. Pronounce technical words, phrases or sentences correctly.
- c. Read , understand and carry out workshop instructions.
- d. React to a set of simple spoken or written instructions using verbal markers (first - then - after that).
- e. Fill in forms and gapped text.
- f. Talk about the tasks assigned by their instructor(s).
- g. Read, understand workshop safety signs and act accordingly.
- h. Give instructions and respond positively to given instructions.
- i. Follow safety rules and regulations at school and in the workshop
- j. Report past events.
- k. Locate objects in the workshop.
- l. Name protective clothing items and their usages.
- m. Talk about safety in their work environment.
- n. Name different jobs and duties.
- o. Talk about their job preferences.
- p. Produce a conversation within job scope.
- q. Differentiate between workshop signs and other signs.
- r. Get acquainted with the workplace environment.
- s. Read a text about technical matters and find out about main ideas and topic sentence, details and word references.
- t. Correlate workshop objects (tools) with functions (verbs).
- u. Read and take measurements.
- v. Understand instructions which specify what tools or instruments should be used to carry out instructions.
- w. Differentiate between some lines and some geometrical shapes.
- x. Talk about personal safety.
- y. Understand work processes and work sequencing.
- z. Carry out project work with the assistance of the teacher.

III. MAIN FEATURES OF THE MATERIAL:

1. **Simplicity:** simplicity of the language and tasks that students are asked to perform.
2. **Transparency:** The material is designed to be clear to both teacher and student.
3. **Immediacy:** The material is designed so that students can use what they learn immediately. They learn short exchanges of questions and answers. These gradually accumulate so that the students develop a working knowledge of the basic structures of English and an ability to use them creatively.
4. **Relevance:** The language is designed in accordance with the students' lives and vocational interests.
5. **Activity balance:** There is a wide range of activities catering for different learning ways, styles and motivation. The four major skills of listening, reading, speaking and writing are adequately provided for with emphasis on **SPEAKING** for its great importance in the workplace. Recorded material for oral practice further promotes fluent oral production.
6. **Uniformity:** The 4 modules have the same format and generally follow the same pattern.

The topics presented are meant to be of general interest to all technical students and require little specialized technical knowledge on the part of either the student or the teacher. The first 2 modules are meant to help students with the acquisition of general English giving way to technical English in the third and fourth modules. The modules are well balanced in terms of load, length and variation of activity.

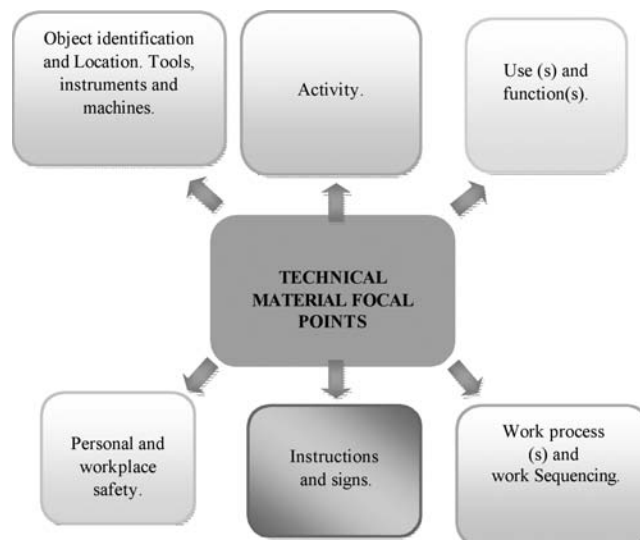
No attempt has been made to teach a highly specialised technological vocabulary. The emphasis is on presenting a general technical vocabulary common to almost all trades. All technical terms can be understood from the context or from accompanying illustrations. The whole material is gradually structured. All the activities require the students to use the words and structures encountered in the different listening/reading passages. An important feature of the activities is that they continually revise the vocabulary, and structures introduced in earlier passages.

IV. TOPICS OF THE FOUR MODULES:

The following topics form the cornerstones of the first two modules (Social life and Education) :

- 1 - Family and friends, languages, countries and nationalities, the weather, daily routine, birthday and clothes.
- 2 - Education in Britain, school life, technical schools, subjects, timetables, lessons, school rules, school canteen, exams.

The content of the remaining modules is structured around the interrelated topics shown in the figure below.



Object identification

Student A: What is this?

Student B: It is an instrument. It's a meter rule

Function - use

Student A: What's it used for?

Student B: It's used for measuring objects

Personal safety and work environment

Student C : What do you wear when you work in the workshop ?

Student D : Gloves , helmet and safety boots

Student C : What for ?

Student D : Gloves protect our hands , the helmet our head and the safety boots our feet . We also have to keep the workshop clean and tidy.

Activity

Student E: What is this man doing?

Student F: He is measuring the table.

Work sequencing

Student G: How do you make a table?

Student H: First, I have to measure the table parts (legs - top)

Then, I mark out the pieces? After that I cut the parts

Finally, I fix them.

Workshop instructions

You mustn't eat or drink in the workshop. (Warning about inappropriate behaviour)

Wear your goggles when you work on this machine (workshop regulation)

No smoking! (sign - warning)

Be careful electricity is dangerous (notice or a sign: warning)

NOTE : Students are to be made aware of the importance of the different workshop instructions. The instructions can be in the form of: sign - written sentence - phrase. They can be oral or written. They can also be given by the instructor.

They can be found in appliances manuals for a TV set, for instance. (operating / maintaining instructions). Instructions are meant to guide, to tell what to do and what not to do.

V. METHODOLOGY

The core subjects, structures, and lexical items presented serve the different trades and define the skill(s) to be focussed on. The material is suitable for students whose aim in learning English is an aid to their technical career.

In lesson planning or teaching, the teacher should adopt the approach(es), and techniques he / she deems appropriate to the assimilation ability and learning pace of the target group.

Any methodology based on oral language work (speaking) must give a high priority to good pronunciation. Students must develop the ability to understand when other people speak and be understood when they themselves speak.

Focal points: Trade -related jargon / Workshop instructions / General English lexis, Functions and structures presented and highlighted in the Module Maps.

Elicitation or brainstorming: (a stepping stone to a new lesson).

This is a technique that activates students' prior knowledge trying to get them to come up with the language rather than telling them the language (spoon feeding).

Different activities are to be dealt with in accordance with their learning objectives. For instance :

Listen-and-read activities can be dealt with as follows :

- Students are to listen the material for global comprehension first.
- They are required to turn the books face down not to see the printed dialogue or passage.
- They are to focus on the illustrations (s) that help them understand the text.
- Their attention has to be drawn to the new vocabulary or new grammar pattern (s) to be found later in the text.
- They will study the comprehension questions or activities
- They will listen to the material as many times as necessary and try to answer the comprehension questions.
- They have to check their work while listening to the material.
- They have to listen to the recording again but this time they should read the printed dialogue or passage.

NOTE : These dialogues/passages are not meant to be read aloud.

In all the listen/read activities: Students learn:

- How to pronounce correctly (lexis) by listening and copying the model (repeating).
- How to answer different types of questions related to the text (skim and scan, for example).
- How to write correctly (spelling).

Reading and writing activities can be dealt with as follows :

- Students are exposed to short texts; they have to read and to ask / answer questions that follow orally.
- They are to fill in a form/write a similar piece of work (parallel writing, guided writing) or fill in gaps.
- They have to check their work (self correction or peer correction).
- Students are to transfer information (text to a form or a table).

NOTE : Writing activities in this book revolve mainly around writing short paragraphs as an end product of speaking or reading activities or filling in forms (information transfer : from non tabular to tabular forms). For example, filling in an online form.

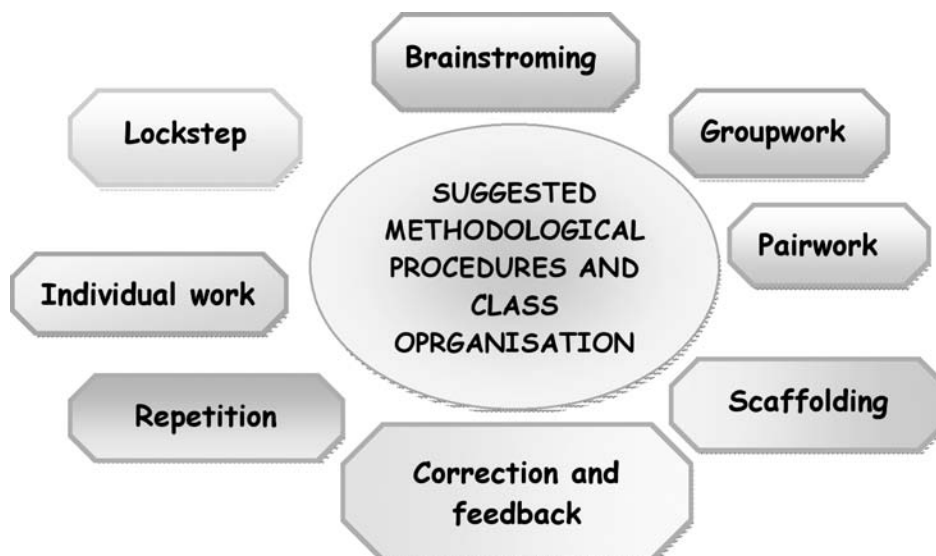
Conversation practice can be dealt with as follows :

Language focus: (new vocabulary/ function/structure). Students will look at the visual prompts, they repeat the vocabulary items that are to be used in the exercise :(dialogue - conversation)

They have to be familiarized with the new language point(s).

Reading the example (dialogue) will help the students to produce similar dialogues out of the different prompts given.

Below is a diagram that summarizes the suggested procedures and class organization.



Lockstep : The stage where the whole class are working together with the teacher in control.

Correction and feedback: When students talk or write and they want the teacher to give them feedback.

Repetition : The teacher tells the student(s) what to say for instance by indicating a picture, a word or gesture, etc. It is in fact about controlled practice.

Scaffolding : The teacher/textbook writers often give a model or models to be followed in oral or written production.

RECOMMENDATIONS

Before tackling the job - related lexis and the workshop jargon, teachers are to familiarize themselves with:

1. The names of the common tools, instruments, equipment and machines to be found in the premises of their technical schools (training courses may vary from one technical school to another so teachers have to adapt rather than adopt).

Personalisation is of great importance so as to help students to try to find some way to get them to talk about the tools, equipment, instruments and tasks assigned to them.

2. Teachers are to opt for realia: Tools and other equipment which can be brought to class to help with lexis / activity / work presentation. Visits (class or group) to the workshops will help both the teacher and the students get information from the instructors whose assistance will make English lessons more vivid and appealing.

3. A careful and thorough lesson planning and preparation is a must. Teachers are to master the (basic) vocabulary related to the different trades and the workshop(s) jargon (word pronunciation, meanings and work sequencing).

LESSON PLANNING :

The lesson plan comprises the following:

1. A speaking test (about 5 minutes) basically based on visual input: different types of illustration for: description, interpretation, reading, dialogue production or even realia (for example, tool use, safety sign, object location /identification).

2. Major Objectives.

3. Skills to develop.

4. Language Components: (syntax - functions - grammar - vocabulary).

5. Materials: handouts, equipment, posters, wall charts, cards, transparencies and so on.

6. Production and reinforcement (oral or written or both).

7. Timing: the following equation (1 lesson = 1 class period = 55 minutes) is the rule. Each lesson is designed to be taught in ONE CLASS PERIOD.

8. Anticipated difficulties.

9. Evaluation.

A SAMPLE LESSON PLAN

MODULE 4. LESSON 2.

Objectives :

To identify and name some office equipment

To correlate jobs and related duties.

To produce conversations from hints.

To raise awareness about appropriate behaviour in the workplace.

Skills : Speaking, reading and writing.

1) Speaking test :

Theme : How to get to?

Visual input : a city map.

- Show the map with some landmarks and street names. Students are expected to ask for and give directions in order to reach destinations.
- Allow the students time to think / decipher and react to the visual input.

- Monitor a student - student interaction or a teacher-student interaction (dialogue)
- Time allocated: About 5 minutes.
- Aim : Students should be able to reinvest the language they have already learnt.

TEACHING STAGES :

Brainstorming / Elicitation: Class work

Stage one:

- Tell the students to look at the pictures in activity 1.
- Ask the students if they know the words for the things they see in the pictures/ poster or realia.
- You can point to the item and use your own realia again (classroom context for instance).
- Tell them to read and spell the words.
- Show the students some of the office equipment used in the classroom, for instance, pens, pencils, rulers...
- Draw the students' attention to the different things to be found in the classroom.
- Ask the students to count them, hence revising the singular and plural items (table - tables / chair - chairs / desk - desks / scissors and so on)
- Ask students about object location: Using prepositions: (on - in - next to).
- Now , ask the students to go through activity 1 : matching exercise.
- They should work individually.
- Time allocated : (5 to 10 minutes)

Stage two :

Conversation practice: (Speaking).

Class discussion then pair work.

- Ask students to come up with different words related to secretarial jobs (duties).
- Help them with unfamiliar words to be found in the hints related to activity 2 as a preparation for open dialogue making.
- Let them read the four-line dialogue (example).
- Select two students and get them to make new four- line dialogues about the job, place of work and duties related to the job(s).
- Let the students practise in pairs. When they have finished, listen to some of the pairs with the whole class.
- Time allocated : (5 to 10 minutes)
- Now, get the students to read the dialogue (Activity 3). It's a conversation or a dialogue in a different context with a different purpose. (Travel agency - appropriateness/adequacy of the language used (Secretary - customer).
- Now, teach the dialogue in a normal way. Insist on correct stress and intonation (role play, pair work, role switch).
- Make sure students pronounce correctly.

NOTE : (Activity 3) is oral practice and a pre - writing activity.

Stage three :

Writing : (parallel writing)

- After practising their dialogues and drawing the students' attention to the grammar note (verb tense and function: polite request), ask the students to write their dialogues.
- Go round the class helping individual students write their dialogues, otherwise get students to help each other (peer response and peer correction).
- Acknowledge the effort made by the students for writing is the hardest learning skill. Make gentle remarks and correction so as not to discourage weak and shy students from writing.
- Time allocated : (15 to 20 minutes)
- Keep records of the best pieces of writing and display them. That will motivate most of the class and create a healthy atmosphere of competition.
- Activities 4 and 5 can be dealt with in 5 minutes.

NOTE : Extension material (optional): for high achievers. Students produce free short dialogue(s) about jobs and duties revolving around the theme and the language presented in this lesson.

Lesson preparation: Pictures, posters, handouts, realia.

GOOD LESSON PLANNING AND PREPARATION IS THE ONLY RECIPE FOR A SUCCESSFUL LESSON.

GAMES

The games are part and parcel of the teaching material; they are designed for competitions and relaxation purposes. A good organisation and planning will have a positive effect in terms of class participation. A demonstration is usually vital, and a trial round should be attempted before the game is properly started.

Students will participate in lively and active lessons where they must do most of the talking.

Students' concentration will be on solving the problems posed by the games and not on the language they use to solve the problems.

Students will get used to working together in small groups and teams. Playing language games will help create a friendly working atmosphere. It will provide additional practice of points you feel your students need extra help with.

The rules of the game (s):

The best way of getting over how a game is played is not to explain but to play a trial round introducing the rules.

The games can be played in one of the following ways:

- Individual V. Individual.
- Small team V. Small team.
- Class divided into 2 groups.

Some games are best played individual versus individual. In other games you can be more flexible, varying the way the different games are played. If the students organize themselves into teams, make sure that not all the best students end up in the same team. Some games involve team discussion. See to it that the working language be in English.

In some of the games players are eliminated gradually from the game until one player (the winner) remains.

Correction while the game is being played should be as unobtrusive as possible, as otherwise the game will quickly stop being a game and turn into a grammar or lexical lesson. The purpose of these games is to help reaching the language learning objectives.


PROJECT WORK

When a class discussion at any level shows that the topic has aroused sufficient interest, students can be encouraged to carry out small project work.

They can do this individually, in pairs or in groups and the type of work will of course depend on the topic, but there should always be a PURPOSE in mind.

Tips for well conducted project work.

- Give clear and concise instructions about the work.
- Give enough time to students to put a strategy about how to work, to choose their partners. It is important to have a certain homogeneity and understanding in the groups.
- Ask them to make a plan for their work and discuss that with them.
- Check their work progress from time to time.
- Make sure that most of the students participate actively in the work. (Help with the division of work load among the different members of the group).
- Help, monitor but never dictate. Students like to be masters of their own work.
- Motivate them by acknowledging if not the achievement, the effort
- Project work is meant to be displayed not to be kept in the drawers
- Project work is the students' production of what they have been able to digest (assimilate) from the lessons taught.
- Keep record of their work progress otherwise students will lose interest after a certain time.
- Give more than 2 or 3 sessions to the students to finish the work.



**LISTENING
MATERIAL**

LISTENING MATERIAL
MODULE 1. LESSON 1. Activity 2.

AHMED TOUNSI, A TUNISIAN BOY, MEETS HIS HOST FAMILY IN MANCHESTER.

Mr Austin : Hello Ahmed. Welcome to Manchester. I'm James Austin and this is my wife Mary.

Ahmed : Nice to meet you.

Mrs Austin : Nice to meet you, too. How are you?

Ahmed : Fine thanks.

Mrs Austin : These are my children. This is my son Bob and these are my two daughters Linda and Alison.

Ahmed : Pleased to meet you.

Bob : And how old are you Ahmed?

Ahmed : I'm fourteen, and you?

Bob : I'm thirteen. Linda is fourteen and Alison is fifteen. We're pupils in New Town School.

Mrs Austin : You're tired, I suppose. Here's your room. See you later, then.

Ahmed : See you.

MODULE 1. LESSON 1.ACTIVITY 3.

LISTEN AND REPEAT

mother - fourteen - daughter - son - father - brother - from - are - Bob - young - husband

MODULE 1. LESSON 2.ACTIVITY 4.

LISTEN AND REPEAT

Tunisia	Tunis	Tunisian
USA(America)	Washington DC	American
Germany	Berlin	German
Korea	Seoul	Korean
Egypt	Cairo	Egyptian
Italy	Rome	Italian
Canada	Ottawa	Canadian
Australia	Canberra	Australian
England	London	English
Spain	Madrid	Spanish
Turkey	Ankara	Turkish
Sweden	Stockholm	Swedish
Britain	London	British
China	Beijing	Chinese
Lebanon	Beirut	Lebanese
Vietnam	Hanoi	Vietnamese
Portugal	Lisbon	Portuguese
Japan	Tokyo	Japanese

MODULE 1. LESSON 4.

Linda, the Austins' daughter celebrates her fourteenth birthday on the twenty-first of November.

- Hello.The Sun Hotel. Can I help you?
- Yes, please. We'd like to make a reservation of your restaurant for a birthday party.
- What's your name, please?
- Mary Austin.
- Where do you live?
- 63 Bay Road, Manchester.
- What's your phone number, please?
- 208-1279.
- When is the party?
- It's on the twenty-first of November.
- How many people are coming?
- Fifteen.
- That's £20 per person.The birthday cake is free. See you next week in the Sun Flower, our largest restaurant.
- Fine. Bye.

Let's review 1. Activity 2

Listen and repeat the words in each column.

1	2	3	4	5	6	7
<u>Yellow</u>	<u>Ugly</u>	<u>Arm</u>	<u>Head</u>	<u>Black</u>	<u>Green</u>	<u>Brown</u>
<u>Old</u>	<u>Young</u>	<u>Car</u>	<u>Neck</u>	<u>Fat</u>	<u>Weak</u>	<u>Trousers</u>
<u>Shoulder</u>	<u>Gloves</u>	<u>Glasses</u>	<u>Weather</u>	<u>Hand</u>	<u>Knee</u>	<u>Now</u>
<u>Toes</u>	<u>Brother</u>	<u>Park</u>	<u>Leg</u>	<u>Jacket</u>	<u>Please</u>	<u>About</u>
<u>Coat</u>	<u>Plumber</u>	<u>Carpenter</u>	<u>Dress</u>	<u>Gas</u>	<u>Freezing</u>	<u>Cloudy</u>

Module 2. Lesson 1. Activity 3

Listen and repeat the words.

Monday- Tuesday- Wednesday- Thursday- Friday
 Lunch- Break- English-History -Civic instruction-French- Sports- Art- Workshop- Music- Maths -
 Computer science- Physics - German

Module 2. Lesson 1. Activity 4

Listen and repeat the words.

Compulsory- education- government- expensive

Module 2. Lesson 3. Activity 3

Interviewer: Canteen food looks healthy and good. You have many green foods like salads but students don't like them.

Headmaster (Mr Austin): You know the rules in our school now. Students mustn't have soft drinks and

fast food in the school canteen.

Interviewer: Why soft drinks and fast food in particular?

Headmaster: Well, students like fast food like hamburgers, hot chips and cakes. They seem delicious and healthy. But they are bad. For example, soft drinks are full of sugar. I hate them.

Interviewer: True. I asked one student. She said, "I prefer chocolate bars and fast food because they're tasty and cheap."

OK. Thank you Mr Austin. Goodbye.

Headmaster: Goodbye.

Module 2. Lesson 4. Activity 5

Listen and repeat the words.

square, rectangle, rectangular, triangle, triangular, circle, circular, cube, cubical, cylinder, cylindrical, curved, broken, diagonal.

Module 2. Lesson 6. Activity 3

IN THE SPRING HOLIDAYS KHALIL JOINS HIS BROTHER AHMED IN MANCHESTER TO LEARN ABOUT EDUCATION AND TRAINING.

Mr Austin, head of the technical school, is taking Ahmed, Khalil and the new trainees round the school.

Mr Austin : "The school is large and it has different buildings. Some of these buildings are workshops. We have 5 workshops : carpentry, electricity, metal sheet work, building, and handicrafts. In every workshop, there are workbenches, tools, instruments, machines and different materials. Safety signs, equipment and first aid kits are everywhere because safety comes first in our school."

Jim, a new trainee : "What about the other buildings, Sir?"

Mr Austin : "The office building where you find the headmaster's office, the secretaries , the students' affairs office and the nursing room, many classrooms, a library , the playground for physical education, the canteen and the store where we keep different tools and materials."

Khalil : "Is this a classroom, sir?"

Mr Austin : No, it's the building workshop where trainees learn how to build houses. Let's go inside and see. Here are some trainees working and the instructor is supervising their work. As you can see, they are wearing their safety helmets, boots and overalls.

Module 2. Lesson 6. Activity 4

Listen and repeat the words.

instruments - materials - workbench - canteen - building

Let's review 2. Activity 4.

Draw a big rectangle in your notebook. On the top of this rectangle, draw a triangle. In the middle of this triangle, draw a circle. In the middle of the big rectangle, draw a small rectangle. On the left and on the right of the small rectangle, draw two squares. What do you get ?

Module 3. Lesson 1. Activity 1

Michael: So this is the table you're making!

Fiona: Yes. It's our project for this semester.

It's 3 metres long by (x) 2 metres wide by 1.5 metre high.

Fiona: So let's check this again: the table length is 3 metres, its width is 2 metres, the height is 1.5 metres.

Michael: That's right. In centimetres, the table is 300 cm by 200 cm by 150cm .

Module 3. Lesson 1. Activity 5

Listen and repeat the words.

high - width - five - height - sign

Module 3. Lesson 2. Activity 2

Jack, Mr Austin's brother, is a builder. It's 9 o'clock now, he's listening to a presentation by Mark Gordon, an engineer.

Welcome. First, I'm going to talk about the characteristics of a good house. Then, I will take some of your questions. We'll have a break of half an hour at 11:00. Then, we'll have the second part of the presentation. Lunch will be at 12:30. In the afternoon, we'll start at 2 o'clock and finish at 4:30.

First, your house must have a solid foundation; hard soils like gravel or rock are better than clay. Sometimes, you can't use a shovel to dig these soils; you must use a large drill.

Second, all rooms must have natural air and natural light.

Then, the bedrooms must be far from noisy places like the kitchen, the dining room and the living room. Can you see the picture here?

Finally, a good house must have a nice garden. Thank you for listening to this first part of the presentation. Have you got any questions?

Module 3. Lesson 2. Activity 4

Listen and repeat the words.

gravel- cement-shovel-foundation-characteristic-concrete.

Module 3. Lesson 3. Activity 3

KHALIL ATTENDS MR PETERSON'S TRAINING SESSION

<p><u>Khalil</u> : What's this called sir ? <u>Mr Peterson</u> : This is a workbench. On the bench, there is a vice. The vice is used for holding a piece of steel. A vice is used for holding steel.</p> <p style="text-align: right;">①</p>
<p>Khalil : What is this man doing? Mr Peterson : He is cutting steel . He is using a hacksaw . Ais used forsteel . A hacksaw is a tool that is used for cutting steel.</p> <p style="text-align: right;">②</p>
<p>Khalil : What is this girl doing? Mr Peterson: She is planing wood. She is using a plane. Ais used for smoothing wood. A plane is a toolis used for smoothing wood.</p> <p style="text-align: right;">③</p>
<p><u>Mr Peterson</u> : Look. I'm using a steel rule. I'm measuring. A steel rule is used for measuring. A steel rule is an instrument that is used for measuring work pieces.</p> <p style="text-align: right;">④</p>

Module 3. Lesson 3. Activity 5

Listen and repeat the words.

plane- rule- man- vice- hacksaw-line- training-smooth

Module 3. Lesson 4. Activity 2

The building site is a very busy place. Different people doing different jobs work together to build and finish houses, villas or public buildings like schools and hospitals. The building site is usually full of bricks, steel bars, sand, cement, planks of wood, plastic pipes, metal pipes and many other things like machines and tools.

We find engineers, scaffolders, builders, plumbers, carpenters, electricians, welders, and workers.

Mr Anderson, the safety inspector, talks to the workers on the building site. "Always try to prevent accidents to yourself and to other people. Always wear a safety helmet. Mind the steps when you go up a ladder and don't carry anything in your hands. If you throw anything from a height, it will cause accidents. Never run, always walk because you may slip and break an arm or a leg. Never eat or drink, either. Always go to the cafeteria. If you lift heavy things, you will hurt your back. Standing under a suspended load is very dangerous. In case of accident, call the doctor or take the injured person to the hospital."

Module 3. Lesson 4. Activity 5

Listen and repeat the words.

Worker, Builder, Height, Walk, Plumber, Climb

Module 3. Lesson 5. Activity 3

Today, Khalil is visiting a building site in Manchester. He wants to know everything about the work there.

This is a dialogue between him and the engineer, the man in charge of building and finishing a block of flats.

Khalil : What things do you do to start and finish a building ?

The engineer : First, the workers dig the foundations and fill them with aggregate.

Second, the builder lays the bricks then he plasters the walls and tiles the floors, the kitchen and the bathroom. The plumber installs water pipes; the electrician installs wires in every room. Finally, the carpenter fixes the doors and windows.

Khalil : Thank you, sir.

Module 3. Lesson 5. Activity 5

Listen and repeat the words.

foundations - building site - install - plaster - engineer

Module 3. Lesson 6. Activity 5

machine - shape - industrial - furniture - switch - leave- company- product.

Module 4. Lesson 1. Activity 2

Tourist : Excuse me, how can I get to Green Park Travel Agency ?

Man: Go along Hope Street then take the second turning on the right. The travel agency is on your left. It is just on the corner of Princess Street.

Module 4. Lesson 3. Activity 6

Listen and repeat the words.

agency-internet- monitor- keyboard-
reservation-information-destination-operation

Module 4. Lesson 5. Activity 6

Listen and repeat the words.

machine - needle - piece - scissors

Module 4. Lesson 6. Activity 1

Listen :

U --- S ---- V ----- T

Module 4. Lesson 6. Activity 2

A VISIT TO A BLACKSMITH'S WORKSHOP IN THE DEN-DEN HANDICRAFTS HOUSE

Guide : We're going to visit Mr Beldi's workshop. He is a blacksmith in the Den-Den Handicrafts House. He makes very nice metal objects like candle holders and lamps. Then we will look at the Sidi Bousaid birdcages. Do you all agree?

Tourists: Yes of course.

Mr Beldi : Good morning everyone. This is the forge where I heat pieces of metal. Watch me, now. I'm going to show you how to hammer and bend a steel bar to make the S-shaped Sidi Bou Said design. I put the steel bar into the fire until it is red hot then I take it away. After that, I put it on an anvil then I hammer it and bend it to get this S- shape.

Module 4. Lesson 6. Activity 5

Listen and repeat the words.

Blacksmith - anvil - forger - ornaments - hammer

Module 4. Lesson 7. Activity 4

Listen and repeat the words.

arrived-visited -walked

**ANSWER
KEY**

ANSWER KEY

Module 1. Lesson 6 activity 4.

<p>1- Is it a boy or a girl? => She's a girl.-Is she tall/short/slim/strong?=>Yes, she's tall/Yes, she is. No, she isn't tall/No, she isn't.</p>	<p>2- How old is she? => She's 14. -What is she wearing? => She's wearing black jeans, white shoes and a blue jacket. -What colour is her hair? => Her hair is brown.</p>
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Module 1. Lesson 2 activity 3 :

MANCHESTER INTERNATIONAL SCHOOL					
Student's Name	Country	Flag	Capital	Nationality	Language
1- Ahmed Tounsi	Tunisia		Tunis	Tunisian	Arabic
2- Fred Johnson	USA(America)		Washington DC	American	English
3- Brigitte Weber	Germany		Berlin	German	German
4- Yong Lee	Korea		Seoul	Korean	Korean
5- Imen Saber	Egypt		Cairo	Egyptian	Arabic
6- Roberto Rossi	Italy		Rome	Italian	Italian
7- Peter Fisher	Canada		Ottawa	Canadian	English and French
8- Jack King	Australia		Canberra	Australian	English

1- Jane Young	England		London	English	English
2- Alejandro Perez	Spain		Madrid	Spanish	Spanish
3- Iskender Yilmaz	Turkey		Ankara	Turkish	Turkish
4- Oskar Olsen	Sweden		Stockholm	Swedish	Swedish
5- Mark White	Britain		London	British	English

Student's Name	Country	Flag	Capital	Nationality	Language
1- Ming Lin	China		Beijing	Chinese	Chinese
2- Nadine Botros	Lebanon		Beirut	Lebanese	Arabic
3- Duc Van Pham	Vietnam		Hanoi	Vietnamese	Vietnamese
4- Diamantina Franco	Portugal		Lisbon	Portuguese	Portuguese
5- Hitomi Yoshida	Japan		Tokyo	Japanese	Japanese

Module 1. Lesson 5. Activity 3.

- 1-Water boils at 100°C.
- 2-It freezes at 0 ° C.
- 3- Ice melts at 0 ° C.

Lesson 5. Activity 4. First possible answer.

- 6-Jane: No, it's hot and sunny in Tunisia. It's beautiful.
- 7-Jane: What's the weather like in London today, Ahmed?
- 8-Ahmed: It's cold, foggy, and windy and it's raining cats and dogs.
- 1-Ahmed: Hello, Jane. Ahmed speaking.
- 2-Jane: Hi Ahmed, how are you?
- 3-Ahmed: Fine and you?
- 4-Jane: Fine.
- 5-Ahmed: Is the weather terrible over there?

Lesson 5. Activity 4. Second possible answer.

- 8-Jane: No, it's hot and sunny in Tunisia. It's beautiful.
- 5-Jane: What's the weather like in London today, Ahmed?
- 6-Ahmed: It's cold, foggy, and windy and it's raining cats and dogs.
- 1-Ahmed: Hello, Jane. Ahmed speaking.
- 2-Jane: Hi Ahmed, how are you?
- 3-Ahmed: Fine and you?
- 4-Jane: Fine.
- 7-Ahmed: Is the weather terrible over there?

Module 1. Let's Review 1 . Activity 1.

Prepare Bingo cards. Make sure there is only one winning card. Call out the days and months and make students repeat after you or after a student for correct pronunciation before crossing out the dates on their cards. The students who crosses out all the dates you called out is the winner. He has to shout out "Bingo". This is a sample card.

October the first	May the twenty-fifth	June the eleventh	March the ninth
September the third	January the fifth	February the thirteenth	November the twenty-second
April the twenty-fourth	July the twelfth	December The thirty-first	August the eighth

Module 1. Let's Review 1 . Activity 3.

Game: countries and nationalities. Review lesson. For example :

Player 1 : Britain.

Player2 : British(for the nationality), English(language). China.

Player 3: Chinese.....

Player 4:The game continues , like a chain drill , round the group . You are eliminated if you don't know the answer , make a mistake or hesitate too long .

Module 1. Let's Review 1 . Activity 4.

For example . (the group has decided on a football player Ronaldo)

You .: Do I live in Europe ?

Class: Yes , you do .

You.: Am I a singer ?

Class : No , you are not . You are a footballer .

You.: am I playing in England ?

Class: You are playing in Spain but you are not Spanish .

You : Am I number 10? .

Module2. Lesson6. Activity1.



1 Tools



2 A First aid kit



3 A building



4 Planks of wood



5 Welding

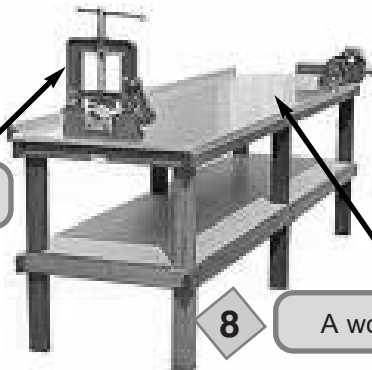


6 A workshop



7 Instruments

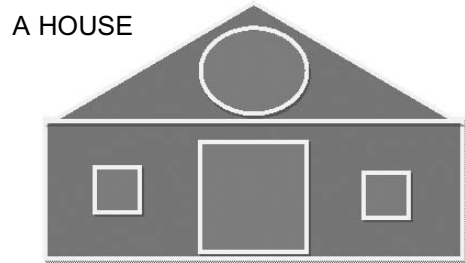
8 A vice



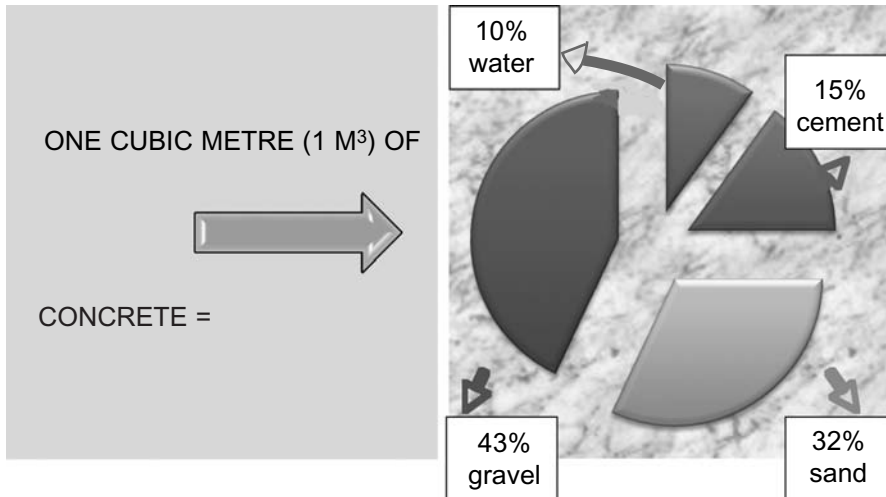
8 A workbench

Module 2. Let's Review 2. Activity 4.

Listen to the text and draw. What do you get at the end ?



Module 3. Lesson 2. Activity 3.



Module 3. Lesson 3. Activity 4.

First , Dora fixes the vice on the work bench . She measures the piece of work with a steel rule. After that, she uses the vice to hold the steel. Next, she cuts the steel (piece of work) with a hack-saw, files it and finally checks the right angles with an engineers square.

Module 3. Lesson 5. Activity 1.

a-Building walls. b-Plastering walls. c-Painting. d-Digging foundations. e-Wiring rooms. f-Fixing doors/windows. g-Installing water pipes. h-Tiling walls.

Module 3. Lesson 6. Activity 2. Step 1.

1-sewing machine. 2-welding machine. 3-bandsaw. 4- drilling machine. 5-lathe machine.

Module 3. Lesson 6. Activity 2. Step 2.

1-sewing machine= tailoring work shop. 2-welding machine= metal sheet work or blacksmith's work shop. 3-banbsaw= carpentry work shop. 4-drilling machine= in most workshops working with wood or metal (carpentry, metal sheet work, plumbing workshop...). 5-lathe machine= metal sheet work (NB: there are lathe machines which belong to carpentry workshops).

Module 3. Let's review 3. Activity 1.

Write up a small noughts and crosses frame. Make sure everybody understands how to play noughts and crosses.

Divide the class into teams, (X) and (O) .

Explain that the two teams win crosses or noughts in the noughts or crosses frame by answering a question correctly .

The aim is to get either 2 successive (consecutive) crosses or noughts to win a round. The game has 5 rounds. The team with the most rounds is the winner.

(3 rounds to win).

Round 1 of the game begins with Team (X)

Choosing a question category , e. g pronunciation .

Write up a word for Team (X) to pronounce e. g length . If Team (X)

gives the correct answer, they win a cross (a point) and they are asked to choose another question category, if the right answer is given, it's second point and the end of round 1 . If the team fails to answer correctly, the question will be offered to Team (O) to answer.
 If the answer is still incorrect, give the pronunciation and neither team scores .
 It's then the turn of Team (O) to choose a question category , and so on
 The Team that wins 3 rounds is the winner.

Question categories :

pronunciation	spelling
Safety	definitions

List of suggested questions for this game .

A . Pronunciation:

How do you pronounce this word?

- 1)measure - 2) site 3) plane 4) angle 5) busy 6) engineer 7) install
- 8) textile

B . spelling :

How do spell?

- 1) industrial - 2) buildings -3) company -4) equipment -5) load -6) dangerous
- 7) plumber

C . Definitions :

Can you tell us what a ' file ' is ?

- 1) scribe - 2) engineers square -3) hachsaw -4) steel rule -5) spanner
- 6) drilling machine -7) vice -8) screwdriver- 9) cement mixer

D . Safety :

What do you do before you leave the workshop?

What do you wear when you work on a building site?

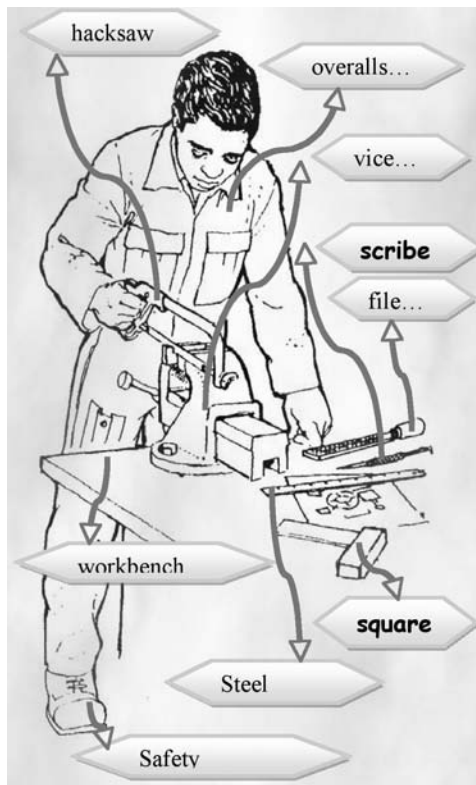
Name 2 things you mustn't do when you are in the workshop.

Name 4 things you must do when you are in the workshop.

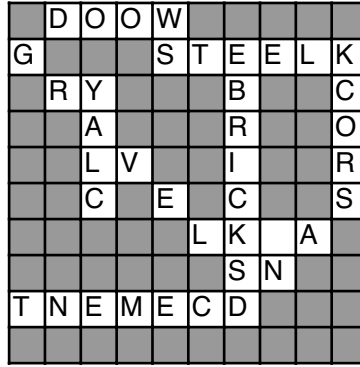
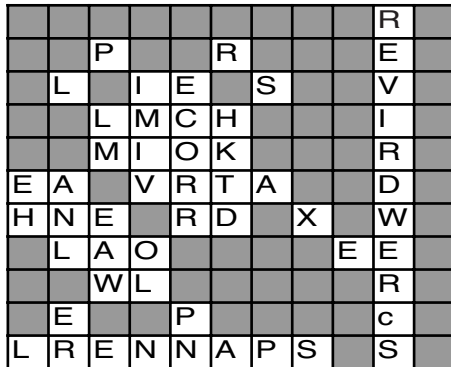
Module 3. Let's review 3. Activity 3

- I fix the doors.
- I paint the wall.
- I dig the foundations.
- I install the pipes and wires.
- I plaster the walls.
- I tile the walls.

Module 3. Let's review 3. Activity 4



Module 3. Let's review 3. Activity 5



Let's review 4. Activity 3

6	The tailor checks the work.
3	The tailor marks out the cloth.
1	The tailor takes the measurements.
4	The tailor cuts the cloth into pieces.
2	The tailor patterns the garment parts.
5	The tailor sews the parts.

Let's review 4. Activity 5

Puzzle	Across	Down
	3-	1-
	4-	2-
	6-	
	7-	5-
	8-	



NB : M= module ; L= lesson.

<p>agree M4L6 all (over the world) M1L4 anvil M4L6 application M4L4 apply M4L4 apron M1L6 art M2L1 AsianM1L2 bandsaw M3L6 bend M4L6 birdcage M4L6 blacksmith M4L6 boil M1L5 boots M1L6 both M1L4 break M2L1 bricks M3L4 broken M2L4 buffalo M4L7 building (site) M3L4 building M2L5 burger M2L3 busy M3L6 cake M2L3 can I help you? M1L4 care M2L3 carefully M2L3 carpenter M2L2 carpet M4L7 Celsius M1L5 ChineseM1L2 chocolate bar M2L3 Civic(instruction) M2L1 Christmas M2L1 clay M3L2 climb M3L4 cloth M4L5 compulsoryM2L1 concrete M3L2 cook M1L3 crane M3L4 cube(ic/ical) M2L4 cupboard M4L2 curved M2L4 cut M3L3 cylinder(ical) M2L4 desk M4L2 destination M4L3 diagonal M2L4</p>	<p>dig M3L5 discount M4L3 divided by M2L4 dotted M2L4 drill M3L2 drilling (machine) M3L6 drive(in) M3L5 Easter M2L1 eco-(museum) M4L7 eggs M2L3 EgyptianM1L2 engineers(square) M3L3 envelope M4L2 environment M4L7 equals M2L4 exceptM1L3 exhibition M4L7 factory M3L6 fail M2L5 fare M4L3 file M3L3 filing cabinet M4L2 fire (extinguisher) M4L1 first (aid kit) M2L6 fix M2L2 fix M3L5 flagM1L2 flight M4L3 fog M1L5 forge M4L6 foundation M3L2 free M1L4 free M2L1 freeze M1L5 furniture M2L2 garments M4L5 gas M1L5 GermanM1L2 go (past) M4L1 go (straight) M4L1 goggles M1L6 gravel M3L2 hacksaw M3L3 hammer M3L5 handicrafts M2L6 handicrafts M4L6 hardworking M4L4 healthy M2L3 hearing protectors M1L6</p>
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<p> heat M4L6 height M3L1 helmet M1L6 high M3L1 hobbyM1L3 hold M3L3 host(family)M1L1 ice M1L5 improve(ment) M2L5 Industrial (estate) M3L6 injured M3L4 Intersection M4L1 ironM1L3 it's raining cats and dogs M1L5 JapaneseM1L2 journey M4L7 KoreanM1L2 ladder M3L4 lake M4L7 lateM1L4 lathe machine M3L6 leather M4L5 LebaneseM1L2 live(V)M1L2 make (a reservation) M4L3 many happy returns of the day M1L4 material M2L6 meals M4L4 measure M3L1 measurement M2L4 meat M2L3 melt M1L5 minus M2L4 miss M2L5 mix M3L6 mixer M3L4 mortar M3L5 mosque M4L7 mother(tongue)M1L2 mountain M4L7 nails M3L5 needles M4L5 nursing(room) M2L6 office M2L2 oil M2L3 online M4L3 ornaments M4L6 otter M4L7 overalls M1L6 oxygen-(acetylene welding machine) M4L6 paint M3L5 panic M2L5 </p>	<p> pass M2L5 patterns M4L5 pedestrian (crossing) M4L1 photocopier M4L2 pipe M2L2 plane M3L3 planks (of wood) M3L4 plaster M3L5 playground M2L6 plumber M2L2 PortugeseM1L2 price M4L3 print M4L3 private school M2L1 receiver M1L4 receptionist M1L4 reels M4L5 reservationM1L4 right(angle) M3L1 rock M3L2 roundabout M4L1 safety M2L6 sand M3L2 saw M3L6 scaffold(er)(ing) M3L4 scissors M4L5 screwdriver M3L5 search for M4L3 see you laterM1L1 sender M1L4 service M4L3 sew M3L6 sewing (machine) M3L6 shape M2L4 shovel M3L2 signs M4L1 silk M4L5 sleeves M1L6 slipping M3L4 smooth M3L3 snowM1L5 soft (drink) M2L3 soil M3L2 SpanishM1L2 spanner M3L5 speakers M4L3 species M4L7 spirit (level) M3L5 spotted M1L6 square M2L4 stamp M4L2 state (school) M2L1 </p>
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<p> steel (bars) M3L4 steel (rule) M3L3 steel M3L3 store M2L6 straight M2L4 striped M1L6 succeed M2L5 sugar M2L3 suit M1L6 surf (the net) M1L3 suspended(load) M3L4 SwedishM1L2 switch off M2L5 tailor M4L5 tape metre M4L5 tasty M2L3 tee squareM4L5 terrible M1L5 thick M3L3 thickness M3L3 thimble M4L5 thread M4L5 tile M3L5 tired1 M1L1 tongs M4L6 tools M2L6 traffic lights M4L1 training M1L3 </p>	<p> travel agency M4L1 travel M4L3 TurkishM1L2 turning M4L1 umbrella M1L5 vice M3L3 viceM2L6 Vietnamese M1L2 vocational M2L1 warm M1L5 wash (dishes) M1L3 website M4L3 weld M3L6 welding (machine) M3L6 welding M2L6 wheel M2L2 wide M3L1 width M3L1 wild M4L7 wire M3L5 wires M2L6 wiring M3L5 wood M3L3 wool M4L5 workbench M2L6 workshop M1L3 </p>
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