

**Advance
with
English
2**

Teacher's Book

OXFORD
UNIVERSITY PRESS

Guidelines for Teachers

As the heading of this section points out, these are guidelines and guidelines alone. The ideas are not presented as rules that teachers must adhere to.

COMPREHENSION

The comprehension passages have a dual role. Not only are they designed to help students learn English, they are also there to inform and interest the students. When students are interested in what they read, they will find what they read is easier to understand, and this, in turn, will provide motivation. Motivation and interest are both vital in language learning, since motivated and interested students improve as language learners. The teachers should therefore try and arouse the student's interest in any comprehension passage before they start to read it. This is the main purpose of the scene-setting stage, which is described in more detail below.

Certain passages contain practical information that will be useful for the students. A good example is the *Nature's Young Volunteers* passage in Unit 1. After reading about the NYV, interested students could be encouraged to obtain an application form to join. The passage explains where the application forms can be obtained. Other passages provide information of a different kind. In Unit 3, for example, the passage '*A Fabulous New Colour*' describes how the narrator dreamed that he discovered a new colour. Here students could be encouraged to use their imaginations and think of what they would most like to discover and why. Similarly, in addition to simply reading *The Thunder-cart*, Unit 13's reading passage, students could be asked to talk about other legends, or even to tell the class the story of a legend that they know.

Teachers may find it useful to divide the comprehension lessons into the following stages:

1 SETTING THE SCENE

Before allowing students to open the book, either give them a brief introduction to the topic or see if any students already know something about the topic. For example, before the students read the *Nature's Young Volunteers* passage in Unit 1, the teacher could ask the students what they already know about them and find out if any of the students

are members or know people who are members. If the comprehension passage is a narrative, the teacher could give the students the title of the passage and then ask them to guess what the passage might be about. The picture(s) accompanying the comprehension passages can also be useful aids in setting the scene. By allowing the students to look at and study these pictures before they read the passage, the teacher prepares the students for the passage. The teacher can develop this further by asking the students a series of questions about the pictures that will act as an introduction to the passage.

2 VOCABULARY

Before asking the students to read the comprehension passage, the teacher can, if she feels it necessary, pre-teach a small number of vocabulary items whose meanings cannot be guessed from their contexts. This can be done in a variety of ways: by using pictures to show the meaning, by miming, by using synonyms, or by asking the class to try and guess the meaning. There is no reason why the teacher should not allow students occasional use of a good dictionary for such words.

3 THE FIRST READING

For the first reading, give students a pre-reading question. For example, before reading the *Nature's Young Volunteers* passage, the teacher might ask, 'How many reasons for joining the NYV are mentioned?' Such a question will help students focus their attention on a specific item and thus prevent them being overwhelmed by too much information in the passage as a whole.

4 QUICK QUESTIONS

These can be done orally, with the whole class or with students working in pairs, after the first or second reading of the passage and after the teacher has been through the example questions with the class. Weaker students could be asked to write out the answers to all these quick questions. More able students need only write out the answers to the more complex questions.

5 THINK ABOUT IT

These questions can be done individually by the students in the usual way. However, they are probably best tackled by students working in

pairs or in groups. Students need to be encouraged to help each other and to realize that problems can be solved more quickly by cooperation. Working in groups also provides invaluable practice in free expression; naturally, students should be made to understand the value of using English on these occasions. After group discussions, the students can then be asked to write out the answers to the questions but only after the teacher has explained any particular problems she may have noticed students having during the discussion phase.

6 SUMMARY

Students could do this exercise individually first. Then they can check their own work with their partner's to see if they can spot any mistakes and thus help each other correct them. In certain cases, for example, in the summary question for Unit 5, the teacher could build up the main points on the board using students' suggestions, before directing students to the summary exercise in the book. Very good students could be asked to write the summary, perhaps in pairs, without the help of the book. They could later compare their summary with the summary given in the book.

NEW WORDS

Generally, these exercises involve using new words in meaningful contexts. Students can do these exercises either individually or in pairs and groups. For variety, the teacher could read out the sentences and ask the class to suggest words for the blanks. The teacher should be prepared to accept all meaningful words that the students suggest. In this way, the students' vocabulary can gradually be built up. When students cannot think of an appropriate word for a blank, the teacher can help by providing a variety of clues such as: 'It begins with _____' or 'It means the same as _____'.

PRONUNCIATION PRACTICE

These sections usually present a pronunciation difficulty in the form of a contrast. In Unit 4, for example, the pronunciation difficulty is the distinction between [I], (e), and (ae) as in the words 'pin', 'pen' and 'pan'.

After practising the sounds, the teacher can test the students' ability to *hear* the distinction between the sounds. If we look at the second

exercise in Unit 4 (page 29), we see three columns, A, B, and C. In column A are all the [I] sounds, in column B are all the (e) sounds and in column C are all the (ae) sounds. The teacher can read out a random selection of these words. The students have to *write* the words they hear in the order in which they are spoken. The teacher can then check if the words written down by the students were the ones actually spoken, and if they have been written down in the correct order.

To let students practise *producing* these distinct sounds, the students can work in pairs and proceed as outlined above, with the students taking it in turns to play the role of the teacher. The teacher should make sure that the students write down their selection of words before they say them. A similar activity can be undertaken with the sentence-level exercises which occur in most units.

A further way of testing students' ability to *distinguish* between sounds, is for the teacher to choose three words from the columns and read them out quickly. For example, using the words in Unit 5, the teacher might read out, 'think, sin, thin'. The students listen and have to decide which is the odd one out; in this case 'sin'. Clearly, with students taking the role of the teacher, they can also practise *producing* sound in this way.

SPELLING

Many people, including native speakers, find spelling difficult. Learning to spell, however, can be made motivating and interesting. For example, the teacher can divide a class into groups or teams for spelling tests and thereby introduce an element of competition. The teacher reads out a number of words and gives about fifteen seconds, for the group to write down each word. After reading out all the words, the teacher then gives the groups one or two minutes to check their spellings. The group efforts are then collected or, more probably, checked in class. The group with the most correct spellings is the winner.

Teachers can also put anagrams of the words on the blackboard and ask students, either individually or in groups, to try and decipher them. For example, from the dictation passage in Unit 5, the teacher could write EDUNCIAE and DRAGU on the board and the students then have to work out AUDIENCE and GUARD from these anagrams. This can be developed by asking students or groups to make as many words as they can using the letters. From EDUNCIAE we get audience, dunce, nice, ice, die, din, dine, den, cad, cede, cine, cane, dice, etc.

Naturally, the teacher can spend a few minutes on this type of spelling activity at any time, irrespective of the unit she is teaching.

DICTATION

It is suggested that teachers follow the steps below when giving dictation:

- 1 The teacher reads the passage at normal speed. If the teacher reads the passage at an exaggeratedly slow speed, then students will find it very difficult to understand English spoken at 'normal' speed, having become accustomed to an artificially slow speed.
- 2 The teacher reads the passage in sense groups, pausing after each sense group to allow students time to write. Punctuation marks need not be dictated as teachers may want students to work out the punctuation of a passage from its meaning.
- 3 The teacher reads the passage for a third time at normal speed.
- 4 The teacher gives the students two minutes to check their dictation.

For variety, with good students, the teacher can ask a student to read out the dictation. Clearly, the student, like the teacher, will need time to prepare before giving a dictation.

LANGUAGE PRACTICE

A number of different types of *skill-getting* exercises are included in Books 1–3. They range from simple mechanical drills to controlled sentence composition, followed later in the unit by various kinds of communicative use. *All* exercises should be worked orally in the first place. It is suggested that exercises marked *Oral* need not be written out afterwards, though of course the teacher may make exceptions where it is thought necessary. Exercises marked *Oral/Written* are intended to be written out after oral practice though here again the teacher is free to decide, as time may not always permit. The written exercises are suitable for homework provided that they have first been worked orally in class.

Few or no mistakes should occur and marking will be easy: students may well mark each other's work under the teacher's guidance, which would provide valuable additional practice. *It must be emphasized that in accordance with modern principles of language teaching these exercises are designed to avoid mistakes. They should not be regarded as tests. Their*

purpose is to teach, not test, by giving habit-forming practice in using English correctly.

Some exercises take the form of a dialogue. Something is said by the first speaker to which the second speaker replies, using a particular language item. It is suggested that, at first, the teacher should read the words spoken by the first speaker and the students give the replies of 'S2'. Later, however, students should be encouraged to take both parts, working in pairs or groups.

When students do work in pairs, the teacher can set up situations in which the person asking the question does not know the answer to it. For example, in Unit 13, Language Practice B (page 148), by asking S1 to cover the timetable hours 7.30–8.10 and 8.10–8.50 and S2 to cover the timetable hours 8.50–9.30 and 9.30–10.10, the teacher creates a situation in which both students ask questions that are 'real' in the sense that the answers are unknown to the questioner. The teacher can further develop this exercise by making it into a task. S1's task is to discover and note down the students' timetable from 8.50–10.10, while S2's task is to discover and note down the students' timetable from 7.30–8.50. In this way, the students are getting plenty of practice at asking and answering questions using the structure that is being taught in the unit, but, at the same time, they are being given the opportunity to *use* the structure to complete a task. Whenever possible and practical, teachers should allow students to practise using the structures in this way.

READING FOR INFORMATION

This section aims to teach and to give students practice, in developing and using a wide range of reading skills that differ from the reading skills they acquire from answering questions about the comprehension passages.

In this section students will learn the skill of interpreting a wide variety of text types including diagrams, maps, advertisements, charts, tables, and graphs which deal with a wide range of subjects from history to science, from general knowledge to geography.

Students will also learn and practise the skills of skimming and scanning. Skimming is the ability to glance through a text and understand the gist of it, while scanning is the ability to search quickly through a text to find a particular piece of required information. Both these skills are important in themselves, but are also crucial for note-making and summary writing. This section will also provide the opportunity to follow instructions and to learn how to interpret rules and notices. All of these

skills are useful, not only for passing exams, but are also vitally useful skills for day to day living.

It is perfectly acceptable to let the students work on these exercises on their own. It is a good idea, however, to set a time limit; the amount of time given will depend on the exercise and the level of the class. This will motivate the students to try and complete the exercises as quickly as possible.

Many of the exercises are also suitable for either pair or group work. The teacher can encourage the students to work quickly by introducing a competitive element, for example, awarding points to the pair or group that can finish the exercise first. From group work, students can also learn the value of cooperating: by dividing up the task and giving each member of the group, only one or two questions to answer, the task can be completed far more quickly than if it were done by individuals working alone.

USING ENGLISH

This section gives students the opportunity to use English in a communicative situation. In *Advance with English 2*, for example, it includes such topics as 'Making, accepting and declining offers of help', 'Expressing obligation', 'Explaining behaviour and actions', 'Describing events in the past' and 'More practice in using the telephone'.

Before asking students to work on the exercises in this section, the teacher can go through the given dialogues to make sure the students understand them and also understand the task which they are required to complete. For example, in Unit 1, 'Making, accepting, and declining offers of help', there are simple questions after the dialogue. These questions are more than comprehension questions as some are also designed to focus the students' attention on the *actual words* used, and to encourage them to consider the *context* in which the dialogue is taking place. This awareness of context is considered to be particularly important and the teacher should therefore take care to ensure that the students understand the context.

Although the emphasis of this section is on oral work, students are asked to write dialogues in many cases. When the students are working on their dialogues (in pairs whenever possible), the teacher can go round the class checking what the students are writing and giving them help if necessary. The students can then practise their dialogues orally. They can also be encouraged to read out or 'perform' them in front of the class.

Clearly, only two or three pairs can be asked to do this at any one time, otherwise it would take too long, so the teacher needs to keep a note of which pairs have 'performed' so that each pair is given a turn over the course of a series of lessons. If the teacher has a tape recorder, she could occasionally record a pair of students going through their dialogue. After initial shyness, most students enjoy this and benefit from hearing their own voices on tape.

It should be remembered that this section is designed to help students *communicate* in English. The teacher need not be too concerned if students make grammatical mistakes and does not have to correct these mistakes as they speak. As long as the students can understand each other and can be understood, the goal of the exercise has been achieved. The emphasis of this section is on communication rather than grammatical accuracy.

GUIDED COMPOSITION

The main idea of this approach is to lead the learner gradually from exercises in which he is given a great deal of guidance, to composition which is almost entirely unguided. This course provides a variety of such exercises. The aim is to guide the student into producing continuous writing, as far as possible free of mistakes, on the basis of information supplied. The amount of guidance is progressively reduced, the aim being always to eliminate or reduce the possibility of error and to practise the writing of good English.

All *Guided Composition* exercises should be worked orally at first. When an exercise offers more than one way of producing a composition, some of these ways may be worked orally and the student asked to produce another version in writing. If the teacher wishes, of course, the students may be asked to produce more than one version in writing. Teachers of very good classes may ask their students to write similar pieces without help.

Separate answer keys for *Advance with English 2* and *Workbook 2* follow. It should be noted that in certain exercises, there is more than one possible, acceptable answer. In such cases, a sample answer will be given in the answer key but teachers should be prepared to accept alternatives.

**Advance
with
English
2**

Answer Key



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Unit 1 Nature's Young Volunteers

COMPREHENSION Page 3

- A**
- 1 Nature's Young Volunteers.
 - 2 Three years (Since 1994).
 - 3 To fight the destruction of the environment and to encourage young people to become good and responsible citizens.
 - 4 Nine.
 - 5 To use their eyes and inform the civic authorities whenever they see anything that might harm the environment.
 - 6 They can phone a special number or they can report to a policeman.
 - 7 It contains interesting facts about the environment, tips on environment-friendly activities and products, and articles on environmental problems and how they can be handled.
 - 8 They report the dumping of garbage on the roadside, vehicles giving out too much smoke, people cutting down trees or lighting fires in parks.
 - 9 This helps in checking pollution.
 - 10 Certificates.
 - 11 Interesting and healthy ones.
 - 12 There are trips to Naltar and Malam Jaba for skiing and there are valuable prizes such as wristwatches, cassette recorders and cameras.
 - 13 Community service.
 - 14 Obtain an application form from The Civic Centre in Islamabad.
- B**
- 1 So that they can fight the destruction of the environment.
 - 2 By informing a policeman whenever they see anyone doing something to harm the environment. They can also learn to keep the environment clean.
 - 3 If you have a clean and safe environment, you will be strong and healthy.
 - 4 They provide you with exercise and fresh air.

NEW WORDS Page 4

The NYV is a *youth* organization. Its *aim* is to *encourage* young people to become good *citizens*. Members are asked to *inform* the authorities if they see or hear anything harmful. The rules stress that they should *observe* and report, not try to act themselves. The NYV has had a great

deal of *success*. Members have supplied *information* which has helped to check pollution. Many members have been *awarded* certificates for their services.

The NYV also provides interesting and healthy activities, which include competitions with some very *attractive* prizes. NYV members also help *charitable* organizations and such activities as the *Keep Pakistan Clean* campaign. You can join by obtaining an application form at the Civic Centre.

LANGUAGE STRUCTURE PRACTICE Pages 5–8

- A PW: Now, then, please tell me exactly what happened.
NYV: Some men lit a fire.
PW: What else did they do?
NYV: Chopped down some trees.
PW: How many men *were* there?
NYV: *Four*.
PW: Can you describe them to me?
NYV: Not very well but I'll try. One was a short, fat man with a beard. One was a tall, thin man in a striped shirt. One was a big, strong man with curly hair. One was a medium-sized man with no hair.
PW: Good. That's very helpful. Now which one had an axe?
NYV: The big strong one with *curly hair*.
PW: *Which* one lit the matches?
NYV: The tall, thin one *in a striped shirt*.
PW: Which one gathered the logs?
NYV: The short fat man with a beard.
PW: *Which one* drove the *pick-up*?
NYV: *The medium-sized man* with no hair.
PW: Thank you. *What* colour was the pick-up.
NYV: *The pick-up was blue*.
PW: *What* was its number?
NYV: ISD 2918.
PW: *What* time did the incidence take place?
NYV: At *six o'clock*.
PW: Did anyone else see the incidence?
NYV: Yes, there was a family having a picnic. They must have seen it.
PW: *What* was their name?
NYV: Just a minute. I wrote it down. It was Mr and Mrs Hasan.

C QUIZ 1

- 1 A person who plays the piano is a *pianist*.
- 2 A person who sells meat is a *butcher*.
- 3 A person who robs people is a *robber*.
- 4 A person who studies science is a *scientist*.
- 5 A person who types letters is a *typist*.
- 6 A person who works in a garden is a *gardener*.
- 7 A person who flies in a spaceship is an *astronaut*.
- 8 A person who investigates crimes is a *detective*.
- 9 A person who works in a library is a *librarian*.
- 10 A person who repairs machines is a *mechanic*.

QUIZ 2

- 1 A tool that cuts wood is a *saw*.
- 2 A machine that does calculations is a *calculator*.
- 3 A machine that types letters is a *typewriter*.
- 4 A vehicle that carries about fourteen people is a *minibus*.
- 5 A plane that has no wings is a *helicopter*.
- 6 A machine that gives out information is a *computer*.
- 7 A tool that knocks nails into something is a *hammer*.
- 8 An instrument that tells direction is a *compass*.

USING ENGLISH Pages 11–12

- A**
- 1 Along Sunset Road.
 - 2 An old lady.
 - 3 Because the old lady was carrying a lot of parcels.
 - 4 'I'll help you carry those.'
 - 5 Yes, she did.
 - 6 'Thank you very much.'
 - 7 'Let me carry them home for you.'
 - 8 Yes, she did.
- B**
- 1 To school.
 - 2 A blind man.
 - 3 Because the blind man was trying to cross the road.
 - 4 'Let me help you. I'll guide you across the roads.'
 - 5 No, he didn't.
 - 6 'It's all right, thank you.'

- C 2 a. He is at the railway station.
b. To meet his uncle.
c. A lot of bags.
d. To help carry the bags.
e. 'Let me help you carry those bags.'
f. 'Thank you very much.'

SAMPLE DIALOGUE:

Richard: Hello, uncle. Let me help you carry those bags.

Uncle: Thank you very much, Richard.

- 3 a. Because he left home in a hurry.
b. Rehan is with Salman.
c. It is lunchtime.
d. In the canteen
e. To lend Salman some money/To help/To buy Salman his lunch.
f. 'Thank you very much.'

SAMPLE DIALOGUE:

Salman: I left my money behind this morning. I can't afford to buy any lunch.

Rehan: I'll lend you some money/I'll buy you some lunch.

Salman: Thank you very much.

Unit 2 A Fabulous new Colour

COMPREHENSION Page 15

- A**
- 1 A new colour.
 - 2 In his garden.
 - 3 Because he got a strange feeling that something was going to happen.
 - 4 Because he found a ball of new colour.
 - 5 A round ball.
 - 6 His parents.
 - 7 No, they didn't.
 - 8 A piece of paper with different colours mixed together on it.
 - 9 The smooth round ball of new colour.
 - 10 The News.
 - 11 Everybody/The whole world.
 - 12 A silence fell on the world.
 - 13 They stopped eating.
 - 14 Because of wonder and surprise.
- B**
- 1 No, he didn't. He was just digging casually at first.
 - 2 Yes—he is interested in colour; his parents expected him to show them paints mixed together.
 - 3 The perfect round ball of new colour.
 - 4 Winter (as it is cold in Russia).
 - 5 To see the new colour on television.
 - 6 No, he didn't. He only dreamt about it.

NEW WORDS Page 16

- 1 The scientist, Harvey, *discovered* that the heart *pumped* blood around the body.
- 2 When I first walked into the dark cinema, I could not see anything. My eyes, however, *gradually adjusted* to the dark and I could see better.
- 3 In the middle of his speech, Richard heard some people whispering and *murmuring*, so he waited until they stopped.
- 4 Ayaz did *exceptionally* well in his exams, so his parents bought him a *brand-new* camera.
- 5 The policeman approached the thief *casually* in order not to be noticed. He then *suddenly* grabbed him and arrested him.

LANGUAGE PRACTICE Page 17

- A**
- 1 On Fridays he gets up at nine o'clock.
 - 2 On Sundays and other school-days he gets up at seven fifteen.
 - 3 He has a bath.
 - 4 For breakfast he usually has soup, bread, and a cup of tea.
 - 5 He sometimes has jam on his bread.
 - 6 He has an egg.
 - 7 He goes to school at eight o'clock and he has his first lesson at half past eight.
 - 8 He has something to drink and sometimes he has some crisps.
 - 9 He sometimes has a game of football.
 - 10 He has lunch at two o'clock.
 - 11 He goes home at two o'clock.
 - 12 He does his homework from three thirty to four thirty.
 - 13 On Tuesdays and Wednesdays he has a Karate lesson.
 - 14 He has his supper at eight o'clock and he goes to bed at ten thirty.

USING ENGLISH Page 23

- A**
- 1 To Bangkok.
 - 2 On Tuesday.
 - 3 To find out about plane times.
 - 4 Skylark Travel.
 - 5 In the morning.
 - 6 Three. 8.15, 9.30, 11.45.
 - 7 At 12.35.
 - 8 4 hours 20 minutes.
 - 9 The Tuesday morning flight at 8.15.
 - 10 'Could you book me on, on that plane, please?'

B SAMPLE DIALOGUE:

S1: Good morning. Skylark Travel.

S2: Good *morning*. *Could you give me some information about planes to Manila, please?*

S1: Certainly. *When do you want to travel?*

S2: On Wednesday, please.

S1: I see. Do you want to *fly in the morning or in the afternoon?*

S2: In the afternoon.

- S1: There are *three planes* on Wednesday afternoon. They leave *at 13.30 (1.30), 15.00 (3 o'clock) and 17.00 (5 o'clock)*.
- S2: When does the 15.00 (3 o'clock) plane arrive in Manila?
- S1: It arrives *at 16.25 (4.25)*.
- S2: Fine. *Could you book me on that plane, please?*
- S1: Certainly. *Could you give me your name, please?*

Unit 3 **The World's Greatest Inventor**

COMPREHENSION Page 28

- A**
- 1 Hundreds.
 - 2 When he was a very young boy.
 - 3 Thomas Edison.
 - 4 He was watching the grain pouring in and leant too far over.
 - 5 To find out how it worked.
 - 6 A goat pushed him into the nest.
 - 7 They stung him.
 - 8 He smelt something burning.
 - 9 He saw smoke.
 - 10 He was running as if there was a wild animal after him.
 - 11 It was an angry farmer.
 - 12 He had set fire to the farm.
 - 13 To see what would happen.
 - 14 He was caned publicly.
- B**
- 1 He was very proud of him.
 - 2 He was an intelligent boy who was keen to know how things worked.
 - 3 He went to the farm to ask questions about it.
 - 4 He would have been buried in the grain and suffocated.
 - 5 He meant that the bees had stung him all over his hands and face, which were very swollen.
 - 6 He meant that Thomas Edison would be very successful in whatever career he chose.
 - 7 He meant that he wanted to see what the farm would look like while it was burning and after it had been burnt.
 - 8 Sam Edison meant that he would publicly cane him to show him that was what happened to boys who set fire to farms.
- C** Even when he was still a small boy, Thomas Edison, the famous *inventor*, was always trying to find out more about how things *worked*. For example, he once fell into a grain *store* and was nearly killed. There was another *time* when he prodded a bees' nest to see what would *happen*. A goat pushed him into the nest and he was badly *stung*. His father was usually pleased with the boy's wish to know about things and thought that he would do *well* in life. One day, however, Thomas went *too far*.

He set a farm *on* fire to see what would happen. What happened was that his father *caned* him in the marketplace for *all* to see.

NEW WORDS Pages 28–29

- 1 He thought that the snake was dead but when he *prodded* it with a stick, it moved.
- 2 The old woman's face was covered with *wrinkles* but she looked happy and healthy.
- 3 'Don't *bother* me,' she said. 'Please go away.'
- 4 The teacher brought a *projector* into the classroom to show the children some films.
- 5 'Don't *sniff*,' said the teacher. 'Please use your handkerchief.'
- 6 The small hard seeds of plants like wheat and rice are known as *grain*.
- 7 In England the countryside is divided up into fields with *hedges* around them.
- 8 Some plants have a round part which is planted under the ground. Roots grow down from it and leaves grow up from it. This is called a *bulb* and other things with the same shape have the same name. We have electric light *bulbs* and sometime in science lessons we use glass tubes with *bulbs* at one end.
- 9 In the old days, murderers used to be put to death *publicly* and many people went to watch.
- 10 When you pack the picnic basket, don't forget to *include* something to drink.

LANGUAGE PRACTICE Page 33

F *Note:* Answers are given below but the point of the exercise, of course, is to give the student practice in saying 'I am not sure which . . .' and 'I don't know which . . .'

- 1 K2.
- 2 Karachi.
- 3 Tarbela.
- 4 Lahore Fort.
- 5 The African elephant is the biggest land animal in the world. (The Blue Whale is the biggest animal but it lives in the sea.)
- 6 The Blue Whale.
- 7 London.

- 8 The Blue Whale.
- 9 The ostrich. It cannot fly, however. The biggest flying bird in the world is the African bustard.
- 10 The cheetah.
- 11 The tortoise.

READING FOR INFORMATION Pages 36–37

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

- B**
- 1 Glass.
 - 2 Argon gas.
 - 3 The tungsten wire filament and the contacts.
 - 4 Tungsten.
 - 5 Brass.
 - 6 Four.

- C** The bulb is made of *glass* and is filled with *argon gas*. Inside the bulb there is a (*tungsten*) *wire filament* that is supported by four filament supports. The wire filament is made of *tungsten*. It is connected to contacts by *connecting wires*. The supporting stem holds up the *wire filament*, the four *filament supports* and the two *connecting wires*. The light bulb *cap* is made of *brass*. Above the cap there is some *cement*. Below the cap there is an *insulator*.

Unit 4 Hong Kong's Spidermen

COMPREHENSION Page 39

- A**
- 1 Visitors.
 - 2 Cloth.
 - 3 A spider.
 - 4 The men who construct the buildings.
 - 5 Strong metal tubes.
 - 6 With metal bolts.
 - 7 A kind of screw.
 - 8 Bamboo.
 - 9 Strips of thin bamboo.
 - 10 Because the strips are thin.
 - 11 It shows that the bamboo scaffolding is stronger than metal scaffolding.
 - 12 Because it bends and sways with the wind but does not break.
- B**
- 1 The visitors are amazed because the bamboo scaffolding does not look very strong and seems too weak to survive a storm.
 - 2 The bamboo scaffolding they build is very similar to a spider's web.
 - 3 Their bamboo scaffolding is compared with the strong metal scaffolding used in the West.
 - 4 He expects the bamboo scaffolding to be broken up and blown away by the wind and rain.
 - 5 Bamboo scaffolding.
- C**
- The main supports are huge poles about twelve metres *long* with a diameter *across* the bottom of about twenty centimetres. The bottoms of these are simply placed *on* the ground. They carry huge grids of bamboo made up of narrower poles. These poles are usually about 8 cm thick. Each square in the grid *measures* about 75 cm by 75 cm. They are small *enough* for the scaffolding builders and the construction workers *to* climb from one to another. Short bamboo poles about a metre *long* are used to fasten the whole framework to the outside *of* the building.

The scaffolding builders work quickly. Often a complete building is clothed in scaffolding in a couple of days. Good *workmen* can put *up* or take down *over/about* 65 square metres in a day! Skilled scaffolding builders are paid well, and the women who work with them are *paid*

well, too. These women help by passing up the bamboo poles *to* be tied into the grids. When scaffolding is being taken *down* the women also skilfully catch the poles as they are thrown down to them, perhaps *from* a height *of* ten metres or more!

NEW WORDS Page 40

- 1 To *weave* usually means to make cloth by crossing threads under and over each other. We also say that spiders weave webs. The writer thought that the *scaffolding* around buildings under *construction* in Hong Kong looked like spiders' webs.
- 2 A screw is used for joining pieces of wood together, but for fastening metal parts, *bolts* are used. These usually have threads on one end, on to which a nut is threaded.
- 3 I watched the man climb up the ladder to the top diving-board in the swimming-pool. walked *confidently* to the end of the board because he *trusted* in his own *ability*.

USING ENGLISH Pages 46–47

- A
- 1 She is going through Customs at Quaid-e-Azam International Airport.
 - 2 A customs officer.
 - 3 No, she hasn't.
 - 4 Four bottles.
 - 5 Six ruby rings and two beautiful jade necklaces.
 - 6 One hundred.
 - 7 Three (perfume, jewellery, cigars).

Unit 5 A Picnic Warden

COMPREHENSION Pages 49–50

- A
- 1 A hiker is a person who takes a long walk for pleasure or exercise.
 - 2 The first sentence says that picnickers and hikers must not litter the countryside.
 - 3 The Picnic Warden's job is to get the cooperation of everyone in avoiding litter.
 - 4 The Picnic Warden may be the organizer of the outing, or the group may choose any member by general agreement.
 - 5 The members of the group will always remember who the Picnic Warden is because he or she will wear a badge.
 - 6 Badges can be obtained at the Civic Centre or the Capital Development Authority Office.
 - 7 The badges cost nothing.
 - 8 Before starting, the Picnic Warden must make sure that the group is equipped with enough bags to collect any litter.
 - 9 The group may be travelling in different ways. For example, they may be travelling on a train, bus, ferry or even on foot.
 - 10 The Picnic Warden must try to prevent members of the group from dropping (fruit peelings, sweet wrappers, peanut shells) or refuse of any kind.
 - 11 People who drop litter on the ground may be fined.
 - 12 On arrival at the picnic spot, the first thing to do is to set up a litter collection point near all your fellow picnickers.
 - 13 At most *official* picnic sites there are litter bins provided.
 - 14 Sometimes the bins may already be full.
 - 15 If the bins are full, the bags should be tied up and placed carefully beside the bin.
 - 16 If there are no bins, the bags of litter should be taken away with you.
 - 17 A badly littered area, or a pile of rubbish, should be noted and reported to the CDA office's litter hotline on your return.
 - 18 Litter is not the only concern of the Picnic Warden. He should also be concerned with the risk of fire.
 - 19 He must make sure that his party obeys the rules about lighting fires.
 - 20 He should also be concerned with preventing his fellow picnickers from destroying plant and animal life.

- B**
- 1 *Do unto others as you would have them do unto you* means that you should behave with other people as you would like them to behave with you. As far as litter is concerned, it means that you should always leave a place free of litter, just as you would wish to find it yourself.
 - 2 It would not be good advice for picnickers who find a picnic spot very badly littered when they arrive.
 - 3 It shows no concern for the beauty of the countryside or for other people.

NEW WORDS Page 50

Picnickers and hikers have a *responsibility* to *avoid* littering the countryside. To *appoint* one member of the group as a Picnic Warden is the best way to get everyone's *cooperation*. The *organizer* of the outing may be the Picnic Warden, or the group may choose someone. The Picnic Warden should wear a *badge* so that the others will know him. He should make sure, before starting, that the group is *equipped* with enough paper bags to hold the litter. On the journey, he should *discourage* the members of the group from dropping *refuse*. Littering can result in a *fine*.

At the picnic spot, he should set up a litter *collection* point and make use of any litter bins *provided*. If the bins are full, the bags of litter should be left near them, or if no bins are *provided*, the bags should be taken away. Any badly littered areas should be reported.

Avoiding fire and damage to plants and animals is also the *concern* of the Picnic Warden.

LANGUAGE PRACTICE Page 55

- 1 The Country Code.
- 2 Vandalism.
- 3 Pollute.
- 4 Yes (vegetation).
- 5 Yes (wildlife)
- 6 Water catchment areas.
- 7 Respect the countryside.

READING FOR INFORMATION Pages 58–59

- | | | | |
|---|----|---|----|
| 2 | b. | 5 | a. |
| 3 | g. | 6 | f. |
| 4 | d. | 7 | c. |

- 1 a. Six.
b. Knives.
c. At about 9 p.m.
- 2 a. 23.
b. On holiday.
c. On Tuesday.
d. On Thursday.
e. Yes, he does.
f. Not known.
- 3 a. Five.
b. Thirty-three.
c. Twenty-one.
- 4 Near the junction of Chaklala Road and Peshawar Road.
- 5 a. Four storeys tall.
b. No, it isn't.
c. 17 people (at least).
d. 16.
- 6 a. It was higher.
b. Rs 31.29.
- 7 a. Mr Tom Drake. 21.
b. His brother. 20.
c. A lorry.
d. Shortly after 9 p.m.
e. In Sheikh Zayed Hospital.

Unit 6 The Kirthar National Park

COMPREHENSION Page 61

- A 1 B
2 B
3 B
4 D/B

- B 1 Untrue. Some of the ibex still survive.
2 Untrue. The urial are protected by the law. It is illegal to kill them.
3 Untrue. They were killed for their horns and skins.
4 True.
5 Untrue. If it was not a sanctuary, these animals would have died out.
6 Untrue. We might have to wait for a few hours before we can spot them.
7 Untrue. You can only photograph them if you are very still and they know that you will not harm them.
8 Untrue. The ibex is the best climber.

NEW WORDS Page 62

- 1 When something is allowed by the law it is legal, but the *ibex* and many other animals are protected by the law. It is *illegal* to kill them.
- 2 There were *extensive* herds of wild animals in the Kirthar range. Now there are only a few *survivors*.
- 3 A place where animals are protected from hunters is called *sanctuary*.
- 4 If they are not protected, these animals will *die out*.
- 5 Of the three animals, the ibex is the best *acrobat*; it can balance itself even if it has a small *foothold*.
- 6 The horns of the urial are almost *circular*.
- 7 The vegetation in the Kirthar range is mostly *shrubs*.
- 8 We should *avoid* hunting animals.
- 9 Grass *sprouts* in the plains in the rainy season.

LANGUAGE PRACTICE *Page 64*

- B**
- 1 Ferry. Because it travels on the water.
 - 2 Potato. Because it's a vegetable.
 - 3 Waiter. Because he doesn't go to school. OR Student. Because he doesn't earn money.
 - 4 Restaurant. Because it isn't a meal.
 - 5 Desert. Because nothing grows there.
 - 6 Tailor. Because it's a person/he isn't a piece of clothing.
 - 7 Iron. Because it isn't a kind of cloth.
 - 8 Horns. Because people don't have them.
 - 9 Coffee. Because people drink it; the others are eaten.
 - 10 Three. Because it's an odd number.

USING ENGLISH *Pages 68–70*

- A**
- 1 He gave him two bricks.
 - 2 Because his father wanted them.
 - 3 To make a bookshelf.
 - 4 He used them to put a plank of wood on. (As a base for the bookshelf.)

B S1 SAMPLE DIALOGUE:

S1: What did Asghar give his sister?

S2: He gave her a stool.

S1: Why?

S2: Because she wanted one.

S1: Why did she need a stool?

S2: Because she is small and can't see in the mirror (she needs the stool to stand on).

S1: What did Asghar give his father?

S2: He gave him a pair of tweezers.

S1: Why?

S2: Because he wanted one.

S1: What did he use it for?

S2: To pick up stamps with. His father is a stamp collector.

S1: What did Asghar give his cousin?

S2: He gave him some sellotape.

S1: Why?

S2: To tape his mouth up with, because he talks too much.

S2 SAMPLE DIALOGUE:

S2: What did Asghar give his brother?

S1: He gave him a tadpole.

S2: Why?

S1: Because he wanted one.

S2: Why did he want a tadpole?

S1: Because his brother is interested in frogs and wanted to see what a frog grew from.

S2: What did Asghar give his mother?

S1: He gave her a ball of string.

S2: Why?

S1: Because she wanted one.

S2: What did she use it for?

S1: To tie up her plants.

S2: What did Asghar give his cousin?

S1: He gave him a pair of thick socks.

S2: Why?

S1: Because he wanted one.

S2: Why did he need a pair of thick socks?

S1: Because he is going to England and needs some warm clothes.

Unit 7 **The Lady with the Lamp**

COMPREHENSION Pages 73–74

- A**
- 1 Better.
 - 2 They did not know very much about nursing.
 - 3 The doctors.
 - 4 Because the doctors were not skilful enough to cure them.
 - 5 She used to pretend the dolls were her patients so she could play at being a nurse.
 - 6 When they were ill.
 - 7 Convents where nuns were trained to be nurses.
 - 8 To learn all she could about nursing.
 - 9 Because she was very sad to hear about the English soldiers dying in the crowded hospitals and she thought if she learnt more about nursing she could help them.
 - 10 In London.
 - 11 The Minister of War.
 - 12 The best nurses she could find.
 - 13 They were crowded and dirty and there were not enough bandages, medicines or food.
 - 14 Miss Nightingale.
 - 15 A small lamp.
 - 16 The Lady with the Lamp.
 - 17 Until the war was over.
 - 18 Because she had worked too hard for a very long time.
 - 19 She started to train nurses in the hospitals.
 - 20 All the big hospitals in England had their own training schools for nurses and hospitals became clean and cheerful places and the nurses were more skilful.

- B**
- | | | | |
|---|---|---|---|
| 1 | D | 2 | C |
| 3 | C | 4 | C |

NEW WORDS Page 74

- 1 The chief nurse of a hospital is called the Matron. She is *in charge* of all the other nurses.
- 2 The soldier had a bad wound which took a long time to *heal*.

- 3 The person in charge of a Government department in many countries is called a Minister. For example, the person *in charge* of the Army, the Navy, and the Air Force is usually the Minister of Defence.
- 4 She went to a college to be *trained* as a teacher.
- 5 When he was ill, he stayed at home at first and his wife looked after him. Then he became worse and had to go to the hospital where they could *nurse* him properly.
- 6 'I know nothing about it,' he said, 'I am completely *ignorant*.'
- 7 He visited many countries and *wherever* he went, he made lots of friends.
- 8 She could not decide which dress to buy but in the end she *picked* a red and white one.
- 9 Nuns live in a *convent*.
- 10 Sick people who are looked after by the doctors or nurses are called *patients*.

LANGUAGE PRACTICE Page 78

- D 1
- a. A nice pair of shoes.
 - b. In a shop window.
 - c. To buy the shoes.
 - d. Rs 400.
 - e. Rs 200
 - f. The shoes were too expensive for Hasan to buy.
 - g. Hasan did not have enough money to buy the shoes.
- 2
- a. To the playground.
 - b. To fly their new kite. (It was windy).
 - c. It stopped.
 - d. For half an hour.
 - e. The air was too still for Murad and Zafar to fly their kite.
 - f. There was not enough wind for Murad and Zafar to fly their kite.

MAKING NOTES Pages 80–81

B	Date	Event
	1925	<i>Born in Grantham, England.</i>
	1951	Married Dennis Thatcher.
	1953	Became a lawyer.
	1959	<i>Became a politician.</i>
	1979	<i>Became Prime Minister of England.</i>
	1983	Re-elected Prime Minister.

C	Date	Event
	1880	<i>Born in Alabama, USA.</i>
	1882	Became deaf, dumb, and blind.
	1890	<i>Spoke her first sentence ('It is warm.')</i>
	1896	<i>Went to college.</i>
	1900	Graduated from college (with honours).
	1902	<i>Wrote The Story of My Life.</i>
	1910	<i>Wrote The World I Live in.</i>
	1936	<i>Anne Sullivan her friend and teacher, died.</i>
	1938	<i>Helen Keller's Journal published.</i>
	1946	House and valuables destroyed by fire.
	1955	<i>American nation honoured her.</i>
	1968	<i>Died (aged 88).</i>

D	Date	Event
	1867	Born in Poland.
	1891	Moved to Paris.
	1895	Married Pierre Curie.
	1903	Won the Noble Prize (Physics)
	1906	Became Professor of Physics at University of Paris (the first woman professor).
	1911	Won the Nobel Prize (Chemistry).
	1921	Moved to USA.
	1934	Died (aged 77).

REVISION TEST 1 Page 83

A Karim: Did you watch the film about the Olympics on the *television* last night? I thought you would be watching the men's races because you're very interested *in* running.

Nadim: No, I *didn't* watch anything last night. I was too busy.

Karim: *What* were you doing?

Nadim: Well, from five until six I was *doing* my homework. Then I *did* some running. I've put my name down *for* all the distance races in the school sports so I must do *a* lot of running before then. The only way to prepare for running is *more* running!

Karim: I'm sure that's true but it sounds like hard *work* to me!

Nadim: Nothing is hard if you enjoy it. I enjoy *it*. I could run all day!

Karim: Why are you taking *off* your shoes?

Nadim: I can't walk on the pavement in these. Look at these spikes. These shoes are *for* running on grass. Haven't you *ever* heard of running shoes?

Karim: Oh, yes. My brother *had* some when he was younger. I had forgotten but I *remember* now. They give you a better grip when you're running, *don't* they?

Nadim: Yes, that's right. I bought these last week and I'm very pleased *with* them. I had *some* before with longer spikes but they were too long for the surface at the new stadium in Clifton so I bought some new *ones*.

Karim: Well, I hope you win every race!

Nadim: Thanks. I'll try to!

B 1 C
2 A

3 C
4 B

Unit 8 **The Road Crossing Code**

COMPREHENSION *Page 85*

- A**
- 1 Kerb Drill.
 - 2 No. It was published by the Traffic Department.
 - 3 Parents teaching their children.
 - 4 The increase in speed and volume of traffic.
 - 5 No.
 - 6 Four.
 - 7 A zebra crossing.
 - 8 Stop.
 - 9 You can see the approaching traffic.
 - 10 Marking a crossing place.
 - 11 With great care.
 - 12 No, you should stand back a little.
 - 13 When there is no traffic near.
 - 14 Walk straight across and keep looking and listening for traffic while you are crossing.
- B**
- 1 Doing something the correct way to enable others to copy you.
 - 2 Explain it to them and then show them how to do it.
 - 3 They might learn it but not follow it in practice.
 - 4 When to cross a road and how to cross it.

NEW WORDS *Page 86*

Kerb	The stone edge of a raised path or pavement.
improved	Made better.
studs	Large flat pieces of metal sometimes used to mark road-crossing places.
code	A system of rules.
pamphlet	A small paper-covered book especially one on some matter of public interest.
right of way	The legal right to use a part of a road, in this case a crossing, when other users must give way.
publish	Have a book or pamphlet printed and announce that it is for sale.
volume	Amount.
caution	Care.

research	Finding out new facts.
essential	Most important and necessary.
maximum	Greatest possible opportunity to see traffic.
visibility	

LANGUAGE PRACTICE *Page 90*

- E**
- 1
 - a. She heard a woman scream.
 - b. She ran to her window.
 - c. She saw a man climb out of her neighbour's flat.
 - d. She watched the man run across the street.
 - e. She noticed a woman drive up in car.
 - f. She rang the police.

 - 2
 - a. She went to bed at midnight.
 - b. She woke up at 1 a.m.
 - c. She woke up because she felt something land on her bed.
 - d. She felt it move along the bed towards her.
 - e. She turned on the light.
 - f. She saw a huge spider jump off the bed and disappear out of the door.

USING ENGLISH *Pages 92–93*

- A**
- 3 You must all look neat and tidy.
 - 4 Do not forget the worksheets.
 - 5 You must make notes.
 - 6 Do not make too much noise (in the museum).
 - 7 You mustn't touch anything.
 - 8 Please keep together.
 - 9 Do not keep anyone waiting (for the bus).
 - 10 Bring a little money.
- B**
- 2 The nurse is saying 'You mustn't (Don't) smoke in the hospital.'
 - 3 The teacher is saying 'You mustn't (Don't) talk in the library.'
 - 4 The mother is saying 'You mustn't (Don't) play with matches.'
 - 5 The zookeeper is saying 'You mustn't (Don't) feed the animals.'

C SAMPLE INSTRUCTIONS

Tomorrow we are going to the swimming pool. Don't forget to be at school by eight thirty. You must bring swimming costumes and towels. Also, please bring five rupees for the entrance fee.

You must have a shower before going into the pool. Please don't run around the side of the pool. You must keep away from the divingboard and there must not be any bumping into other swimmers. Non-swimmers must stay at the shallow end.

Remember to be ready to leave the pool at eleven o'clock and don't leave anything behind.

Unit 9 Cricket at Zaman Park

COMPREHENSION Pages 95–96

- A**
- 1 In Lahore.
 - 2 Seven years.
 - 3 No.
 - 4 Yes.
 - 5 Eight.
 - 6 Two.
 - 7 No one wanted him on their team.
 - 8 He could not bowl, bat or field well.
 - 9 He would throw tantrums.
 - 10 He could not play well and was a bad loser.
 - 11 His games superintendent, Naseer Mohammad.
 - 12 After school.
 - 13 His sisters, cousins, gardener, and the cook.
 - 14 To carve a name for himself in cricket.
- B**
- 1 He did not play cricket and was not interested in it for some years.
 - 2 His family had a background of cricket. Eight of his cousins had played first-class cricket.
 - 3 All his family who lived there played cricket of a very high standard. Imran started taking an interest in cricket at Zaman Park.
 - 4 No, they would not choose him on their teams.
 - 5 He changed Imran's attitude towards cricket. Under his patient guidance, Imran's batting improved and he started enjoying cricket.
 - 6 His bowling was more of a danger to the fielders. He used to get out only after playing a couple of balls and he was too lazy to field.
 - 7 Yes, he has. He has become one of the most famous cricketers in the world.
- C**
- I thought cricket was a boring game with too much standing around. I was good at other sports. By the time I was seven, several things happened which were significant for my cricket career. My family moved to Zaman Park and everyone took part in sports activities. No one wanted me on their team. Naseer Mohammad changed my attitude. My batting improved greatly and I started enjoying the game. It became my ambition to carve a name for myself in the history of world cricket.

NEW WORDS Page 96

- 1 It was *inevitable* that Imran should play cricket.
- 2 Playing cricket is a *tradition* in Imran's family.
- 3 A coach has to be *patient* with those he trains.
- 4 Imran's batting improved *immensely*.
- 5 He tried to achieve *excellence* in the game.
- 6 It is *significant* that many of Imran's cousins have been good cricket players.
- 7 He was *embarrassed* because he played badly.

READING FOR INFORMATION Pages 103–104

- A**
- | | | | |
|---|--|---|----------------------------------|
| 1 | b. Australia. | 6 | Nine: Namibia, Bermuda, |
| | c. England. | | Botswana, Ghana, Guernsey, |
| 2 | a. Forty. | | N. Island, Seychelles, Tanzania, |
| | b. Forty-seven more. | | Tonga. |
| 3 | Nineteen. | 7 | Five. |
| 4 | One more. | 8 | One hundred and eighty-two. |
| 5 | a. Three. | | |
| | b. Four. | | |
| | c. Sri Lanka won more silver medals than Zambia. | | |
- B**
- | | | | |
|---|--|---|-------------------------|
| 1 | a. C. Freeman. | 5 | a. One. |
| | b. Australia. | | b. S. Matete. |
| | c. 22.25 seconds. | | c. Men's 400 m Hurdles. |
| | d. .10 seconds. | 6 | a. Women's 200 m. |
| 2 | a. P. Konchellah | | b. M. Onyali. |
| | b. Kenya. | | c. Thirteen. |
| | c. 1 minute and 45.18 seconds. | 7 | a. Six. |
| | | | b. Two. |
| 3 | a. 2 hours, 11 minutes and 49 seconds. | 8 | a. T. Douglas. |
| | b. S. Moneghetti. | | b. 1.61 seconds. |
| | c. Australia. | | |
| 4 | a. Two | | |
| | b. Third and fifth. | | |
| | d. .58 seconds, | | |

Unit 10 Stamp collecting

COMPREHENSION Pages 107–108

- A**
- 1 By collecting stamps.
 - 2 Portraits, landscapes or historical monuments.
 - 3 A small *packet* of stamps.
 - 4 500.
 - 5 It is more wasteful.
 - 6 Because they are clean.
 - 7 Until the bits of paper fall away.
 - 8 On clean newspaper.
 - 9 Stamp hinges.
 - 10 The year it was issued; its value; whether or not it is a *sleepers*.
 - 11 Because you can then exchange them with stamps of equal value.
 - 12 A valuable stamp that has accidentally been mixed in with ordinary ones.
 - 13 *Standard Postage Stamp Catalogue*.
 - 14 In New York.
 - 15 Because it contains pictures of, and information about all stamps ever issued.
- B**
- 1 All the countries in the world.
 - 2 A *packet*.
 - 3 Stamps.
 - 4 Dirty stamps.
 - 5 Dirty stamps.
 - 6 Bought in a *packet*.
- C**
- 1 b., c., a.
 - 2 b., a., c.
 - 3 d., b., c., a., e.

NEW WORDS Page 108

- 1 The artist painted a very lifelike *portrait* of my uncle which he liked very much.
- 2 The Lahore Fort is one of Pakistan's famous *monuments*.
- 3 The first stamp, the *Penny Black*, was *issued* in 1840.
- 4 The *value* of certain stamps is increasing and they are now worth a great deal of money.

- 5 Lucy did not enjoy her bath as the water was only *lukewarm* and she liked it hot.
- 6 There are some plants that you should only *moisten* when you water them. If you pour too much water on them and *soak* them, they can die.
- 7 The mountainous *landscape* of Kaghan is very beautiful.
- 8 Kamran tripped and *accidentally* knocked over a very valuable vase.
- 9 Very few shops will give you your money back for an item. Many shops, however, will allow you to *exchange* one item for another.

LANGUAGE PRACTICE Page 112

C At seven o'clock Umar *washed himself*. At seven fifteen Sara *washed herself*. At seven thirty they both *dressed themselves*. Their mother asked them, 'Have you *both washed yourselves*?' Sara replied, 'Yes, we've *both washed ourselves*.' Their father asked them, 'Are you sure *you've both washed yourselves*?' Umar replied 'I've *washed myself*'. Then he asked Sara, 'Have you *washed yourself*?' Sara replied, 'Of course I've *washed myself*'. As they left, their parents told them to *enjoy themselves at school*.

USING ENGLISH Pages 113–115

- A
- 1 The man has cut the grass.
 - 2 The boy has hit his thumb.
 - 3 The girl has fallen off her bike.
 - 4 The woman has seen a robber.
 - 5 The man has won a race.
 - 6 The girl has watched a sad film.
 - 7 The aeroplane has landed at the airport.
 - 8 The boy has read a funny book.

B

S1		S2	
Countries already visited	Countries not yet visited	Countries already visited	Countries not yet visited
Australia Thailand Burma Hong Kong	Philippines Taiwan Japan	New Zealand Japan Taiwan Hong Kong	Malaysia Indonesia

- | | | | | |
|----------|---|----|---|----|
| C | 1 | b. | 5 | g. |
| | 2 | h. | 6 | d. |
| | 3 | f. | 7 | a. |
| | 4 | e. | 8 | c. |

SPELLING *Page 116*

- | | | | | |
|---|------------|-------------|-------------|-------------|
| 1 | marrying | striking | behaving | travelling |
| | believing | welcoming | fearing | tunnelling |
| | beginning | quarrelling | loving | carrying |
| 2 | laziness | happiness | silliness | craftiness |
| | craziness | shyness | naughtiness | |
| 3 | cleverly | skilfully | happily | gaily |
| | badly | boldly | quietly | sincerely |
| | wisely | heavily | noisily | continually |
| | completely | practically | exactly | merrily |
| | shyly | | | |

REVISION TEST 2 *Pages 116–117*

- | | | | | |
|----------|---|---|----|---|
| A | 1 | D | 4 | D |
| | 2 | D | 5 | B |
| | 3 | C | | |
| B | 1 | C | 9 | A |
| | 2 | B | 10 | A |
| | 3 | D | 11 | C |
| | 4 | B | 12 | C |
| | 5 | D | 13 | A |
| | 6 | B | 14 | A |
| | 7 | A | 15 | B |
| | 8 | B | 16 | B |

Unit 11 **Stop those Hiccoughs**

COMPREHENSION *Page 119*

- A**
- 1 Cure hiccoughs.
 - 2 Until his head touched the floor.
 - 3 While rolling down a grassy slope.
 - 4 No, they didn't.
 - 5 Inhale (breathe in) twelve times.
 - 6 A glass of milk.
 - 7 Ten times.
 - 8 He screamed loudly.
 - 9 At the top of a grassy slope.
 - 10 Over the mouth and nose.
 - 11 Over his face.
 - 12 To keep himself from getting bored.
 - 13 His wife and two children.
 - 14 They thought he was mad.
 - 15 No, it didn't.

- B**
- | | | |
|---------------|----------------|------------------|
| 1 Alive. | 6 Twisted. | 11 Bored. |
| 2 To cure. | 7 Indicating. | 12 Removed. |
| 3 To perform. | 8 Failure. | 13 Mad. |
| 4 To bend. | 9 A madman. | 14 Incidentally. |
| 5 To inhale. | 10 To blow up. | |

- C**
- 1 Six.
 - 3 Because his wife thought he had gone mad.
 - 4 Because he thought he was alone and did not realize that he was being watched. His wife did not believe his explanation.

NEW WORDS *Page 120*

The author has tried many ways of curing *hiccoughs*. One of the *feats* he had to perform was to whistle *in reverse* while bent over backwards with his head touching the ground. None of his attempts, however, have been successful. The *tension* of waiting to see whether his hiccoughs have been cured is always broken after a few seconds by an *enormous* hiccough. The last thing he tried was to breathe with a paper bag over his head. Unfortunately, his wife and children saw him and he felt very *embarrassed* as they did not believe his *explanation*.

LANGUAGE PRACTICE Pages 121–125

- A
- 2 *Cycling* is not allowed.
 - 3 *Swimming* is not allowed.
 - 4 *Cooking* is not allowed.
 - 5 *Flying kites* is not allowed.
 - 6 *Picking flowers* is not allowed.
 - 7 *Climbing trees* is not allowed.
 - 8 *Dropping litter* is not allowed.
 - 9 *Lighting fires* is not allowed.
 - 10 *Music* is not allowed.
 - 11 *Rowing a boat* is not allowed.

Note: The above answers can be in a different order.

E I shall never forget *going* to school for the first time. I remember *waking* up in the morning and *starting* to get dressed while my mother began *cooking* my breakfast. She kept on *telling* me to hurry up or I would miss the bus. I soon finished *eating* because I was too excited to eat much. I was a very small child and I could not help *feeling* very nervous. I kept on *wondering* if I would like *going* to school or if I would hate *being* a student.

I remember that I enjoyed *travelling* to school that day because I was on a bus alone for the first time in my life. I have always loved *travelling* on a bus though nowadays I prefer *cycling*. As the bus began *approaching* the school, I started *thinking* what my teacher would be like.














When I reached the classroom, all the other children were already there. They were practising *writing*. Some of them went on *working* but some of them stopped *writing* and looked at me. Some of them began *talking* to each other.

The teacher told them to stop *talking* and to continue *working*. Then she smiled at me and began *explaining* what I had to do. When she had finished *speaking*, she showed me where to sit and I began *doing* my first work in school. It was easy. 'I'm going to enjoy *being* a student,' I thought.

Verbs marked like this *in the passage can also be followed by *to*: . . . my mother began *to cook* my breakfast.
 I have always loved *to travel* on a bus . . . I prefer *to cycle*.
 As the bus began *to approach* the school, I started *to think* what . . . Some of them began *to talk* to each other.
 . . . and to continue *to work* . . . and began *to explain* what . . . and I began *to do* my first work in school.

READING FOR INFORMATION Pages 126–127

A FURNITURE TABLE

Bedroom		Kitchen		Living room	
bed		fridge		sofa	 G
bedside table		cooker		armchair	 HH
dressing table		washing machine		sidebar	 C
wardrobe				dining table	 B
				bookcase	 J
				desk	 M

- B**
- 1
 - a. broke.
 - b. broken.
 - 2 The same (fried).
 - 3
 - a. Past tense.
 - b. Past participle.
 - 4
 - a. Peter has *broken* his ruler, so he can't use it. He *broke* it at school.
 - b. Yesterday, the policeman *investigated* the recent murder.
 - c. The thieves have *stolen* my television. They *stole* quietly into the house late last night.
 - 5
 - a. To study it (with a view to solving it).
 - b. A person who investigates.
 - c. A careful study of something. Both.
 - 6
 - a. Three.
 - b. To take somebody's property; to obtain by surprise; to move, come, go secretly and quietly.

Unit 12 **Scouting**

COMPREHENSION *Pages 131–132*

- A**
- | | | | | | |
|---|--------|---|--------|----|--------|
| 1 | False. | 5 | True. | 9 | False. |
| 2 | True. | 6 | False. | 10 | False. |
| 3 | True. | 7 | True. | 11 | False. |
| 4 | True. | 8 | False. | | |

- B**
- 1 He was fond of spending his time in the fields and woods.
 - 2 He became interested in the little marks left by animals and people when they move about.
 - 3 He became good at tracking.
 - 4 He went out to look for the enemy.
 - 5 He tried to find out the enemy's plans.
 - 6 He wore it to keep off the sun.
 - 7 It was used for a number of things.
 - 8 He decided to teach boys some of the things he had learnt.
 - 9 Some came from rich and famous schools and others came from very poor schools.
 - 10 They sat around the camp fire.
 - 11 He arranged for groups of scouts to be started all over the world.
 - 12 They said that they wanted to belong to a scout group.
 - 13 She agreed to help him to form the Girl Guides.
 - 14 The Sea Scouts was started for boys and girls who were interested in ships, and the Air Scouts for boys who were interested in aeroplanes.

NEW WORDS *Page 132*

- 1 We use an umbrella for keeping off the rain.
We use a sunshade for keeping off the sun.
We use a tent for keeping off the sun/rain.
- 2 Tracking is one way/method of catching bandits.
Finding out their plans is one way/method of catching bandits.
Waving flags is one way/method of signalling/passing information.
Taking messages is one way/method of being useful/passing information.
Washing away the soil is one way/method of tin mining.

LANGUAGE PRACTICE Pages 134–137

- B**
- 1 Rashid happened to *mention* a story.
 - 2 Rashid did not believe in *ghosts*.
 - 3 Sara believed in ghosts.
 - 4 The others agreed *with him*.
 - 5 They laughed *at her*.
 - 6 Sara dared them *to spend a night in the haunted house*.
 - 7 The house used to belong to a *man who is dead now*.
 - 8 Sara said the boys should apologize *for laughing at her*.
 - 9 Rashid knew that he could depend on *Asad* and asked if he could rely on *Javed*.
 - 10 Javed complained *of having a lot of homework*.
 - 11 He asked them to wait *for him*.
- C**
- 1 While we were talking about badminton, he happened to *mention* that his brother used to play for Pakistan.
 - 2 People said that the house was *haunted* by a ghost without a head.
 - 3 ‘I *dare* you to swim across that wide river,’ the boy said.
 - 4 ‘I must *apologize* for being late,’ he said. ‘I missed the bus.’
 - 5 She *complained* of a headache and went to bed early.
 - 6 This rope will not break. You can *rely* on it.
- E**
- 1 Mr and Mrs Khan often had quarrels about *money*. The trouble was that Mr Khan had a great interest in *comets* and his hobby was very expensive. He could not see them crossing the night sky without a very powerful telescope. Mrs Khan made many *complaints* to her husband about his hobby but he refused to listen to them.
 - 2 Salim and Amir had a long argument about which sport Muhammad Ali was famous for. Salim won because he knew it was *boxing*.

Unit 13 **The Thunder cart**

COMPREHENSION Pages 145–146

- A
- 1 In the district of Chi Xian.
 - 2 In an old temple.
 - 3 Someone banging loudly on the temple door.
 - 4 The thunder cart.
 - 5 The King of Chi Xian.
 - 6 To take in the wheat harvest.
 - 7 It was being used.
 - 8 Yes.
 - 9 Five or six ghost-men.
 - 10 Candles.
 - 11 A huge flag.
 - 12 Eighteen.
 - 13 He rushed back to Chi Xian.
 - 14 They laughed at him.
 - 15 He dashed off to his field.
 - 16 He took his wife and children up on to a low hill above the village.
 - 17 A cloud like thick black smoke rose up from behind the mountains.
 - 18 Heavy rain began to fall.
 - 19 They were ruined.
 - 20 They were angry.
 - 21 They thought he had been using black magic to make himself rich.
 - 22 He decided Li Yung was innocent.
- B
- 1 He was afraid that his wheat harvest would be destroyed.
 - 2 A flash of lightning.
 - 3 According to this legend, a thunderstorm is a ghost king destroying a crop in order to have it for himself.
 - 4 Before gathering in his own wheat, he took the time to wake all his neighbours to warn them of the storm.
 - 5 The people of Chi Xian were not right to feel angry because Li Yung had warned them of the storm but they did not take any notice of him.
- C
- While returning home, Li Yung spent a night *in* a temple. *During* the night someone banged *on* the door and *asked* for the thunder cart to take in the harvest. *After* some delay, some ghost men appeared and handed *over* the thunder cart. Behind the cart there *were* several men *with* a flag. The flag *consisted* of separate streamers which flashed *like* lightning.

Li Yung knew that the thunderstorm would ruin the *harvest* and he ran to warn his neighbours. *They* laughed at him. Li Yung gathered *in* his crop before the thunderstorm began *but* his neighbours' crops were ruined. They were angry *with* Li Yung *but* a magistrate said that it was not his *fault*.

NEW WORDS Page 146

- 1 When the wheat is ripe, the farmers gather in the *harvest*.
- 2 The prisoner was asked by the *magistrate* whether he had stolen the money or whether he was *innocent*. He said that he was not *guilty* and that someone else had stolen it.
- 3 The dog was knocked down by a car as it *dashed* across the street after a cat.
- 4 She tipped a bottle of ink over her dress and *ruined* it.
- 5 The cart had big metal wheels and made a loud *rumbling* sound as it came along the road.
- 6 The set of tools *consisted of* a hammer, a saw, a chisel, a plane, a pair of pliers and a screwdriver in a wooden box.
- 7 When they found the lost kitten, it was *trembling* with fear.
- 8 Sometimes aeroplanes are used for advertising. They fly across the town pulling behind them *streamers* with advertisements painted on them in bright letters.
- 9 The Prime Minister arrived at the airport at 2 p.m. At two thirty the *procession* left the airport. There was an *escort* of policemen on motor cycles in front of the car and there were also two police cars *escorting* the Prime Minister's car. Then came the Prime Minister in his car and in the *rear* there were more policemen on motor cycles.

LANGUAGE PRACTICE Pages 147–150

- A
- 1 She *has* a headache.
 - 2 He *owns* a large house.
 - 3 I *remember* the number.
 - 4 I *believe* you are telling the truth.
 - 5 This tin *holds* two litres.
 - 6 The apparatus *consists of* two bottles and some tubing.
 - 7 I *hear* that she is ill.
 - 8 She *wants* a new dress.
 - 9 You *need* new shoes.
 - 10 We all *like* good music.
 - 11 She *possesses* a gold ring.

12 The ring *belonged to* her.

13 This jar *holds* a litre.

C What were Mr and Mrs Khan doing when the baby started to cry?
They were listening to music/the radio.

What were Yusuf and Irfan doing when the baby started to cry?
They were eating.

What was Mrs Ali doing when the baby started to cry?
She was knitting.

What was Samra doing when the baby started to cry?
She was reading a book/magazine.

What was Mr Malik doing when the baby started to cry?
He was sleeping.

What were John and Jan doing when the baby started to cry?
They were playing chess.

What were Mr and Mrs Ahmed doing when the baby started to cry?
They were playing cards.

What was Mrs Aziz doing when the baby started to cry?
She was writing a letter.

What was the flight attendant doing when the baby started to cry?
She was pushing a trolley.

- E
- 1 While I *was waiting* for a bus, I *saw* my friend Sara.
 - 2 While we *were having* breakfast, the telephone *rang*.
 - 3 When I *got* home last night, my mother was *talking* to our neighbour.
 - 4 While we *were working*, he *was sleeping*.
 - 5 The book I *was reading* all day yesterday *belongs* to my brother.
 - 6 The bag he *is holding* in his hand *contains* different kinds of fruit.
 - 7 I *remember* that I *had* a cold this time last year.
 - 8 I *did not know* the answer because I *did not understand* the question.
 - 9 I *was looking* for some good cloth. I *saw* some that was very nice.
It *cost* thirty rupees a metre.
 - 10 I *want* a shirt with a low collar. I *hate* shirts with high collars.
 - 11 That building *seems* unsafe. I think that it *needs* attention.
 - 12 I *believed* him because I *saw* that he *was speaking* the truth.

Unit 14 Making Rain

COMPREHENSION Pages 153–154

- A**
- 1 Heavy rain.
 - 2 The annual monsoon.
 - 3 There would be no more floods.
 - 4 Tiny drops of water are formed.
 - 5 The drops become colder.
 - 6 They fall.
 - 7 They pick up more drops and become bigger.
 - 8 To make the bigger drops form and fall before they would normally.
 - 9 From aeroplanes that fly through the clouds.
 - 10 Because the rain began to fall after ten to twenty minutes.
- B**
- 1 The aims were to reduce the flood damage by causing the rain to fall in smaller amounts and to fall less often.
 - 2 Because some were more effective when the clouds were warm and others were more efficient when they were cold.
 - 3 To be effective, six aircraft would be needed for three months every year to seed the clouds from Johore to Baharu.
 - 4 It would cost less than the cost of the damage caused by floods.
 - 5 The same process could be used to make rain fall where it was needed, for watering crops, for example, or for human consumption.
- C**
- In Malaysia, floods *are* caused by the annual monsoon bringing rain *to* the east coast. There would be no floods *if* all the rain fell in the sea. The NISIR knew that this was *impossible* but it thought that it might be possible to reduce the *number* of times it rained and the *amount* of rain that fell each time. They thought the total amount of rain damage might be reduced *by* up to fifty per cent.
- Rain is caused by air *containing* water-vapour rising and becoming cooler. Tiny drops of water *form* and become a cloud. *Then* the cloud rises, *the* drops become *colder* and *bigger*. They then fall as rain.
- ‘Seeding’ the clouds *with* chemicals makes these drops form earlier *than* they would normally do. The NISIR decided to use a *mixture* of sodium chloride and silver iodide. *In* November 1973, an aircraft released these chemicals *in* monsoon clouds about forty kilometres *from* the coast at a *height* of about 3,000 metres and rain soon began *to* fall.

NEW WORDS *Page 154*

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | B | 3 | C | 5 | B | 7 | B |
| 2 | A | 4 | E | 6 | C | 8 | D |

LANGUAGE PRACTICE *Pages 155–157*

- A
- | | | |
|---|-------------|--------------|
| 1 | b. Sikander | f. Asifa. |
| | c. Shabnam. | g. Hamid. |
| | d. Asifa. | h. Sikander. |
| | e. Yasmeen. | |
- 2
- Sikander is as heavy as *Jaffer*.
 - Kamran is not as heavy as *Jaffer*.
 - Kiran is as heavy as *Shabnam*.
 - Asifa is not as heavy as *Shabnam/Kiran/Yasmin*.
 - Kamran is not as heavy as *Hamid/Jaffer/Sikander*.
 - Shabnam is as heavy as *Kiran*.
 - Sikander is not as heavy as *Hamid*.
 - Jaffer is not as heavy as *Hamid*.
 - Kiran is not as heavy as *Yasmin*.
 - Shabnam is not as heavy as *Yasmin*.
 - Jaffer is as heavy as *Sikander*.

- D
- | | | | | | | | |
|---|----|---|----|---|----|---|----|
| 1 | e. | 3 | g. | 5 | c. | 7 | f. |
| 2 | a. | 4 | h. | 6 | d. | 8 | b. |

G SAMPLE ANSWER:

Salim and Arif left the cinema and stepped out into the street. It was late. *Feeling* very hungry, they looked around for a *restaurant* where they could have some food. Not *having* very much money, they wanted one that sold *cheap* food.

‘There’s one over there,’ Salim said. They walked *across* the street but found the place crowded. Every *table* was full. Not *wanting* to wait, they walked further along the street. Round the corner, in a lane, there were some food stalls. *Seeing* no one sitting at them, Arif said, ‘Let’s sit down here and *order* something. There’s plenty of room.’

‘Too much room,’ Salim replied. ‘Not *seeing* many customers makes me think the *food* is not very good.’

A	Name	Favourite food	Reasons
	Farah	Chinese (Cantonese)	Plenty of flavour. Not hot and spicy.
	Mina	Pakistani	Hot and spicy.

C SAMPLE DIALOGUE:

- Zaheer: What's your favourite sport?
 Qasim: *Table tennis.*
 Zaheer: Why do you like *table tennis* so much?
 Qasim: Because *skill is more important than size. It doesn't matter if you aren't as big as the other player.*
 Zaheer: But you can't play it in the open air.
 Qasim: No, *you can't*. That's another reason why *I like it*.
 What's your *favourite sport*?
 Zaheer: *Football.*
 Qasim: Why do you like *football* so much?
 Zaheer: Because *it's an outdoor game and it's a team game. And because skill is more important than size.*
 Qasim: Yes. In both *games, skill is more important than size.*

- D 2 a. Eleven. Five. f. No, he didn't.
 b. Six. g. Two.
 c. No, she didn't. h. Eight.
 d. No, he didn't. i. Hamid.
 e. No, she didn't. j. Mukhtar.
- 3 Hamid, Amina, Kiran, Ali, Najma, Imran, Faraz, Sara, Sabeen, Masuma, Mukhtar.

- 2 a. *The Complete Guide to Skin-diving.*
 b. Sara.
 c. Rs 205.00.

- 3 (P) Ijaz Malik.
 (Q) Flat 24 B, 124 Tariq Road, Karachi.
 (R) 3-850827.
 (S) Electric fan.
 (T) 'Whiz-Master'.
 (U) FG/7 410B.
 (V) 20 August 1994.
 (W) The Happy Buyer Department Store.

- 4 a. The cooker. c. 15 paisas.
 b. 10 paisas. d. 5 paisas.

- 5 a. 42. c. Alarm.
 b. 22. d. 08.

- 6 (a) Have (g) as (m) more
 (b) as (h) lot (n) long
 (c) few (i) up (o) wide
 (d) on (j) expensive (p) who
 (e) can't (k) share (q) at
 (f) if (l) powerful

Section C Interpretation of rules, notices, regulations, reports, etc.

- 7 a. 20 d. Yes g. 40
 b. 60 e. 1.72 metres h. 10
 c. 36 f. 25 i. Double 5

**Advance
with
English
2**

Workbook

Answer Key



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Unit 1

Pages 1–3

- A 3 A musician is a person who plays music.
4 A dictionary is a book which explains words.
5 Badminton is a game which is played with a shuttlecock.
6 A mechanic is a person who mends machines.
7 A triangle is a shape which has three sides.
8 An island is a piece of land which is surrounded by water.
- C 2 A: What is the driver doing?
B: He's moving earth.
A: What kind of machine is he using?
B: It's a bulldozer. It's a machine we use for moving earth.
- 3 A: What is the driver doing?
B: He's lifting something.
A: What kind of machine is he using?
B: It's a crane. It's a machine we use for lifting something.
- 4 A: What is the woman doing?
B: She's recording something.
A: What kind of machine is she using?
B: It's a tape recorder. It's a machine we use for recording something.

Unit 2

Pages 4–7

- A**
- 4 No, they have it at eight o'clock.
 - 5 He goes to school at eight thirty.
 - 6 No, she goes to school at eight forty-five.
 - 7 He goes home at two o'clock.
 - 8 She goes home at two thirty.
 - 9 No, she goes to bed at nine thirty.
 - 10 Asad goes to bed at nine thirty.
 - 11 They have it at seven thirty.
 - 12 No, she has it at one thirty.
 - 13 He has it at one thirty.
 - 14 They have it at eight o'clock.
 - 15 He has one on Saturdays.
 - 16 No, she goes to work at ten o'clock.
 - 17 He goes to work at eight o'clock.
 - 18 He goes home at six o'clock.
 - 19 No, she goes home at six o'clock.
 - 20 No, he goes to bed at eleven o'clock.
 - 21 She goes to bed at eleven o'clock.
- B**
- | | | | |
|---|-------------------|---|----------------------|
| 1 | At seven fifteen. | 5 | Fifteen. |
| 2 | At eight o'clock. | 6 | Thirty-five minutes. |
| 3 | On Saturdays. | 7 | Five minutes. |
| 4 | On weekdays. | | |
- C**
- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 2 | m. | 6 | o. | 10 | l. | 14 | f. |
| 3 | b. | 7 | g. | 11 | q. | 15 | d. |
| 4 | h. | 8 | c. | 12 | k. | 16 | i. |
| 5 | a. | 9 | e. | 13 | j. | 17 | n. |
- D**
- 1 Look *at* the caller *through* the inspection window.
 - 2 *If* you do not know the caller, *ask* him to identify himself, with the door still closed.
 - 3 If the caller says he *has* an identification card, open the door with the *chain* on.
 - 4 If you are *in* trouble, shout *for* help and dial 115. Always *have* a strong door and a good lock.

Unit 3

Pages 8–11

- A 3 Which is the cheaper?
The fish is.
- 4 Who is the oldest?
Abid is.
- 5 Which is the faster?
The Toyota is.
- 6 Which is the longer?
The Indus is.
- 7 Who is the tallest?
Shabbar is.
- 8 Who is the shortest?
Nahid is.
- B 2 A: Kiran's sister has appeared on television.
B: Whose sister has appeared on television?
A: Kiran's sister has.
- 3 A: Abid's father was a teacher at St. Mark's School.
B: Whose father was a teacher at St. Mark's School?
A: Abid's father was.
- 4 A: Shahid's dog sometimes follows the children to school.
B: Whose dog sometimes follows the children to school?
A: Shahid's dog does.
- 5 A: Tariq's father has gone to hospital.
B: Whose father has gone to hospital?
A: Tariq's father has.

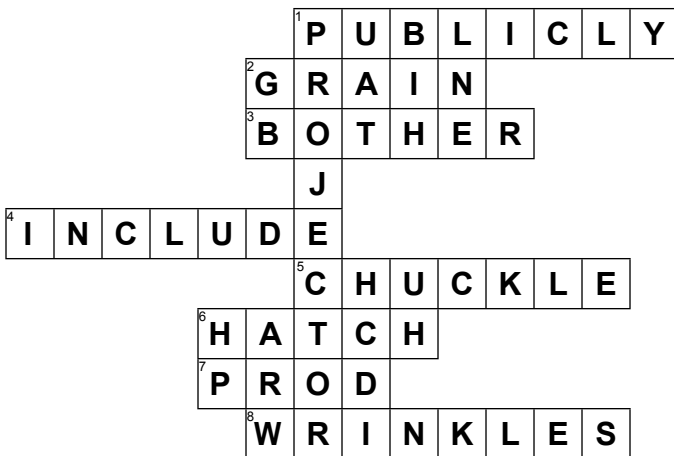
C 1 D

2 D

3 B

4 B

D



Unit 4

Pages 12–14

A Keeping Fish

I know *a lot of* people who have tried keeping fish. Only *a few* of them have been successful, however. Most of them found that after *a few* days, *a lot of* the fish died. *A few* of them lived longer than the others but after *a few* weeks, there were no fish alive.

This was because they did not know *enough* about keeping fish. They spent *a lot of* time and *a lot of* money but they did not have *any* success because they did not have *enough* knowledge. Many people keep fish and there are *a lot of* books on the subject. Finding a book on the subject is the best thing to do before starting *any* hobby. My friends enjoyed feeding the fish and changing the water but they spent *too much* time doing these things and not *enough* time finding out the facts.

For example, the water never needs changing if certain facts are remembered. First the surface of the water must be big *enough*. A big surface means that *a large amount* of oxygen can be taken from the air and *a large amount* of bad gases can escape from the water. If you have a tall, thin container, the surface is small. Only *a small amount* of oxygen can be taken from the air and not *enough* of the bad gases can escape. The size of the surface decides the number of fish you may have. You must not have *too many* fish. When you start to keep fish, you must ask yourself two questions. *How much* surface is there? *How many* fish may I have? If you have *a small amount* of surface, you must have *a small number* of fish. If you have *a large amount* of surface, you may have *a large number* of fish.

- B 2 Sara: How much fruit have you got?
Sabeen: I've only got a little.
Sara: Well, I've got a large amount. I'll give you half of mine.
Sabeen: No, that would be too much. Just give me a little, please.
- 3 Sara: How many oranges have you got?
Sabeen: I've only got a few.
Sara: Well, I've got a large number. I'll give you half of mine.
Sabeen: No, that would be too many. Just give me a few, please.

- 4 Irfan: How much paper have you got?
Asim: I've only got a little.
Irfan: Well, I've got a large amount. I'll give you half of mine.
Asim: No, that would be too much. I'll give you half of mine.
- 5 Irfan: How much money have you got?
Asim: I've only got a little.
Irfan: Well, I've got a large amount. I'll give you half of mine.
Asim: No, that would be too much. Just give me a little, please.

C SAMPLE DIALOGUE:

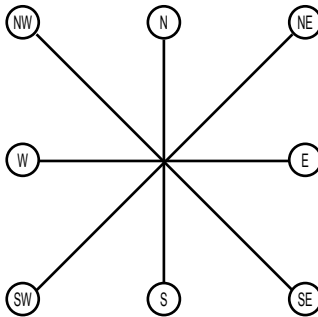
- Azhar: I must buy *some* new shirts.
Mazhar: *How many* do you want to buy?
Azhar: I want to buy four.
Mazhar: That's *a lot of* shirts! *How much* money have you got?
Azhar: I've got two hundred and fifty rupees.
Mazhar: That's *not enough* for four shirts! I haven't got *much* but I can let you have *some* money.
Azhar: *How many* rupees can you let me have?
Mazhar: I can let you have one hundred rupees, or perhaps *a few* more.
Azhar: That's *too much*. I shan't need all that. I could buy *a lot of* shirts with that.
Mazhar: Not in that shop! They cost *too much*.
Azhar: *A lot of* them are expensive but not all of them. There are *some/a few* cheap ones. I don't need many. I need *only a few*.
Mazhar: *How many* did you say you wanted to buy?
Azhar: Four.
Mazhar: That's *a large number*. The cheapest ones are one hundred and fifty rupees. You've got two hundred and fifty rupees and I can let you have one hundred, so you'll need about two hundred and fifty rupees more.
Mazhar: That's *a large amount* of money!
Azhar: Well, you want to buy *a lot of* shirts! The money you have is *not enough* for four shirts. You can only buy two.

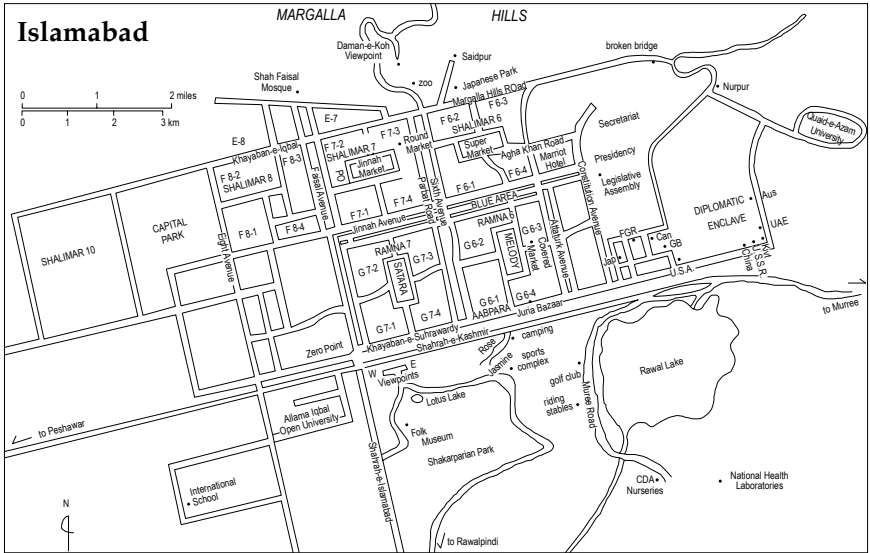
Unit 5

Pages 15–17

- A 2 A: I tried to take some photographs yesterday but I forgot to take a film.
B: That's no good. You must take a film if you want to take some photographs.
A: Yes, I know. I shall remember to take one next time.
- 3 A: I tried to borrow a book yesterday but I forgot to take a library card.
B: That's no good. You must take a library card if you want to borrow a book.
A: Yes, I know. I shall remember to take one next time.
- 4 A: I tried to walk from Anarkali to Gulberg yesterday but I forgot to take a map.
B: That's no good. You must take a map if you want to walk from Anarkali to Gulberg.
A: Yes, I know. I shall remember to take one next time.
- 5 A: I tried to have a barbecue yesterday but I forgot to take some matches.
B: That's no good. You must take some matches if you want to have a barbecue.
A: Yes, I know. I shall remember to take some next time.
- 6 A: I tried to climb a mountain yesterday but I forgot to take a rope.
B: That's no good. You must take a rope if you want to climb a mountain.
A: Yes, I know. I shall remember to take one next time.

B 1





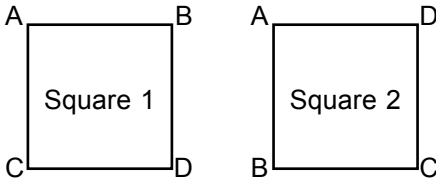
- 3 Four.
- 4 Ten.
- 5 The post office is on the *east* side of *Faisal Avenue* near where it joins *Khayaban-e-Iqbal*.
- 6 Saidpur is to the *north* of Margalla Road and Nurpur is to the *east*.
- 7 The Marriott Hotel is on the corner of *Constitution Avenue*.
- 8 If you go on Khayaban-e-Suhrawardy towards the Diplomatic Enclave, the first embassy is of the *United States*.
- 9 The Presidency is *between* the Assembly and the Secretariat.
- 10 The golf club is near *Murree Road*.
- 11 Jinnah Avenue connects *Faisal Avenue* and *Constitution Avenue*.
- 12 Japan.
- 13 International School is in the lower left-hand corner of the map.
- 14 Allama Iqbal Open University is between *Zero Point* and *Sharah-e-Islamabad*.
- 15 Shahrah-e-Kashmir goes to *Peshawar* in the west and to *Murree* in the east.

Unit 6

Pages 18–20

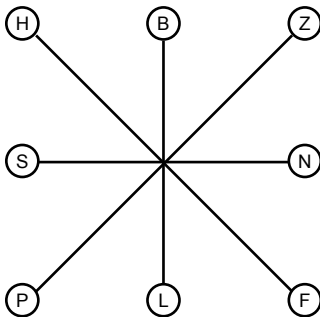
- A**
- To buy some stamps.
 - Why did Mr Ali move his TV aerial? To get a better picture.
 - Why do cats sometimes purr? To show that they are pleased.
 - Why has the bus driver stopped the bus? To let someone get off.
 - Why did Mrs Khan go to the bank? To draw out some money.
 - Why are the people running? To catch the train.
 - Why is a workman going to Mrs Ali's house? To fix her tap.
- B**
- Why did all the children go inside? Because it started to rain.
 - Why did the shopkeeper run after the man? Because he had stolen a camera.
 - Why did the dogs begin to bark? Because they heard someone at the door.
 - Why did she clean the windows? Because they were very dirty.
 - Why did they put away their books? Because the lesson was over.
 - Why did the bus stop? Because there was a tree lying in the road.
 - Why did the cat climb up a tree? Because a dog ran after it.

C 1



2 West.

3



Unit 7

Pages 21–23

- A** 2 A: What are the children looking at?
B: They are looking at the dogs.
A: Which dog are they laughing at?
B: They are laughing at the white dog.
- 3 A: Who is the man talking to?
B: He is talking to the crowd of people.
A: What is he standing on?
B: He is standing on a box.
- 4 A: What is the woman putting on?
B: She is putting on the hat.
A: Which hat is she putting on?
B: She is putting on the hat with flowers.
- 5 A: What are the people waiting for?
B: They are waiting for a bus.
A: Who is the boy speaking to?
B: He is speaking to the fat man.
A: What is the fat man standing on?
B: He is standing on the boy's foot.
A: What is the boy pointing at?
B: He is pointing at his foot.
- B** 3 The dress was too dear for her to buy.
She did not have enough money to buy it.
- 4 The book was too high for her to reach.
She was not tall enough to reach it.
- 5 The shirt was too big for him to wear.
He was not big enough to wear it.
- 6 He was too old to join the Police Force.
He was not young enough to join.
- 7 He was too young to see the film.
He was not old enough to see it.
- C** 2 The box was so heavy that Abid was unable to lift it.
- 3 The dress was so dear that Simi was unable to buy it.
- 4 The book was so high that the librarian was unable to reach it
- 5 The shirt was so big that Tariq was unable to wear it.

- 6 Mr Haq was so old that he was unable to join the Police Force.
- 7 Wasim was so young that he was unable to see the film.

- D**
- 2 She was big enough to wear her mother's clothes.
 - 3 We are too late to get to school in time.
 - 4 The box was big enough to hold twenty-four bottles.
 - 5 The children were too excited to get to sleep.
 - 6 The radio was small enough to fit in his pocket.
 - 7 The water was too cold to go swimming.

Unit 8

Pages 24–26

A O.N.O means 'or nearest offer'.

Selling

CLASSIFIED
POST

Leasing

Buying

SEND THIS COUPON TO
CLASSIFIED POST
P.O. BOX 47 KARACHI

Looking

Put your advertisement where 258,000 readers can see it every day.
Simply write your advertisement in BLOCK LETTERS (one letter to each space)

1 C A S S E T T E / R A D I O O N L Y O N E

2 Y E A R O L D I N E X C E L L E N T

3 C O N D I T I O N R 2 1 0 0 0 / O N O

4 T E N N I S R A C K E T O N L Y O N E

5 M O N T H O L D U S E D O N L Y

6 T W I C E A B A R G A I N A T R 5 0 0

7 _____

8 _____

9 _____

10 _____

Each line represents one line of your advertisement

Dates of insertion: Month OCTOBER

• 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Please Circle

Rate (Local) Lineage advertisement (min. 5 line)	Display advertisement (min. 3cm x 1 col.)	
Saturday-Thursday	Rs 100 per line	Rs 400 per s.c.c.
Friday	Rs 80 per line	Rs 300 per s.c.c.
Rate (International)	US\$10 per line	US\$40 per s.c.c.
Saturday-Thursday	US\$10 per line	US\$35 per s.c.c.

Box number: Daily Rate Rs 105

Friday Rate Rs 85

Overseas

Daily Rate US\$ 27

Overseas

Sunday Rates US\$22

Please forward my replies

Please hold for collection

Daily Rate Rs 140 (per insertion)

Cost of 2 insertions Rs 280

Box free (if required) Rs _____

Total cost Rs 280

Cheques and drafts should be crossed and made payable to M Post Ltd

Name: MISS H ARIF

Address: FLAT 5, GOOD BUILDING, 6 CLIFTON
KARACHI Tel. No. 585436

* Advertisements for the next day's publication will only be published if received at our Head Office before 5.00 p.m. on Saturday to Tuesday, 4.00 p.m. on Wednesday and 1.00 p.m. on Thursday

Classified Post

Get Things Moving For You Tomorrow

Morning Post

- B** 2 Would you turn the radio down, please?
3 Would you open the door, please?
4 Would you take a tape recorder to room 12C, please?
5 Would you wait for a few minutes, please?
- C** 2 Peeling onions makes Aurangzeb cry.
3 A good joke makes Aurangzeb laugh.
4 A cold bath makes Aurangzeb shiver.
5 Disco music makes Aurangzeb want to dance.
- D** 2 Mrs Zia lets her students read magazines.
3 Mrs Zia lets her students help each other.
4 Mrs Zia lets her students ask questions.
5 Mrs Zia lets her students discuss interesting events.

Unit 9

Pages 27–29

- A**
- 2 The inspector asked the guests to check their belongings.
 - 3 The inspector told the guests to give their names and addresses to Constable Ahmed.
 - 4 The inspector advised the guests not to worry.
- B**
- 2 What's your address?
 - 3 Do you like school?
 - 4 Have you got any brothers?
- C**
- 2 I don't know if there are any seats at the front.
 - 3 I don't know if there is a late show tonight.
 - 4 I'm not sure if there are any shows tomorrow.
- D**
- 3 How much do eggs cost? Eggs cost sixteen rupees a dozen.
 - 4 How much does bread cost? Bread costs fourteen rupees a loaf.
 - 5 How much do shoes cost? Shoes cost four hundred rupees a pair.
 - 6 How much do matches cost? Matches cost four rupees a box.
 - 7 How much does jam cost? Jam costs twenty eight rupees a jar.
 - 8 How much do drinking straws cost? Drinking straws cost sixteen rupees a packet.
 - 9 How much do flowers cost? Flowers cost fifty rupees a bunch.
 - 10 How much does soy sauce cost? Soy sauce costs thirty rupees a bottle.
 - 11 How much does chocolate cost? Chocolate costs twenty four rupees a bar.
 - 12 How much does milk cost? Milk costs sixteen rupees a carton.
 - 13 How much does soup cost? Soup costs twenty two rupees a can.
 - 14 How much does oil cost? Oil costs forty rupees a bottle.
 - 15 How much does coffee cost? Coffee costs sixty six rupees a jar.

Unit 10

Pages 30–33

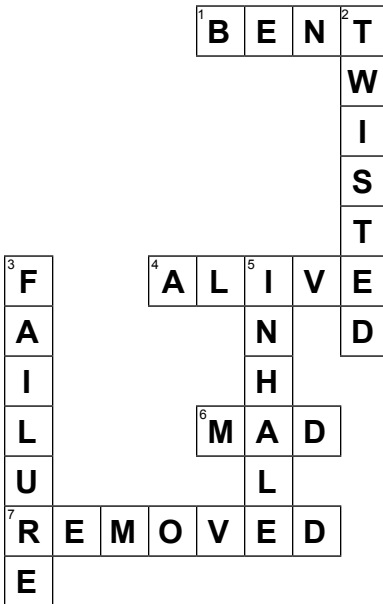
- A**
- 2 A: Has Hina finished reading her book?
B: No, she hasn't finished yet. She's still reading it.
- 3 A: Has Ali finished cleaning his bicycle?
B: No, he hasn't finished yet. He's still cleaning it.
- 4 A: Has Sana finished mending her dress?
B: No, she hasn't finished yet. She's still mending it.
- 5 A: Has Abid finished polishing his shoes?
B: No, he hasn't finished yet. He's still polishing them.
- 6 A: Has Rima finished washing her hair?
B: No, she hasn't finished yet. She's still washing it.
- B**
- 2 A: Is Hina still reading her book?
B: No, she has just finished it.
- 3 A: Is Ali still cleaning his bicycle?
B: No, he has just finished cleaning it.
- 4 A: Is Sana still mending her dress?
B: No, she has just finished mending it.
- 5 A: Is Abid still polishing his shoes?
B: No, he has just finished polished them.
- 6 A: Is Rima still washing her hair?
B: No, she has just finished washing it.

Unit 11

Pages 34–36

- A
- 19H.
 - CLEAR (d).
 - PLEASE TALK.
 - PLEASE WAIT.
 - PLEASE ENTER.
 - CARETAKER (c).
 - Loudspeakers.
 - The top left-hand floor number button and the top right-hand floor number button. Then the flat letter button furthest to the right in the top row.
 - Entry-phone.

B



- C When I was a young man, my work was helping to look after a forest. This meant *doing* a great deal of walking. I enjoy *walking* and I did not mind *travelling* long distances. In the summer I avoided *walking* in the

hottest part of the day, however, because I thought *walking* in the full heat of the sun too tiring. Sometimes, of course, I could not help *doing* it, but whenever I could, I stopped *walking* at eleven o'clock. If I had to go somewhere in the afternoon, I avoided *leaving* my office until about three o'clock to miss the full heat of the sun.

After some years, I decided *to try* to get a different job. I wanted *to get* one where I could earn more money. For one thing, I had always wanted *to own* a car and I could not afford *to do* so with the money I was then getting. The man I was working for asked me not *to leave* and offered *to pay* a little more money but he refused *to pay* me what I wanted. I agreed *to stay* a little longer but I was determined *to find* a better post as soon as I could. One day I happened *to see* an advertisement for a post as the manager of a small factory. I decided *to try* for the job and arranged *to go* to see the owner of the factory, though I did not expect *to get* the job. However the owner of the factory seemed to think that I could do the work and decided *to give* me the job.

I started *managing/to manage* the factory a month later, and I have continued *doing/to do so* until now. I intended *making/to make* a success of my new post for I could not bear *thinking/to think* of being a failure. I did not like *giving/to give* orders to so many people, some of whom were elder than I was. I preferred *giving/to give* advice and *making/to make* suggestions. When someone made a mistake or was lazy, I always tried *speaking/to speak* to him politely and gently at first. As a result, people seemed to like *working/to work* for me and did their best. The factory began *doing/to do* well and has continued *doing/to do* so ever since.

Unit 12

Pages 37–40

- A** 1 Some people believe *in* ghosts but other people laugh *at* them.
2 He apologized *for* being late and complained *about/of* the heavy traffic.
3 Tom and Peter quarrelled *about/over* Tom's bicycle, which Tom said Peter had damaged. Peter objected *to* this and said that it was not his fault. Some of the boys agreed *with* Peter and some disagreed *with* him. I said that it was no one's fault and tried to stop them *from* arguing *about* it. In the end they agreed *to* forget it.
- 4 'Please don't go without me,' she said. 'Can I rely *on* you to wait *for* me?' 'You can depend *on* me,' I replied. 'I don't believe *in* letting people down. You know that you can count *on* me to be there.'
- B** 2 The police are making an inquiry about the missing money.
3 The visitor gave them advice on how to spend their spare time.
4 Players are not allowed to make an objection to the referee's decisions.
5 He wrote to the newspaper to make a complaint about the noise of the factory.
9 He does not like people to make jokes about the size of his feet.
- C** 1 No.
2 Yes.
3 By sea.
4 No.
5 Yes.
6 The dates and times of posting indicated are subject to change without notice.
7 10 a.m.
8 2 p.m.
9 4 p.m.
10 3 p.m.
- D** 2 He was very pleased with his high marks in the examination.
3 Many people are scared of being alone in the dark.
4 My young brother is very interested in anything to do with electricity.
5 We were all delighted *at/by* the news of an extra holiday.
6 At the top of the hill, we were all glad *of* a rest.
7 We were all disappointed *at* not being able to see the film.
8 The boys were very excited *at* the chance to fly in an aeroplane.

Unit 13

Pages 41–43

- A**
- 1 No.
 - 2 Two.
 - 3 None.
 - 4 Three.
- B**
- 1 a. Six teaspoonfuls.
b. Two teaspoonfuls.
c. One teaspoonful.
 - 2 Ask a doctor for his advice.
 - 3 Shake well.
 - 4 No. It should be kept at room temperature.
- C**
- 1 Two tablespoonfuls.
 - 2 Every four hours.
 - 3 Two tablespoonfuls.
 - 4 Six teaspoonfuls for a cold and twelve teaspoonfuls for a cough.
- D**
- 2 ‘She *wants* an ice cream now,’ her mother explained. ‘She *likes* ice cream.’
 - 3 ‘The ball you *are playing* with *belongs* to me,’ he told the footballers.
 - 4 ‘I *am looking* for a big jug,’ she told the shop assistant. ‘I *want* one that *holds* three litres.’
 - 5 ‘I *think* that you *are speaking* the truth now,’ said the headmaster. ‘I *believe* you.’
- E**
- 2 a. At 10 o’clock on Tuesday morning, Kamran was reading in the library.
b. At 10 o’clock on Tuesday morning, Parvez was studying French.
c. While Kamran was reading in the library, Parvez was studying French.

- 3
 - a. At 1 o'clock on Wednesday morning, Mr Malik was listening to the radio.
 - b. At 1 o'clock on Wednesday morning, Mr Latif was writing a letter.
 - c. While Mr Malik was listening to the radio, Mr Latif was writing a letter.
- 4
 - a. At 9 o'clock on Friday evening, Mr and Mrs Khan were watching television.
 - b. At 9 o'clock on Friday evening, Shiela Khan was making a phone call.
 - c. While Mr and Mrs Khan were watching television, Shiela Khan was making a phone call.
- 5
 - a. At 4 o'clock on Saturday afternoon, Farah and Uzma were playing badminton.
 - b. At 4 o'clock on Saturday afternoon, Shoaib was fishing.
 - c. While Farah and Uzma were playing badminton, Shoaib was fishing.

Unit 14

Pages 44–46

- A**
- 2 London was as cold as Paris in the winter.
 - 3 London was not as hot as Hong Kong in the summer.
 - 4 Paris was not as hot as Hong Kong in the summer.
 - 5 London was not as warm as Hong Kong in the winter.
 - 6 Paris was not as warm as Hong Kong in the winter.
 - 7 Hong Kong was not as cold as London in the winter.
 - 8 Hong Kong was not as cold as Paris in the winter.
 - 9 Hong Kong was not as cool as London in the summer.
 - 10 Hong Kong was not as cool as Paris in the summer.
 - 11 London was as wet as Paris.
 - 12 Paris was as wet as London.
- B**
- 2 Hadi's mother was annoyed with him for breaking a glass.
 - 3 We were all proud of the two boys in the school for saving a man's life.
 - 4 Amina's teacher was angry with her for arriving late at school.
- C**
- 2 Mr De Silva had to walk home as he had no money.
 - 3 Farhat took the dress back as it did not fit.
 - 4 The Zia family stayed at home since it was raining.
 - 5 Hamid switched off the TV since the programme was boring.
 - 6 Shahid did not go to the cinema as the film started too late.
 - 7 Munir gave up smoking because it was bad for his health.
 - 8 The police arrested James as he had robbed an old lady.
 - 9 Mrs Latif was very unhappy because her husband forgot her birthday.
 - 10 Many people stopped and stared as Wilfred had forgotten to put his trousers on.
 - 11 Ali was late for work because he woke up late.
 - 12 Shahnaz turned on the lights because it was getting dark.
 - 13 Faisal did not take the exam because he was ill.
 - 14 The doctor gave first aid since it was an emergency.

