

**Advance
with
English
1**

Teacher's Book

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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 information that the students can utilize immediately. A good example is the *Tangrams* passage in Unit 1. Students could be given the opportunity to make their own tangrams, following the instructions given in the passage. If they do this successfully, it shows that they have understood the instructions and have been able to transfer this knowledge to practical use. Other passages provide information of a different kind. In Unit 5, for example, the passage *Hurricane Flora* describes the feelings of a young child during a hurricane. Here, students could be encouraged to compare the child's feelings during the hurricane with their own feelings during a storm. Similarly, in addition to simply reading *What makes me Angry*, Unit 7's reading passage, students could be encouraged to discuss the issues and irritations that make them angry and compare these with those mentioned in the passage.

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 students a brief introduction to the topic or see if any students already know something about the topic. For example, before the students read the *Tangrams* passage in Unit 1, the teacher could draw triangles and squares on

the blackboard and elicit or demonstrate the idea of tangrams. If the comprehension passage is 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 the 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 *Tangrams* passage, the teacher might ask, 'What do you need to make tangrams?' Such a question will help students focus their attention on a specific item and thus prevent them from 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. For example, in Unit 10, section A, question 1 is, 'What had the three men in the car done?' which requires more than one or two words in reply and could give more able students the opportunity to describe the events in their own words.

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 6, 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 1, for example, the pronunciation difficulty is the distinction between [I] and [I:] as in the words 'ship' and 'sheep'.

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 1 (page 4), we see two columns, A and B. In column A are all the [I:] sounds, while in column B are all the [I] sounds. The teacher can read out a random selection of these words; perhaps four from column A and three from column B. 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.

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 1, the teacher might read out, 'eat, sit, seat'. The students listen and have to decide which is the odd one out; in this case 'sit'. Clearly, with students taking the role of the teacher, they can also practise *producing* sounds 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 Unit 1, the teacher could write SLADIE and SYVLLAE on the board and students then have to work out LADIES and VALLEYS from these anagrams. This can be developed by asking students or groups to make as many words as they can, using the letters. From SLADIE, for example, we can, get aside, lid, die, dies, lids, slid lad, lads, lead, leads, idle, dales, sale, lies, lied, dial, dials, ale, ales, deal, deals, ideal, ideals, sled.

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 to 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. 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 1*, for example, it includes such topics as 'Presenting people and places', 'Making suggestions and taking decisions', 'Giving directions' and 'Asking questions in the classroom'. Naturally, therefore, the main emphasis of this section is on oral work where students work together, usually in pairs.

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 2, 'Presenting people and places' 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 taperecorder, 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.

Teachers of very good classes may ask their students to write similar pieces without help.

Separate answer keys for *Advance with English 1* and *Workbook 1* 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 1

Answer Key



Blank Page

Unit 1 Tangrams

COMPREHENSION Page 3

- A
- | | | | |
|---|-------------------|----|----------------|
| 4 | No, they are not. | 8 | Yes, it is. |
| 5 | Yes, they are. | 9 | Yes, it is. |
| 6 | Yes, it is. | 10 | Yes, it is. |
| 7 | No, they are not. | 11 | No, it is not. |

B A tangram is a very old Chinese *puzzle*. It is made up of *different* shapes, called 'tans'. The shapes can be used to make a great many 'tangrams'.

Tangrams are like Western jigsaw *puzzles* but they are different in *two* ways. First, the pieces of a jigsaw puzzle *lock* together. Second, a jigsaw puzzle can be completed in only *one* way.

To make a tangram, draw a big *square* on a piece of *cardboard*. Divide the square into sixteen *equal* squares. Then mark off the *shapes* of the tans and *cut* them out with a pair of scissors.

- C
- 1 Very many different figures can be made. People continue to try to make new figures.
 - 2 This is a matter of opinion. Some prefer jigsaw puzzles because the finished puzzle is very attractive. Others prefer tangrams because they can be made in so many different ways while a jigsaw puzzle can be done in only one way.
 - 3 The outline shape of the finished figures will be clearer.
 - 4 They are easy to make so there is no need to buy them.

NEW WORDS Page 3

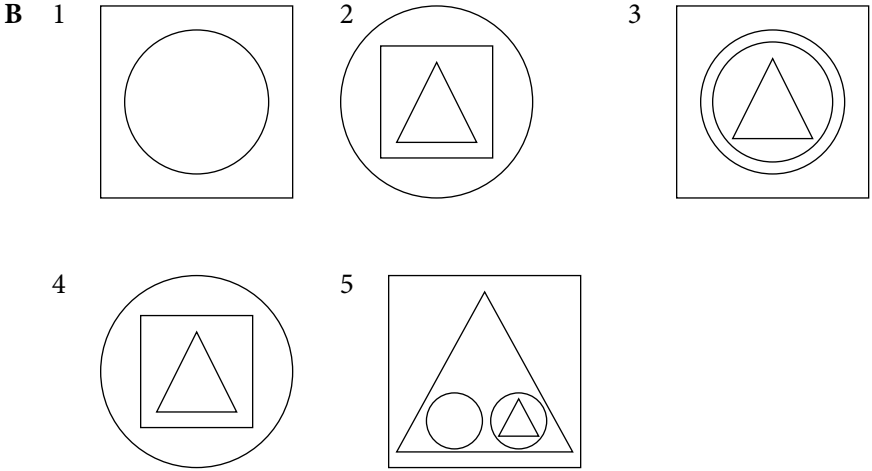
- 1 The tangram is made up of three different geometrical *figures*. The seven *figures* or shapes can be put together to make many different puzzles.
- 2 Toy shops sell many different kinds of *puzzles* for people who like doing them.
- 3 *Jigsaw* puzzles sometimes have hundreds or thousands of pieces, and they all lock together.
- 4 There are two *differences* between tangrams and jigsaw puzzles. One is that you can *complete* a jigsaw puzzle in only one way.

LANGUAGE PRACTICE *Page 5*

- B** 1 an 3 an 5 a 7 a
 2 a 4 a 6 an 8 an

FOLLOWING INSTRUCTIONS *Pages 9–10*

- A** 1 c 2 d 3 b 4 a



C The completed noughts-and-crosses board should look like this:

X	0	X
0	0	X
X	X	0

D The correct order for the instructions for S1's figures is: 1, 5, 2, 4, 3.
 The correct order for the instructions for S2's figures is: 1, 5, 4, 3, 2.

USEFUL EXPRESSIONS *Page 12*

- 1 bottle 3 crowd 5 box 7 row
 2 glass 4 pair 6 bunch 8 bar

Unit 2 **What is it?**

COMPREHENSION *Page 15*

- A**
- | | | | |
|---|---------------|----|----------------|
| 3 | Yes, it did. | 7 | Yes, they are. |
| 4 | Yes, he did. | 8 | Yes, they are. |
| 5 | Yes, it was. | 9 | Yes, they do. |
| 6 | Yes, they do. | 10 | Yes, they do. |
- B** To answer some riddles we need to know the *names* of parts of things. For example we need to know that a clock has a *face* and *hands*. When we hit a nail with a hammer, we hit it on the *head*. We need to know that the parts of a comb which go through our hair are called *teeth*. When we thread a needle, we push the cotton through the *eye* of the needle. When we lie in bed, our head is at the head of the bed and our feet are at the *foot* of the bed.
- C**
- 1 'In the afternoon' means when the baby has grown into a man; 'in the evening' means when the man has grown old.
 - 2 A woman.
 - 3 We are told that the monster killed many people.
 - 4 No.

New Words *Page 16*

- | | | | |
|---|------------------|---|------------|
| 1 | ancient; ancient | 4 | Riddles |
| 2 | monsters | 5 | vocabulary |
| 3 | succeed | 6 | invent |

Using English *Pages 22–23*

- A**
- | | | | |
|---|--------------------------------------|---|---|
| 1 | The science room and his classroom. | 3 | (See picture 4.) |
| | | 4 | (See picture 5.) |
| 2 | Miss Young, Akbar's English teacher. | 5 | No. They are meeting each other for the first time. |
- B**
- Akbar: *This is the* staffroom and *this is the* Principal's office.
Mrs Khan: Who's *that over there*?
Akbar: That's Mr Ali. *He's* the Principal.
Mrs Khan: Oh. I'd like to *meet him*.

Akbar: I'll introduce *you*. Mr Alvi, this is *my mother*. Mother, this is *Mr Alvi*.
Mr Ali: How *do you do*?
Mrs Khan: How *do you do*?

D SAMPLE DIALOGUES

SITUATION 1

Asma: This is the music room and this is the canteen.
Mr Ali: Who's that over there?
Asma: That's Mrs Tanveer. She's my Maths teacher.
Mr Ali: Oh. I'd like to meet her.
Asma: I'll introduce you.
Mrs Tanveer, this is my father. Father, this is Mrs Tanveer.
Mr Ali: How do you do?

SITUATION 2

Stranger: Excuse me. Where is the Principal's office, please?
(Could you tell me where the Principal's office is, please?
/ Do you know where the Principal's office is, please?)
Hamid: I'll show you. (If you follow me, I'll take you there.)
Stranger: Thank you very much.

E Akbar: Hello, Paul. How are you?
Paul: Hello, Akbar. Fine, thanks. How are you?
Akbar: Fine, thanks. I don't think you know my mother. Mother, this is Paul.
Paul: How do you do?
Mrs Khan: How do you do?

SPELLING Page 24

- | | | | | | |
|---|-----------|---|------------|---|-----------|
| 1 | a. leaf | 3 | a. shelf | 5 | a. halves |
| | b. leaves | | b. shelves | | b. wives |
| 2 | a. knife | 4 | a. loaf | | c. lives |
| | b. knives | | b. loaves | | |

40 Tanzeem Road,
DHA V, Karachi.
1 April 2008.

Dear Anna,

I came back to Karachi yesterday. At the airport a Customs Officer looked into *my* cases. He asked me questions about some of the presents you gave me.

First, he held up the box with the bell in it. It made a noise. He asked, '*What's this?*' I said, '*It's a bell.*' Then he held up the parcel with the shoes you gave me and asked, '*What are these?*' I said, '*They are shoes.*'

Next he held up the clock in the red paper bag and asked, '*Is this a radio?*' I said, '*No, that's not a radio. It's a clock.*' Finally he held up the silk purse you gave me with the beads in it. He asked, '*Are these sweets?*' I said, '*No, they are not sweets. They are beads.*' Then he let me go.

I enjoyed *my* holiday at *your* home very much. Next year, you must come to *my* home for *your* holiday.

Best wishes,
Laila

PUNCTUATION Page 26

- | | | | | | |
|---|-----------------|---|---------------|---|----------------------|
| 1 | It's a book. | 4 | What's that? | 7 | They aren't pencils. |
| 2 | It isn't a map. | 5 | What's this? | | |
| 3 | That's a radio. | 6 | They're pens. | | |

DIALOGUE Page 26

D

S1: Where's the hat? S2: It's on the stool.
S1: Where's the calendar? S2: It's on the wall above the desk.

- B**
- 1 S1: Excuse me, where's the post office?
S2: It's behind the bank.
 - 2 S1: Excuse me, where's the telephone box?
S2: It's in front of the police station.
 - 3 S1: Excuse me, where is the bookshop?
S2: It's between the mosques.
 - 4 S1: Excuse me, where are the fruit stalls?
S2: They're behind the wall.
 - 5 S1: Excuse me, where's the cake shop?
S2: It's behind the flower shop.
 - 6 S1: Excuse me, where's the playground?
S2: It's between the schools.

- C**
- 1 The mirror is *on* the wall, *behind* the desk, *between* the two pictures.
 - 2 The telephone is *on* the desk *near* the photograph.
 - 3 There is a stool *beside* the desk.
 - 4 There is a briefcase *on* the stool and a pair of shoes *under* it.
 - 5 There is a waste-paper basket *under* the desk.
 - 6 There is a lot of paper *in* the waste-paper basket.
 - 7 There is also a rubber *near/beside* the photograph, but you cannot see it because it is *behind* the photograph.
 - 8 There are also many pens and pencils *in* the drawers but of course you cannot see them either because the drawers are closed!

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

READING FOR INFORMATION Pages 34–35

3 S1's questions:

S2's answers

Where is the Atlantic Ocean?	It's between America (the Americas) and Africa/Europe.
Where is the Gibson Desert?	It's in Australia.
Where is the Nile River?	It's in (North) Africa.
Where is the Ganges River?	It's in India.
Where is the Rhine River?	It's in Europe.

S1's questions:

Where are the Rockies?
 Where are the Himalayas?

 Where are the Urals?
 Where is the Sea of Japan?
 Where is the Pacific Ocean?

 Where is the Indian Ocean?

 Where is the Gobi Desert?

 Where is the Sahara Desert?
 Where is the Mississippi?
 Where is the Mediterranean Sea?

S2's answers

They are in North America.
 They are in Tibet/China/North of Pakistan.

 They are in Russia.
 It's between China and Japan.
 It's between America (the Americas) and Asia/Australia.

 It's between Africa and Asia below/south of India.

 It's in Mongolia (North of China).

 It's in (North) Africa.
 It's in North America.
 Between (Southern) Europe and (North) Africa.

GUIDED COMPOSITION Page 37

The Lahore Fort was built *by* the Emperor Akbar *in* the 1560s. It towers over the city *of* Lahore. The entrance is *from* the Alamgiri Gate built *by* Aurangzeb *at* the same time as the Badshahi Mosque. When you enter the Fort, the royal kitchens are on the *right*. The stables are *next* to the kitchens. The Moti Masjid is entered *by* steps from the corner *of* a huge courtyard. This beautiful mosque was built *by* Shahjahan *in* 1644. In the top *left* corner is the Shish Mahal. To enter the Shish Mahal, you have to pass *through* the Diwan-e-Aam. From *there* you enter Jahangir's quadrangle and then Shahjahan's quadrangle. On the *right* of Shahjahan's quadrangle, there is a museum, and on the *left* the Ladies Court. There is a well *in* the Garden Court. From this court you can enter, the Shish Mahal, the most interesting place *in* the Fort.

WORD PUZZLES Page 37

1	scissors	5	vase	9	gold	13	hundred
2	statue	6	disappear	10	shorts	14	quarter
3	miser	7	pliers	11	bathe	15	moral
4	trousers	8	greedy	12	daughter		

Unit 4 Writing Letters

COMPREHENSION Page 40

- | | | | | | |
|---|------------|------------|---|------------|------------|
| 1 | a. True. | f. True. | 2 | a. Untrue | f. Untrue. |
| | b. Untrue. | g. Untrue. | | b. Untrue | g. Untrue. |
| | c. True. | h. Untrue. | | c. Untrue. | h. Untrue. |
| | d. Untrue. | i. Untrue. | | d. Untrue. | |
| | e. Untrue. | j. Untrue. | | e. True. | |

NEW WORDS Page 40

- | | | | |
|---|---------------------|---|------------------------------|
| 1 | expect; unexpected | 7 | attend |
| 2 | caught | 8 | fortnight |
| 3 | infectious; disease | 9 | unexpected; caught; disease; |
| 4 | infect | | infect; fortnight; attend; |
| 5 | suppose | | expect; looking forward; |
| 6 | looking; forward | | suppose |

LANGUAGE PRACTICE Pages 42–43

- B** 2 f. 3 a. 4 e. 5 b. 6 c.

- C** Where is the boy with the glasses?
Where is the woman with the cat?
Where is the girl with the red dress?
Where is the girl with the green dress?
Where is the man with the red shirt?
Where is the girl with the pram?
Where is the man with the blue shirt?
Where is the boy with the dog?

USING ENGLISH Pages 46–47

- | | | | |
|------------|---------------------------|---|--------------------------|
| B 1 | The United Bank | 6 | The post office |
| 2 | The supermarket | 7 | The library |
| 3 | The swimming pool | 8 | Capital Secondary School |
| 4 | The hospital | 9 | Capital Primary School |
| 5 | The American Express Bank | | |

D SAMPLE DIRECTIONS:

- 1 Yes. Go straight on. Turn right at the traffic lights. Then take the first turning on the left and it's on the left, opposite the post office.
- 2 Yes. Go straight on. Turn first left. Go across the traffic lights and then take the first turning on the right. Then go across the next set of traffic lights and it's on the left, between the library and the school.
- 3 Yes. Go straight on and take the first turning right. Turn left at the traffic lights. Go straight over the crossroads and it's on the left, next to the Park Hotel.
- 4 Yes. Go straight on and over the crossroads. Then turn right at the traffic lights. Turn first left and it's on the left.
- 5 Yes. Go straight on. Take the third turning on the right and it's on the left, opposite the bank.

REVISION TEST 1 Page 49

Everybody uses one. There is one on my desk now. *It* is yellow. *Is* there one on your desk too? What *am* I talking about? Can you guess what *it* is? *It* is a pencil.

About two and a half billion *pencils* are made every year in the United States of America! No one knows how many are made all over the *world*. *Pencils* are very useful things. Think about it. Whenever somebody wants to make something, what does *he* do? He picks up a pencil and begins to write *or* draw.

Most pencils *are* about 18 centimetres long. One pencil can draw *a* line fifty-six kilometres long, *or* write 45,000 words! *A/One* pencil may be sharpened fifteen times or more before *it* is too short to use, yet we can buy one for the price of *an* orange! I think that pencils *are* very cheap.

Pencils are made in many different colours but most people like yellow ones. There are more yellow pencils than any other colour. No one knows why people like yellow pencils but they do. Someone once made a lot of pencils. Half were yellow and half were green. The man who bought them tried them for *a* long time. Then *he* went to the person who had made them and said, '*The* green pencils you sold me *aren't* any good. *They* break easily. They're hard to sharpen. They don't write well. *I* don't want any more green pencils. I want *yellow* ones in future, please.'

But the pencils were the same. The only *difference* was the colour!

Unit 5 Hurricane Flora

COMPREHENSION Pages 51–52

- A**
- | | | | |
|---|----------------|----|------------------|
| 5 | Yes, it did. | 9 | No, they didn't. |
| 6 | Yes, it did. | 10 | Yes, it did. |
| 7 | Yes, they did. | 11 | No, it didn't. |
| 8 | Yes, it did. | 12 | Yes, they did. |
- B**
- 1 It happened on the thirtieth of September 1963.
 - 2 Because of illness.
 - 3 He was the storyteller's cousin.
 - 4 She took them upstairs.
 - 5 It was over by one o'clock.
 - 6 They went into the garden while it was calm.
 - 7 To collect coconuts.
 - 8 It came from the south-east.
 - 9 It was not far from their house.
 - 10 Half of its roof came off/came flying through the air.
- C**
- 1 Primary school age—but younger than her three brothers who are also at primary school.
 - 2 For protection (in the long term); to close the windows (in the short term).
 - 3 Excited. The story reads like an adventure story. A frightened person would not have gone to collect coconuts nor gone to see how strong the wind was.
 - 4 Four (avocado, coconut, cedar, and bayleaf). The avocado tree, because it was the first tree to fall.
 - 5 By acting as a barrier against the hurricane and the debris (the shop roof, for example).

NEW WORDS Page 52

- | | | | | | |
|---|------------------|---|-----------|---|-------|
| 1 | force | 4 | damage | 7 | twist |
| 2 | northern | 5 | increased | | |
| 3 | crash; destroyed | 6 | hurled | | |

READING FOR INFORMATION *Pages 57–59*

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

- 2
- Ali Sher Khan
 - Nauroze and Independence Day.
 - Hand-woven woollen cloth, silver ornaments, and embroidered linen.
 - Buddhist rock carving.
 - Satpara Lake, Kachura Lake, and Upper Kachura Lake.
 - By a plane.
 - It is the gateway to the great mountain peaks of the Karakorum, and is very beautiful.

A SPELLING GAME *Page 59*

- | | | |
|---|--------------|---------------|
| 1 | b. volcanoes | f. mosquitoes |
| | c. matches | g. branches |
| | d. tomatoes | h. potatoes |
| | e. watches | |

USEFUL EXPRESSIONS *Page 60*

- | | | | |
|---|----------------------|---|-----------------------|
| 3 | They belong to me. | 5 | It belongs to Salman. |
| 4 | They belong to Bina. | 6 | They belong to her. |

GUIDED COMPOSITION *Page 61*

- | | | | | | | | |
|---|----|---|----|---|----|----|----|
| 1 | g. | 4 | c. | 7 | e. | 10 | a. |
| 2 | b. | 5 | d. | 8 | j. | 11 | k. |
| 3 | h. | 6 | i. | 9 | f. | 12 | l. |

Unit 6 Learning to Swim

COMPREHENSION Pages 63–64

- A**
- 1 Under the water.
 - 2 He is blowing bubbles.
 - 3 To breathe out under water.
 - 4 He is practising the front glide.
 - 5 At the side of the pool.
 - 6 He is moving through the water.
 - 7 To help him to stand up.
 - 8 He is beginning to stand up.
 - 9 The breast stroke and the crawl.
 - 10 The crawl.
 - 11 How to do the breast stroke.
 - 12 The front glide position.
 - 13 Almost between his arms.
 - 14 To breathe in.
 - 15 Through your mouth.
 - 16 He is bending his arms and his legs.
 - 17 He is closing his legs. He is sliding his arms forward. He is breathing out.
 - 18 The glide position.
- B**
- 1 They may help the reader to swim or they may help him to teach someone else to swim.
 - 2 It means to breathe in and then not breathe out.
 - 3 When he learns the breast stroke, he will have to breathe out under water.
 - 4 Yes, he is. He has pushed himself off the side of the pool and now he is gliding through the water.
 - 5 It is easier to learn than the crawl.
 - 6 It helps him to move more quickly and easily through the water. When the head is raised, the water presses against it and slows the swimmer down.

NEW WORDS Page 64

- | | | | | | |
|---|--------------|---|------------------|---|----------|
| 1 | breath; hold | 4 | bubbles | 7 | breast |
| 2 | popular | 5 | stroke; movement | 8 | human |
| 3 | glide | 6 | crawl | 9 | position |

LANGUAGE PRACTICE Pages 65–68

- B** 2 S1: What's the matter with Meher?
S2: She's happy.
- 3 S1: What's the matter with him?
S2: He's hot/tired.
- 4 S1: What's the matter with them?
S2: They're angry.
- 5 S1: What's the matter with her?
S2: She's thirsty.

- D** 1 S1: What's Hasan doing?
S2: He's writing.
- 2 S1: What's Aliya doing?
S2: She's typing.
- 3 S1: What's Abid doing?
S2: He's digging.
- 4 S1: What is Jaffer doing?
S2: He's cooking.
- 5 S1: What are Ali and Qasim doing?
S2: They are painting.
- 6 S1: What's Butul doing?
S2: She's gardening.

- G** 1 No, she isn't sleeping. She's building a sand castle/playing with the little girl.
- 2 No, he isn't playing the piano. He's playing the guitar.
- 3 No, they aren't swimming. They're sitting down/listening to the guitar.
- 4 No, he isn't playing badminton. He's playing with the ball.
- 5 No, she isn't eating an apple. She's playing with the little girl/in the sand.
- 6 No, they aren't playing tennis. They're playing badminton.
- 7 No, he isn't sitting down. He's standing up.
- 8 No, he isn't taking off his shoes. He's taking off his shirt.
- 9 No, it isn't swimming in the sea. It's running on the sand/beach.

GUIDED COMPOSITION Pages 72–73

- A** You have read about the front glide. The pictures above show a beginner practising the back *glide*. In picture 1, he is *standing* in the water at the *side* of the *pool*. His knees are bent and his feet are against

the *side* of the pool. He is *holding* the rail with his hands. In picture 2, he has kicked *off* with his *feet*, and he is *moving* through the water. The last three pictures show you how to stand up after the *back* glide. In picture 3, he is *bending* his legs and he is *pushing* his arms behind him. In picture 4, he is *pushing* the water with his hands and arms to help him to stand up. In the last picture, he is *standing up*.

These pictures show how the crawl is done. The crawl is the fastest *stroke*. In picture 1, the swimmer is reaching forward with his left arm. He is *pushing* the water with his right arm and hand and his legs are *moving* up and down. The right leg is going down and the *left* leg is moving up. In picture 2, he is still *pushing* with his right arm and his legs are still *moving* up and *down*. In picture 3, he is continuing to *move* his legs up and down. His head is *out* of the water and he is breathing. He is *breathing* through the mouth.

In picture 4, the legs are still *moving* up and *down*. The right arm is bent and is *reaching* forward. The left arm has not begun to move back. The legs are *continuing* to move up and down. In picture 5, the right arm is just *touching* the water and the left arm is *beginning* to pull. In the last picture, the right arm is in the water and the left arm and hand are *pushing* strongly.

In all the pictures except three, the swimmer is *keeping* his head in the water.

B SAMPLE ANSWER:

Dear Father,

We arrived safely and are having a wonderful holiday. I'm writing this letter by the hotel swimming pool. Mother is sitting besides the pool and Jaffer and Parveen are playing ping-pong. Sara is eating an ice cream and Shema is sleeping. Qamar and Sabeen are playing badminton. Tahir is waterskiing and Akbar is snorkelling. Bano is swimming. That just leaves me and, of course, I'm writing to you! I hope you are well. We miss you.

Much love,
Salim

Unit 7 **What makes me Angry**

COMPREHENSION *Pages 74–75*

- A**
- | | | | |
|---|-----------------|----|----------------|
| 3 | No, she isn't. | 7 | Yes, she is. |
| 4 | Yes, she does. | 8 | Yes, they are. |
| 5 | Yes, he is. | 9 | Yes, she does. |
| 6 | No, they don't. | 10 | No, she isn't. |
- B**
- 1 What makes you angry?
 - 2 a. Azra. She is 15.
b. Razia. She is 12.
 - 3 When she is bored and has nothing to do.
 - 4 Because she sometimes hits her and makes her cry.
 - 5 About his (poor) schoolwork.
 - 6 Because she makes mistakes although she knows the answer.
 - 7 She thinks that they interrupt her when she is talking to her friends.
 - 8 No. Because she knows her mother tells other people.

NEW WORDS *Page 74*

- A**
- | | | | | | |
|---|---------|---|-------|---|-----------|
| 1 | cross | 3 | mad | 5 | irritated |
| 2 | annoyed | 4 | upset | | |
- B**
- | | | | | | |
|---|----------|---|-----------|---|-------------------------|
| 1 | careless | 4 | secrets | 7 | stare |
| 2 | teenager | 5 | selected | 8 | interrupt; conversation |
| 3 | guilty | 6 | irritable | | |

LANGUAGE PRACTICE *Pages 76–80*

- B**
- 2 a. Has Ali got a cup?
No, he hasn't got a cup.
 - b. Has Mani got a bowl?
Yes, she's got a bowl.
 - c. Has Anita got a bicycle?
Yes, she's got a bicycle.
 - d. Has Irfan got any sugar?
No, he hasn't got any sugar.
 - e. Has Parvez got any nails?
Yes, he's got some nails.
 - f. Has Zehra got any apple?
No, she hasn't got any apple.

- g. Have you got any soap?
Yes, I've got some soap.
- h. Have you got any spoons?
Yes, we've got some spoons.
- i. Have Abid and Aisha got any brushes?
Yes, they've got some brushes.
- j. Has Arif got an orange?
Yes, he's got an orange.
- k. Has Rana got any knives?
No, she hasn't got any knives.
- l. Have Laila and Zainab got any bread?
Yes, they've got some bread.

- C**
- 1 Has he got a pencil and a ruler?
He's got a ruler but he hasn't got a pencil.
 - 2 Has he got a cup and a saucer?
He's got a cup and a saucer.
 - 3 Has he got a desk and a chair?
He's got a chair but he hasn't got any desk.
 - 4 Has he got any pencils and rulers?
He's got some rulers but he hasn't got any pencils.
 - 5 Has he got any apples and oranges?
He's got some oranges but he hasn't got any apples.
 - 6 Has he got any glasses and cups?
He's got some cups but he hasn't got any glasses.
 - 7 Has he got any milk and water?
He's got some milk but he hasn't got any water.
 - 8 Has he got any oil and petrol?
He's got some oil but he hasn't got any petrol.

- D**
- 1 How many sides has a square?
A square has four sides.
 - 2 How many sides have two squares?
Two squares have eight sides.
 - 3 How many sides have two triangles?
Two triangles have six sides.
 - 4 How many legs has a horse?
A horse has four legs.
 - 5 How many legs have four horses?

Four horses have sixteen legs.

6 How many legs has a man?

A man has two legs.

7 How many wheels has a car?

A car has four wheels.

8 How many wheels has a bicycle.

A bicycle has two wheels.

E S1: Has the tree *any* branches and flowers?

S2: *The tree's/It's got some* branches but it *hasn't got any* flowers.

S1: How many branches *has the tree/it got*?

S2: *The tree's/it's got* four branches.

S1: *Is there any* fruit on the tree?

S2: No, *there isn't*.

S1: *Has it got any* leaves?

S2: Yes, *it's got some* leaves.

USING ENGLISH Pages 81–82

1	Name	Action
	Meher	Having a shower.
	Zehra	Visiting her grandmother next door.
	Akbar	Helping his father in the garage.
	Ali	Playing football.

2 SAMPLE DIALOGUE:

S2: Hello.

S1: Hello. It's (name) here. Could I *speak to Sara*, please?

S2: I'm sorry. *She's playing tennis at the moment*.

S1: Well, could I *speak to Shahid*, please?

S2: I'm sorry. *He's out. He's playing badminton*.

S1: Well, could I *leave* a message, please?

S2: Yes, of course.

S1: Could you tell them there is a school band practice at four o'clock tomorrow afternoon?

S2: Yes, I'll *tell them*.

S1: Thank you very much. Goodbye.

S2: Goodbye.

GUIDED COMPOSITION Page 83

A lady went into a *shop* and bought some *rings*. She paid a lot of *money* for them. When she went to *bed* that night, she put them on a *table* near the *window*. Then she went to *sleep*. When she woke in the *morning*, there were no *rings* on the *table*.

She picked up the *phone/telephone* and phoned the *police station*.

'A *thief/robber* has taken *my rings*,' she said. 'Please come quickly.'
Soon some *policemen* arrived in a *police car*. They looked everywhere but they could not see the *thief* or the *rings*. Then one of them saw some black *feathers* on the table. Then he saw some more *feathers* near a *tree*. He looked up and saw a bird's *nest*. He climbed up the *tree* and a big, black *bird* flew out of the *nest*. The *policeman* put his *hand* inside the *nest* and pulled out the *rings*.

Unit 8 **The Loch Ness Monster**

COMPREHENSION *Page 85*

- A**
- 1 In the north of Scotland.
 - 2 It is over thirty kilometres long and in places nearly 300 metres deep.
 - 3 Holidaymakers.
 - 4 Someone said he had seen a monster in the lake.
 - 5 It was twelve metres long.
 - 6 It had a long neck and a small head.
 - 7 A London doctor took a photograph.
 - 8 The photograph was not clear.
 - 9 In the newspapers.
 - 10 Some people thought there was something living in the lake but others said there was nothing there.
 - 11 For ten years.
 - 12 A huge underwater cave.
 - 13 An underwater camera.
 - 14 They seemed to show a red-brown creature. Its body was about four metres long and it had a very ugly head on the end of a four metre neck.
 - 15 More people began to believe in the monster.
- B**
- 1 Lake.
 - 2 a. It is cold and dark.
b. There was no road.
 - 3 On the one hand, a number of people said that they had seen it, and one took a photograph. On the other hand, no one has seen it clearly and the photograph was not clear. Moreover a great many people had tried to see it for a long time using television cameras and a submarine but without any success. However a cave was found which might be the home of the monster and some more photos were taken but they were not clear.
To sum up, there was enough evidence to suggest that there might be a monster but not enough to provide proof.
 - 4 It might be the home of the monster.
 - 5 It suggests that the photographs were not clear.

NEW WORDS Page 86

There is a large, deep *lake* in Scotland called Loch Ness. When a road was built there in 1930, *holidaymakers* began to go there and some of them said that they had seen a *monster* in the *lake*. In 1933 a doctor took a photograph but it was not very clear and there was no *proof* that there really was a *monster*. The *argument* continued for a long time. In 1961 a lot of people made a big *effort* to photograph the monster, and later *underwater* television cameras and even a *submarine* were used, but there was still no real *proof*. However, the submarine found an *underwater cave* big enough to be the home of the monster. In 1975 some American scientists used an *underwater* camera to take some photographs that seemed to show a strange creature and more people then began to believe in the Loch Ness *monster*.

LANGUAGE PRACTICE Pages 88–90

- A** 2 b. Did Hina see anybody?
No, she didn't see anybody.
- c. Did Atif and Bano see anything?
No, they didn't see anything.
- d. Did Ijaz hear anyone?
Yes, he heard someone.
- e. Did Salma hear anybody?
No, she didn't hear anybody.
- f. Did Ali and Wali hear anything?
Yes, they heard something.
- g. Did Salim touch anyone?
Yes, he touched someone.
- h. Did Tahira hear anybody?
No, she didn't hear anybody.
- B** 3 S1: Was there anything in the tree?
S2: Yes. There was something in the tree.
S1: What was in the tree?
S2: A monkey.
- 4 S1: Was there anything in the glass?
S2: Yes. There was something in the glass.
S1: What was in the glass?
S2: Some ice.

- 5 S1: Was there anyone/anything on the river/sea/water?
 S2: Yes, there was somebody/something on the river/sea/water.
 S1: Who/What was on the river/sea/water?
 S2: A fisherman/A boat/A fisherman and his boat.
- 6 S1: Was there anything on the desk?
 S2: No, there wasn't. There wasn't anything on the desk.
- 7 S1: Was there anybody in the car?
 S2: No, there wasn't. There wasn't anybody in the car.
- 8 S1: Was there anything in the box?
 S2: Yes. There was something in the box.
 S1: What was in the box?
 S2: A spider.

READING FOR INFORMATION *Pages 92–93*

A	New Cages
	1 Giraffes
	2 Elephants
	3 Kangaroos
	4 Tigers
	5 Lions

REVISION TEST 2 *Pages 94–95*

- | | | | | |
|----------|-----|------|------|------|
| A | 1 A | 6 B | 11 A | 16 D |
| | 2 B | 7 D | 12 B | 17 D |
| | 3 B | 8 A | 13 C | 18 A |
| | 4 C | 9 D | 14 A | |
| | 5 D | 10 C | 15 A | |

- B** 1 C 2 C

Unit 9 **The Thousand and One Nights**

COMPREHENSION *Page 98*

- A**
- | | | |
|-----------|-----------|---------|
| 1 True. | 4 Untrue. | 7 True. |
| 2 True. | 5 True. | 8 True. |
| 3 Untrue. | 6 Untrue. | 9 True. |
- B**
- | | | |
|-----|-----|-----|
| 1 C | 2 C | 3 A |
| 4 A | 5 C | 6 A |

NEW WORDS *Pages 98–99*

- | | | | |
|--------------|--------------|---------|------------|
| 1 took place | 3 ashamed | 5 cure | 7 Minister |
| 2 delighted | 4 night-time | 6 elder | 8 pity |

LANGUAGE PRACTICE *Pages 100–101*

- B**
- S1: This is my dog.
S2: What's its name?
S1: Its name is Sooty.
 - S1: This is my pet duck.
S2: What's its name?
S1: Its name is Donald.
 - S1: These are my brothers.
S2: What are their names?
S1: Their names are Wali and Ali.
 - S1: This is my boat.
S2: What's its name?
S1: Its name is Seawind.
 - S1: These are my sisters.
S2: What are their names?
S1: Their names are Bina and Tina.
 - S1: These are my cats.
S2: What are their names?
S1: Their names are Sing and Sang.
 - S1: This is my house.
S2: What's its name?
S1: Its name is Seaview.
 - S1: These are my pet mice.
S2: What are their names?
S1: Their names are Milly and Molly.

- | | | | |
|---|------------------------|----|-------------------|
| F | d. Tanveer Ahmed | m. | Zehra Hasan did. |
| | e. Third. | n. | Third. |
| | f. Eighth. | o. | Eleventh. |
| | g. Suresh Patel did. | p. | Imtiaz Khan did. |
| | h. Samra Ali did. | q. | Amir Khalid did. |
| | i. Third. | r. | Ambreen Khan did. |
| | j. Twelfth. | s. | Fourteenth. |
| | k. Sara Khan did. | t. | Fifteenth. |
| | l. Maheen Qureshi did. | | |

USING ENGLISH Pages 102–104

- A 1 a. Shahid.
b. Pauline.
- 2 At the Aquarium/Watching the turtles.
- 3 a. He's enjoying watching the turtles.
b. Asim and his sister, Zehra.
- 4 England
- 5 Once.
- 6 Three. (It is Tuesday and they leave on Friday.)

B SAMPLE DIALOGUE:

- Hasan: *Is this your first visit to the Moenjodaro?*
- Charles: Yes, it is. I'm a visitor to Pakistan. My name's Charles.
- Hasan: *Where do you come from?*
- Charles: I come from Australia.
- Hasan: *Do you like Pakistan?*
- Charles: Yes, I like it very much. I think it's a very exciting place.
- Hasan: *Where are you staying?*
- Charles: I'm staying with some friends. They live in Karachi.
- Hasan: *When are you leaving? (When do you leave?)*
- Charles: I leave on Sunday.
- Hasan: I hope *that you enjoy the rest of your stay here.*
- Charles: Thank you.

C SAMPLE DIALOGUE:

- Rob: Welcome to Pakistan, Seb.
- Seb: Thank you. It's nice to be here.
- Rob: *Where are you staying?*

- Seb: I'm staying at the *New World Hotel*.
 Rob: How long *are you staying*?
 Seb: *For five days*.
 Rob: How many *shows are you doing*?
 Seb: *Two. One on Friday and one on Saturday*.
 Rob: What time *do the shows start*?
 Seb: *At 7.30 p.m.*
 Rob: Where are the shows?
 Seb: *At the Playhouse Theatre*.
 Rob: Where are you going to next?
 Seb: *To Tokyo*.
 Rob: Thank you for talking to me.
 Seb: Not at all.

SPELLING *Page 104*

- 1 happily, daily, gaily, tidily, prettily, heavily
- 2 happiness, loneliness, silliness, naughtiness, business

READING FOR INFORMATION *Pages 104–107*

- A
- 1 Paul Cornu.
 - 2 In 1911.
 - 3 a. England.
b. The glider.
c. In 1853.
 - 4 a. Orville and Wilbur Wright.
b. In 1903.
c. The United States.
 - 5 a. The airship.
b. In 1900.
 - 6 a. J. M. and J. E. Montgolfier.
b. In 1783.
c. France.
 - 7 a. The parachute and the hot-air balloon.
b. The seaplane.
 - 8 Parachute, glider, airship, aeroplane, helicopter, seaplane.
 - 9 The parachute, the glider and the hot-air balloon.
 - 10 The seaplane.

- B** 2 An aeroplane. 5 An airship.
 3 A hot-air balloon. 6 A glider.
 4 A seaplane. 7 A parachute.
- C** 1 a. C. Lindbergh.
 b. In 1927.
 c. USA.
 d. France.
 e. The Spirit of St. Louis.
2. a. Two.
 b. The English airship.
 c. 33.
- 3 a. One day.
 b. No. He had a seaplane which 'landed' on the water.
- 4 a. In 1919.
 b. Canada.
- 5 a. The German airship.
 b. H. Eckener.

GUIDED COMPOSITION *Page 107*

The 'bird men' who *tried* to fly with wings made of feathers never succeeded. They all went crashing down to earth and some of them *hurt* themselves. The human body is not strong *enough* to fly like a bird. In modern times men have flown by aeroplanes which *do* not have engines. These *are* called gliders. They are pulled *through* the air, rather like kites. They often *travel* long distances before they glide back to *earth*. Two men, however, *did* not want to sit in a glider. They *wanted* to glide wearing their own wings. Unlike the early fliers' wings, however, theirs *were* straight and strong.

Two of the most famous modern 'bird men' were Clem Sohn and Leo Valentin. They *designed* their own wings. They *dropped* from an aeroplane and glided down for several thousand metres. Then they *pulled* the handle of their parachutes and *came* safely down to earth. They *travelled* around giving displays while hundreds of people *watched*. Sohn *gave* his last display in France in 1937. At 3,000 metres he *jumped* from his aeroplane. He *used* his wings to glide to 550 metres and then *pulled* the handle of his parachute. It *failed* to open. His second parachute also *did* not open. He *crashed* to his death at 240 kilometres an hour.

Unit 10 **Robbers Arrested**

- A**
- 1 They had robbed a western shop in Clifton.
 - 2 They were armed with a gun, a knife, and a hammer.
 - 3 They threatened them.
 - 4 They smashed it.
 - 5 They grabbed them.
 - 6 He cut his hand.
 - 7 They sounded the alarm.
 - 8 He ran to the shop.
 - 9 He told them to stop.
 - 10 He tried to attack him.
 - 11 He fired a shot at it.

- B**
- 1 Near the waterfront.
 - 2 Bloodstains and two of the stolen wristwatches.
 - 3 A caretaker.
 - 4 A bloodstained handkerchief.
 - 5 Some drops of blood.
 - 6 To a first-floor room.
 - 7 Climbing out of the window.
 - 8 On the roof.

- C** A police *constable* yesterday fired at a *fleeing* car containing three robbers, who had robbed a shop of wrist-watches worth Rs 200,000. *Armed* with a gun, a knife and a hammer, the men had *threatened* the employees of the shop, *smashed* a showcase and *grabbed* the watches. One of them cut his hand.

A policeman heard the alarm and ran to the shop. One of the robbers tried to *attack* him before jumping into the car with the others. The policeman fired a shot at the *fleeing* car. Police later found the car containing *bloodstains* and two watches.

A *caretaker* told the police that the men were in his building. The police found a *bloodstained* handkerchief outside the building and *arrested* one of the men as he tried to escape from a first-floor room. The other two men were *arrested* on the roof after a *struggle*.

LANGUAGE PRACTICE Page 110–112

- D 1 June. 5 July and August.
 2 January and December. 6 300 mm.
 3 August. 7 20°C.
 4 February.

USING ENGLISH Pages 114–116

- B Place of robbery: American Express Bank in King's Road.
 Time of robbery: 3.15 p.m. (about)
 Number of robbers: Two
 Age– (i) 20 (ii) 20
 Height – (i) 1.5 metres (ii) Nearly 2 metres
 Build – (i) Rather fat (ii) Very tall and thin
 Hair – (i) Very long (ii) Very short
 Face – (i) ===== (ii) Scar on left cheek
 Colour of car: Green
 Make of car: Datsun (?)
 Registration number: Not known

- C 2 SP Malik: Where *did* the robbery happen?
 Mrs Abid: At flat 22D, 4 Faisal Terrace, Lahore.
 SP Malik: When *did* it happen?
 Mrs Abid: At 11.20 pm.
 SP Malik: How many robbers *did* you see?
 Mrs Abid: *One.*
 SP Malik: How old *was* he?
 Mrs. Abid: About 40.
 SP Malik: *Could* you describe him?
 Mrs. Abid: He was *about 1.75 metres tall and he was of medium build. He had short dark hair.*
 SP Malik: How *did* he get away?
 Mrs Abid: *He jumped into the car and drove off.*
 SP Malik: What colour *was* the car?
 Mrs Abid: It was black.
 SP Malik: What type of car *was* it?
 Mrs Abid: *A Toyota.*
 SP Malik: Did you see the registration number?
 Mrs. Abid: *Yes, I did. It was LHE 7284.*
 SP Malik: Thank you very much.

REVISION *Page 117*

The aeroplane flew behind the first tree. Then it flew between the first and second trees and in front of the second tree. Then it flew over the third tree and under the bridge. After that it flew in front of the first house and then it flew between the houses. After that it flew under the bridge and in front of the third tree. Then it flew over the other trees.

SPELLING *Page 117*

- 1 altogether, although, almost, already, also
- 2 careful, cheerful, doubtful, thoughtful, hopeful, peaceful, tuneful, fearful, painful, successful, powerful

Unit 11 **The Amazing Arthurs**

COMPREHENSION Pages 121–122

- A**
- | | | | |
|---|----------------|----|-----------------|
| 3 | Yes, he was. | 10 | Yes, he did. |
| 4 | Yes, he did. | 11 | No, he isn't. |
| 5 | Yes, he did. | 12 | Yes, they are. |
| 6 | No, he didn't. | 13 | Yes, he is. |
| 7 | No, he isn't. | 14 | Yes, it did. |
| 8 | Yes, he did. | 15 | No, she didn't. |
| 9 | Yes, he did. | 16 | Yes, she is. |

- B**
- | | | | | | |
|---|-------|---|---------|---|---------|
| 1 | True. | 3 | Untrue. | 5 | Untrue. |
| 2 | True. | 4 | True. | 6 | Untrue. |

- C**
- In 1976.
 - It bounced safely over the top.
 - All his money and valuables.
 - No, they didn't.
 - Because they do not need to be able to see (as they live in a world of total darkness).
 - Yes. Because he travelled alone. It was a very long journey and he was travelling through territory he didn't know.
 - She is not only a doctor but has also written a successful book and is making a TV documentary series based on the book.

New Words Page 122

- A**
- | | | | | | |
|---|-------------|---|-------------|----|---------------|
| 1 | fearless | 5 | careless | 9 | luckily |
| 2 | fortunately | 6 | undamaged | 10 | exciting |
| 3 | interesting | 7 | impossible | 11 | unforgettable |
| 4 | like | 8 | disapproved | 12 | successful |

- B**
- Although his father *disapproved* and tried to persuade him not to go, Francis set off to row *single-handed* across the Pacific Ocean. The trip was lonely but surprisingly *uneventful* and he *managed* to complete the journey unharmed. Francis is now making a *documentary* for television about the journey.
 - The rubber ball fell on the floor and *bounced* down the stairs.
 - Blind* people often have guide dogs.

- 4 The tourists were walking unsuspectingly through the forest when some *bandits* suddenly *ambushed* them and stole all their money.
- 5 A pilot must always make sure that his *parachute* is correctly packed, otherwise it may not open properly when he jumps.

LANGUAGE PRACTICE Pages 123–126

- A**
- | | | | | | | | |
|---|-----------|---|---------|---|---------|---|-----------|
| 1 | a ruler | 3 | ink | 5 | meat | 7 | fruit |
| 2 | an orange | 4 | a plant | 6 | a chair | 8 | an island |

- B**
- 3 This is a glass. It's made of glass.
 - 4 This is an envelope. It's made of paper.
 - 5 These are skirts. They are of cloth.
 - 6 This is a knife. It's made of steel.
 - 7 This is a handbag. It's made of leather.
 - 8 These are rings. They are made of gold.

- E** At Sam's shop, tea costs Rs 30.00 for a *packet*, milk costs Rs 16.00 for a *carton* and a *packet of soup* costs Rs 20.00. An orange at Sam's shop costs Rs 1.50 and a cake costs Rs 5.00.

READING FOR INFORMATION Pages 128–130

- 1 Prawn Noodle Soup.
- 2 Chicken Corn Soup.
- 3 Rs 95.
- 4 Special Tiger Prawns (Sizzling).
- 5 Fried Salmon with Pickle.
- 6 None.
- 7 Rs 45.
- 8 Toffee Apples.
- 9 Sweet Almond Pudding and Coconut Milk Pudding.
- 10 Rs 250.
- 11 Chicken, Vegetable, Dragon City special.
- 12 No, a service charge is included.

- A**
- 1
 - a. Urdu Language (95 passes).
 - b. English Language (50 passes).
 - c. 45 more passes in Urdu than in English.

Unit 12 **Some Strange Journeys**

COMPREHENSION *Page 133*

- A**
- 1 No, he wasn't.
 - 2 No, he didn't.
 - 3 Scientific books.
 - 4 No, he didn't.
 - 5 Exciting.
 - 6 In the future.
 - 7 Three men and a dog.
 - 8 In the sea.
 - 9 The first real moon travellers landed.
 - 10 *Twenty Thousand Leagues Under the Sea.*
 - 11 They had not yet invented submarines.
 - 12 The Captain of the submarine.
 - 13 At the bottom of the ocean.
 - 14 No, they weren't.
 - 15 Because he had written about men going to the moon a hundred years before it really happened.
- B**
- 1 Yes. He read a great many scientific books.
 - 2 To have a strong imagination means to be able to see clearly in the mind things that do not actually exist. He used his imagination to see into the future.
 - 3 They seemed unusual or impossible, like fairy stories.
 - 4 Many of the things he described have now happened.
 - 5 The astronaut's journey was different because their spaceship was not fired from a gun like the one in Jules Verne's story. It was similar because both spaceships landed in the sea—at almost the same spot.

NEW WORDS *Pages 133–134*

- A**
- Inventor:** Someone who invents things.
Scientific: Used in science.
Imagination: The ability to see things in the mind.
Adventure: An exciting or dangerous happening.
Accurate: Without any mistakes.
Hollow: With nothing inside it.

Knowledge: Information.

Describing: Saying what a person or thing is like.

Invention: Something invented by a inventor.

Accuracy: Freedom from error.

Explorers: People who travel through a strange country to learn about it.

- | | | | | |
|----------|---|--------------------|---|---------------------|
| B | 1 | scientific | 4 | imagination |
| | 2 | accurate; accuracy | 5 | inventor; invention |
| | 3 | explorers | 6 | hollow |

LANGUAGE PRACTICE *Page 138*

- A** a. S1: Are there any eggs in the fridge?
S2: Yes, there are. There are six eggs.
S1: Is there any butter in the fridge?
S2: No, there isn't any.
S1: Is there any water in the fridge?
S2: No, there isn't any.
S1: Is there any Coca-Cola in the fridge?
S2: Yes, there is. There are three bottles.
S1: Is there any bread in the fridge?
S2: Yes, there is. There is one loaf.
S1: Are there any cakes in the fridge?
S2: Yes, there are. There are two cakes.
S1: Are there any apples in the fridge?
S2: Yes, there are. There are four apples.
S1: Are there any chocolates in the fridge?
S2: No, there aren't any.
- b. S2: Are there any glasses in the cupboard?
S1: Yes, there are. There are four glasses.
S2: Are there any eggs in the cupboard?
S1: No, there aren't any.
S2: Is there any rice in the cupboard?
S1: Yes, there is. There is one bag.
S2: Is there any bread in the cupboard?
S1: Yes, there is. There is one loaf.
S2: Is there any soy sauce in the cupboard?
S1: Yes, there is. There are two bottles.

S2: Are there any biscuits in the cupboard?

S1: Yes, there are. There is one tin.

S2: Is there any coffee in the cupboard?

S1: No, there isn't any.

S2: Is there any tea in the cupboard?

S1: No, there isn't any.

S2: Are there any jars in the cupboard?

S1: Yes, there are. There are five jars.

C S1's sentences:

There isn't any water in the fridge.

There are three cans of Coca-Cola in the fridge.

There is one loaf of bread in the fridge.

There are two cakes in the fridge.

There aren't any bananas in the fridge.

There are four apples in the fridge.

There aren't any chocolates in the fridge.

S2's sentences:

There aren't any eggs in the cupboard.

There is one bag of rice in the cupboard.

There is one loaf of bread in the cupboard.

There are two bottles of soy sauce in the cupboard.

There is one tin of biscuits in the cupboard.

There isn't any coffee in the cupboard.

There isn't any tea in the cupboard.

There are five jars in the cupboard.

B

**First-aid Classes
Application Form**

Full name: Sabah Hasan

Date of birth: 21st October, 1990

Place of birth: Lahore

Address: 12 Davis Road, Lahore

Telephone number: 3715823

School: Model Town College

Interests: Sports (swimming)

Comments: She wants to be a nurse.

GUIDED CONVERSATION Pages 142–143

A The correct order for the pictures is: 2, 6, 5, 3, 9, 7, 1, 8, 4.

B SAMPLE DIALOGUE:

Policeman: When did you wake up?

Boy: I woke up at 2 o'clock.

Policeman: Why did you wake up?

Boy: A bright light lit up the room.

Policeman: What did you do?

Boy: I looked out of the window.

Policeman: What did you do then?

Boy: I went to tell my mother.

Policeman: Did your mother also see the UFO?

Boy: Yes, she did.

Policeman: What did she do then?

Boy: She called the police.

Policeman: When did the UFO fly away?

Boy: At about 2.30.

Policeman: What did it look like?

Boy: Like a flying saucer. It was round and had a dome on the top.

Policeman: Were you frightened?

Boy: Yes, I was.

Unit 13 **Saving the Past**

COMPREHENSION Pages 145–146

- A**
- 1 No.
 - 2 Yes.
 - 3 The Lahore Fort, Badshahi Mosque, Shalimar Gardens, and the Tombs of Jahangir and Noor Jehan.
 - 4 Central Museum and the High Court.
 - 5 Both.
 - 6 The Government of Pakistan.
 - 7 To repair the damaged parts of the Fort.
 - 8 Not to touch anything or not to enter certain parts of the building.
 - 9 In the place where the historic meeting of 1940 was held.
 - 10 1940.
- B**
- | | | |
|-----------|-----------|-----------|
| 1 True. | 4 True. | 7 Untrue. |
| 2 Untrue. | 5 Untrue. | 8 True. |
| 3 Untrue. | 6 Untrue. | 9 True. |

NEW WORDS

The people of Pakistan understand that they must *preserve* their *heritage*. So the Government has declared many *historical* places protected *monuments*. The *Department of Archaeology* looks after these places. They have *repaired* damaged parts of old buildings. They want to save these buildings from *decay*. We must *obey* the signs placed in old buildings, and we must *respect* the past.

LANGUAGE PRACTICE Pages 147–150

- A**
- 4 a. S1: What's the matter?
S2: I've lost my handkerchief.
S1: It doesn't matter. I'll give you another one.
 - b. S1: May I speak to Mrs Alvi, please?
S2: I'm sorry. She's not here. She's gone to the market.
 - c. S1: Would you please move your car?
S2: Yes, certainly. There! Now I've moved it.
S1: Thank you very much.
S2: Not at all.
 - d. S1: Would you please sweep the floor?
S2: Yes, certainly. There! Now I've swept it.
S1: Thank you very much.

- S2: Not at all.
- e. S1: May I speak to Dr Khan, please.
S2: I'm sorry. He's not here. He's gone to the hospital.
- f. S1: Would you please cook the dinner?
S2: Yes, certainly. There! Now I've cooked it.
S1: Thank you very much.
S2: Not at all.
- g. S1: What's the matter?
S2: I've dropped my ice-cream.
S1: It doesn't matter. I'll give you another one.
- h. S1: May I speak to Mr Rana, please?
S2: I'm sorry. He's not here. He's gone to the office.

Using English Pages 155–156

A 1	Item	Amount
	rolls	6
	oranges	6
	apple juice	4 cartoons
	chicken wings	6 (3 each)

- a. Because it's too heavy.
b. Because they are already taking oranges.
c. Because they need some drinks, fruit, and some chicken wings.
d. Because they don't think they need it. (They have apple juice.)
- 2 Asma's five suggestions are:
Let's put in fifty rupees each.
Let's take some rolls.
Let's take a watermelon.
Let's take a few cartoons of orange juice.
Let's take three each.

3 SAMPLE DIALOGUE:

- S1: Let's go to Sandspit.
S2: Oh, no. *Sandspit is too crowded. I think we should go to Hawkes Bay.*
S1: Fine.
S2: *Let's leave at half past six in the morning.*
S1: Oh, no. *Half past six is too early. Let's leave at eight.*
S2: Fine.

Test Paper

PART 1 Pages 158–160

SECTION A READING COMPREHENSION

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

SECTION B

17 B	21 D	25 A	29 B
18 B	22 A	26 D	30 A
19 D	23 C	27 D	31 B
20 C	24 B	28 A	32 B

PART 2 Pages 160–164

SECTION A FOLLOWING INSTRUCTIONS/PROBLEM SOLVING

1	a. Week 3.	b. Rs 54.10	c. Week 1.
2		0 0 0	0 0
		0 0 0	0 0
		0 0 0	0 0
		0 0 0	0 0
		0 0 0	0 0

- 3 (P) Raza Hasan.
(Q) Male.
(R) 14 December 1980.
(S) Station Road, Multan.
(T) Multan Government Secondary School.
(U) Model Town, Lahore.

**Advance
with
English
1**

Workbook

Answer Key



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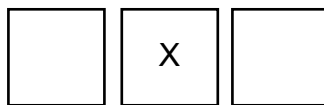
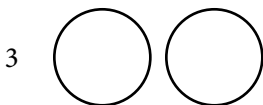
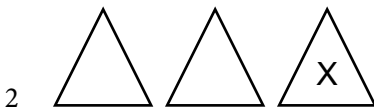
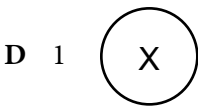
Unit 1

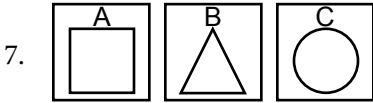
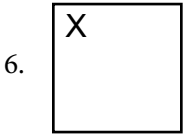
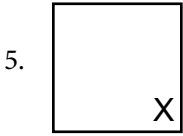
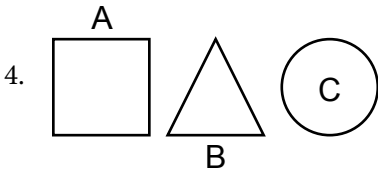
Pages 1–4

- A 2 *These are my brothers. This is Wasim. This is Sajid.*
3 *These are my aunts. This is Aunt Asma. This is Aunt Zainab.*
4 *These are my cousins. This is Sheila. This is Ian. This is John.*
6 *This is my mother.*
7 *This is my father.*
8 *This is my grandmother.*
9 *This is my grandfather.*

B	[s]		[z]		[iz]
dots	floats	signs	nibs	beaches	pages
marks	ships	aids	showers	faces	services
locks	toilets	hills	cars	oranges	cages
seats	maps	piers	roads	buses	houses

- C Marium: *These are my ears.* Mit: I see, *those are your ears.*
Marium: *This is my nose.* Mit: I see, *that is your nose.*
Mit: Are these my toes? Marium: No, *those are your fingers.*
Mit: Is *this* my ankle? Marium: No, *that is your wrist.*
Mit: Are *these* my teeth? Marium: Yes, *those are your teeth.*
Mit: Is *this* my mouth? Marium: Yes, *that is your mouth.*
Mit: Are *these* my eyes? Marium: Yes, *those are your eyes.*

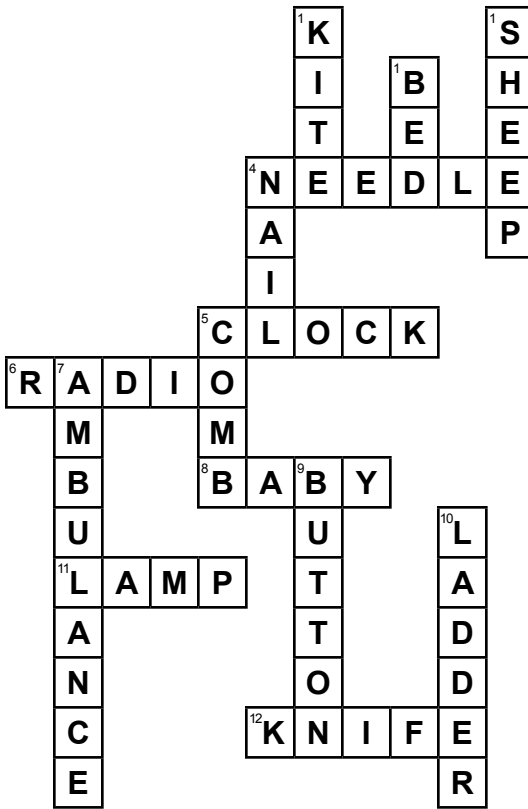




Unit 2

Pages 5–7

A



B Mit's questions:

- 3 What is this?
- 4 What are these?
- 5 What is this?
- 6 What are these?
- 7 What are these?
- 8 What is this?
- 9 What are these?
- 10 What is this?
- 11 What are these?

Marium's answers:

- It is a clock.
They are knives.
It is an ant.
They are eggs.
They are sailors.
It is a cinema.
They are matches.
It is a boat.
They are hammers.

- | | | |
|----|-----------------|--------------------|
| 12 | What is this? | It is a tap. |
| 13 | What is this? | It is a telephone. |
| 14 | What are these? | They are shoes. |
| 15 | What are these? | They are horses. |
| 16 | What is this? | It is a tie. |

- C Asif: Asif Khan, speaking.
Azam: May I speak to Tony, please?
Asif: I'm sorry, I think you've got the wrong number.
Azam: Isn't that 4754900?
Asif: No, it isn't. This is 4794900.
Azam: Oh, I'm very sorry.
Asif: Not at all. Goodbye.
Azam: Goodbye.

Unit 3

Pages 8–10

- A**
- | | | |
|----|------------------------|---|
| 3 | Where is the lamp? | It is on the table. |
| 4 | Where are the vases? | They are on the shelf. |
| 5 | Where is the man? | He is behind the chair. |
| 6 | Where are the coats? | They are behind the door. |
| 7 | Where is the dog? | It is under the table. |
| 8 | Where are the cats? | They are under the table. |
| 9 | Where is the birdcage? | It is above the television. |
| 10 | Where is the light? | It is above the table. |
| 11 | Where is the cloth? | It is on/over the television. |
| 12 | Where is the cloth? | It is over the birdcage. |
| 13 | Where is the girl? | She is between the boys. |
| 14 | Where is the dog? | It is between the cats. |
| 15 | Where is the jug? | It is next to the vases. |
| 16 | Where are the vases? | They are next to the radio. |
| 17 | Where are the vases? | They are between the jug and the radio. |
| 18 | Where is the ashtray? | It is on the coffee table. |

- B**
- 2 Multiply two hundred and one by four.
The answer is eight hundred and four.
- 3 Add five hundred and sixty-four and six hundred and eighty-nine.
The answer is one thousand two hundred and fifty-three.
- 4 Subtract thirty-nine from ninety-eight.
The answer is fifty-nine.
- 5 Add one thousand and eight, and nine hundred and ninety-three.
The answer is two thousand and one.
- 6 Divide one million by ten thousand.
The answer is one hundred.

- C**
- 2 Can you please tell me the time?/Can you tell me the time, please?
- 3 Could you tell me the time, please?/Could you please tell me the time?
- 4 What time is it, please?
- 5 Do you know what time it is, please?

- D**
- 2 It's ten past eight.
 - 3 It's (a) quarter past nine.
 - 4 It's five thirty-three.
 - 5 It's (a) quarter to four.
 - 6 Could you tell me the time, please?
It's twenty-five to three.
 - 7 What's the time, please?
It's ten to ten.
 - 8 Can you tell me the time, please?
It's twenty to seven.
 - 9 Do you know what time it is, please?
It's (a) quarter past twelve.
 - 10 What's the time, please?
It's twenty to four.

Unit 4

Pages 11–13

A

December 1986					
Sunday	–	7	14(C)	21	28
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30(HH)
Wednesday	3	10(Ho)	17	24	31(LC)
Thursday	4	11(MB)	18	25	
Friday	5(L)	12	19(T)	26	
Saturday	6	13	20(T)	27	

B

- 1 She bought *a* banana, *an* apple and *an* orange, but *the* banana was bad and *the* apple and *the* orange were very small.
- 2 I will give you *a* pencil and *a* piece of paper but *the* pencil is broken.
- 3 My sister plays *the* piano. Do you play *an* instrument?
- 4 I had *an* egg and *a* cup of coffee for breakfast this morning but *the* coffee was cold.
- 5 There was *a* spider on *the* ceiling. It was trying to catch *an* insect but *the* insect was too quick and *the* spider did not catch it.
- 6 Miss Shah is one of *the* teachers in our school. She is *a* very good teacher. She teaches us English and Geography.
- 7 Hamid is *a* very tall boy. He is *the* tallest boy in *the* school.
- 8 In *the* evenings he likes to look at *the* moon and *the* stars in *the* sky.
- 9 We are going to *the* cinema tonight. We are going to see *an* exciting film.
- 10 I am going to stay at home tomorrow and listen to *the* radio.

C

- 1 Hamid goes to *school* by *bus*.
- 2 Samra goes to *school* by *van*.
- 3 Kiran is going to *the cinema*. She is going by *bus*.
- 4 Mr Khan goes to *the office/work* by *car*.
- 5 Mr Khan goes *home* at *six o'clock* in the evening.
- 6 Next week Mr Khan is going to *England/the UK/the United*

Kingdom. He is going by sea/ship. He will go through the Mediterranean/the Mediterranean Sea and sail up the Thames/the River Thames to London.

7 Mr Raza is going to *America/the USA/the United States of America* by *plane/air*.

- D**
- 1 There is a stream on the west of the school building.
 - 2 Ship Street.
 - 3 Classroom 6.
 - 4 The Music room.
 - 5 The Headmaster's room.
 - 6 The hall.
 - 7 The east side.
 - 8 Three.
 - 9 Mr Khan.
 - 10 Mr Khan.
 - 11 Mr Malik's house.
 - 12 Six.

Unit 5

Pages 14–17

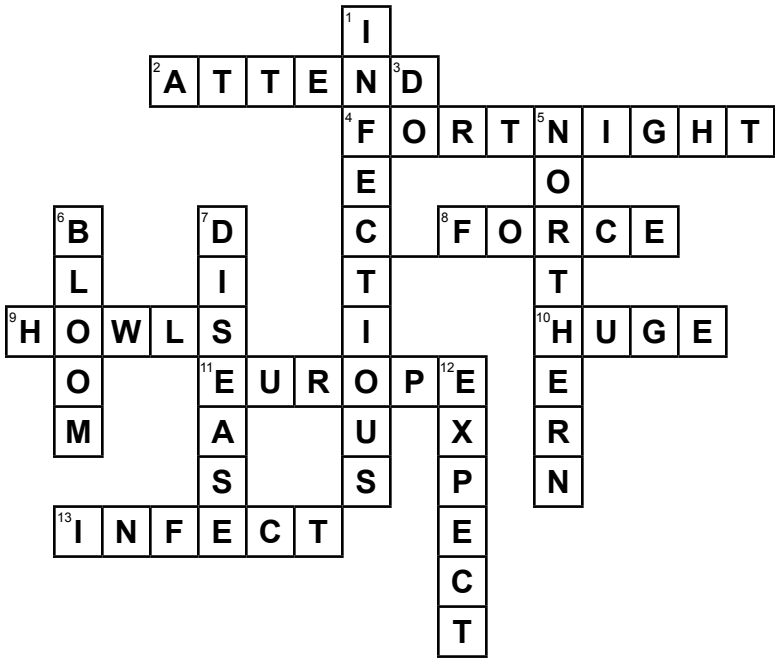
- A**
- 1 His name is Raza Ali.
 - 2 His address is 45 South Ave., Clifton, Karachi.
 - 3 His telephone number is 5961561.
 - 4 He is 12 (years old).
 - 5 His date of birth is 23.3.96.
 - 6 He is a student.
 - 7 What is her name? Her name is Sara Khan.
 - 8 What is her address? Her address is Flat 13C, 150 Main Street, Lahore Cantt.
 - 9 What is her telephone number? Her telephone number is 375582.
 - 10 What is her age? She is 13 (years old).
 - 11 What is her date of birth? Her date of birth is 10.11.95.
 - 12 What is her occupation? She is a student.

B

Mr Khan's flat	Mr Rafi's flat	Mr Wasi's flat
Mr Salim's flat	Mr Hasan's flat	Mr Chinoy's flat
Mr Qureshi's flat	Mr Avari's flat	Mr Kumar's flat
Mr Ali's flat	Mr Memon's flat	Mr Rao's flat

- C**
- 3 Is Mr Haider a tailor? No, he is not. He is a carpenter.
 - 4 Is Mrs Khan a nurse? No, she is not. She is a doctor.
 - 5 Is Mr Ansar a fireman? Yes, he is. He is a fireman.
 - 6 Is Miss Latif a waitress? Yes, she is. She is waitress.
 - 7 Is Mr Baig a soldier? No, he is not. He is a sailor.
 - 8 Is Miss Zaid a typist? No, she is not. She is a policewoman.
 - 9 Is Mr Ismail a mechanic? Yes, he is. He is a mechanic.
 - 10 Is Mr Rais a postman? No, he is not. He is a bus-driver.
 - 11 Is Mrs D'Souza a typist? Yes, she is. She is a typist.
 - 12 Is Miss Ahmed a nurse? No, she is not. She is a hairdresser.

D



Unit 6

Pages 18–20

- A**
- 2 They = Rashid and Khalid.
 - 3 it = my book; them = Shoaib and Amir.
 - 4 They = Mr and Mrs Faiz; her = my mother.
 - 5 She = Carol; it = badminton.
 - 6 *He* likes *him* very much.
 - 7 *It* barked at *her* and then bit *her*.
 - 8 *She* scolded *us*.
 - 9 *She* did not enjoy *it* very much.
 - 10 *They* say *he* is very dangerous.
- B**
- 1 C
 - 2 C
 - 3 B
 - 4 C
- C**
- 2 Are the children standing? No, they are not.
What are they doing? They are sitting.
Where are they sitting? They are sitting in the bus.
 - 3 Is the girl running? No, she is not.
What is she doing? She is walking.
Where is she walking? She is walking to school.
 - 4 Is the boy reading? No, he is not.
What is he doing? He is writing.
Where is he writing? He is writing in his book/at his desk.

D

D
1 S T I N G
2 S T A T U E
3 B A T H E
4 P E T A L S
5 A P P E A R
6 M O V E M E N T
7 C R A W L
8 B R E A T H
9 V A S E
10 S R E E D Y

11 P O P U L A R
12 H O L D
13 B R E A S T
14 G L I D E
15 T U R N
16 M I S E R
17 S T R O K E
18 H U M A N
19 C R O S S
R
20 M I D A S
21 W A I T
22 B U B B L E S

Unit 7

Pages 21–23

- A**
- 2 Four.
 - 3 No, there isn't.
 - 4 Yes, there are.
 - 5 Ten.
 - 6 No, there isn't.
 - 7 Eighteen.
 - 8 Yes, there are.
 - 10 How many grapes are there on the second bunch? Eighteen.
 - 11 Are there any grapes on the first bunch? Yes, there are.
 - 12 Is there any fruit on the first tree? No, there isn't.
 - 13 Are there any leaves on the first bunch? Yes, there are.
 - 14 How many grapes are there on the third bunch? Eighteen.
 - 15 Are there any leaves on the third tree? No, there aren't.
- B**
- 2 True.
 - 3 True.
 - 4 True.
 - 5 Untrue.
 - 6 Untrue.
 - 7 Untrue.
 - 8 Untrue.
 - 9 Untrue.
 - 10 True.
 - 11 Untrue.
 - 12 Untrue.
 - 13 Untrue.
 - 14 True.

Unit 8

Pages 24–27

- A**
- 3 There is somebody in the taxi but there isn't anybody in the bus.
 - 4 There is something in the box but there isn't anything in the basket.
 - 5 There is someone on the chair but there isn't anyone on the table.
 - 6 There is somebody in the water but there isn't anyone on the beach.
 - 7 There is something on the plate but there isn't anything in the pot.
 - 8 There is someone in the aeroplane but there isn't anyone on the bicycle.
- B**
- 2 Is there anyone behind the tree?
Yes, there is. There is someone behind the tree.
Is there anyone in front of the tree?
No, there isn't. There isn't anyone in front of the tree.
 - 3 Is there anybody under the car?
Yes, there is. There is somebody under the car.
Is there anybody in the car?
No, there isn't. There isn't anybody in the car.
 - 4 Is there anything between the houses?
Yes, there is. There is something between the houses.
Is there anything above the houses?
No, there isn't. There isn't anything above the houses.
- C**
- 2 No, nobody is fishing.
 - 3 No, nothing is on the table.
 - 4 No, no one is running.
 - 5 No, nobody is playing football.
 - 6 No, nothing is under the table.
 - 7 No, no one is crying.
 - 8 No, no one is laughing.

- D** 4 No, I met no one.
5 No, he spoke to nobody.
6 No, she broke nothing.
7 No, they heard no one.
8 No, he felt nothing.
9 No, I heard nothing.
10 No, she wrote nothing.

E 'Which books are yours?' asked Meher.
'These three are mine,' said Sara, 'and those two are Mona's.'
'Where is mine?' asked Meher.
'That's yours on the shelf,' replied Sara.
'No, it's not,' said Meher. 'That's Zehra's. I know it's Zehra's because its cover is torn.'

F Mr Khan's son.

Unit 9

Pages 28–30

- A**
- 1 Yes, there are.
 - 2 Two.
 - 3 Munni Begum and Nayyara Noor.
 - 4 At the Open Air Theatre.
 - 5 At 8.00 p.m.
 - 6 Yes, there are.
 - 7 For handicapped children.
 - 8 Chunoo Munoo.
 - 9 Four.
 - 10 Four days.
 - 11 Four.
 - 12 Two days.
 - 13 Two shows.
 - 14 6360040, 6367395.
- B**
- 2 Which station is the second stop? Vauxhall.
 - 3 Which stations are between Stockwell and Victoria?
Vauxhall and Pimlico.
 - 4 Which stations are between Vauxhall and Warren Street?
Pimlico, Victoria, Green Park and Oxford Circus.
 - 5 Which station is the fifth station after Vauxhall? Warren Street.
 - 6 Which station is the second stop after Euston? Highbury.
 - 7 Which stations are between King's Cross and Finsbury Park?
Highbury.
 - 8 Which station is at the end of the line? Seven Sisters.
- C**
- 3 The tenth.
 - 4 The sixteenth.
 - 5 The seventeenth.
 - 6 The twenty-fourth.
 - 7 The twenty-seventh.
 - 8 The twenty-ninth.
 - 9 The thirty-fourth.
 - 10 The thirty-fifth.

Unit 10

Pages 31–33

- A**
- | | | | |
|---|------------|----|----------|
| 2 | monkeys | 9 | axes |
| 3 | stories | 10 | watches |
| 4 | countries | 11 | women |
| 5 | thieves | 12 | teeth |
| 6 | wives | 13 | children |
| 7 | volcanoes | 14 | feet |
| 8 | mosquitoes | | |

- B**
- | | | | |
|---|------------|----|-----------|
| 2 | successful | 7 | fearful |
| 3 | painful | 8 | powerful |
| 4 | cheerful | 9 | skilful |
| 5 | helpful | 10 | beautiful |
| 6 | thoughtful | | |

- C**
- | | | | |
|---|--------|---|-------|
| 2 | collar | 5 | knife |
| 3 | this | 6 | bag |
| 4 | rules | | |

- D**
- 1 Mr Dum Dum.
 - 2 Because he is wise and cautious.
 - 3 Because he did not have a light on his bicycle.
 - 4 Very bright.
 - 5 Mr Bright.
 - 6 Careful.
 - 7 Two.
 - 8 On the rear mudguard.
 - 9 A car bumped into the back of his bicycle.
 - 10 Never.
 - 11 Not very often/hardly ever.
 - 12 The Highway Code.

Unit 11

Pages 34–37

- A**
- 1 *Bread is* made from flour. *It is* made by a baker.
 - 2 *Shoes are* often made of leather. We buy *them* in shoe shops.
 - 3 *Ice is* cold. We put *it* in drinks.
 - 4 *Flowers are* beautiful. We put *them* in vases.
 - 5 *Wool is* very warm. We often use *it* to make clothes for winter.
 - 6 *Rulers are* often made of wood. We use *them* for measuring.
 - 7 *Wood is* used to make many things because *it is* cheap.
 - 8 *Maps are* very useful. Many people use *them*.
 - 9 *Ship are* sometimes made of steel but sometimes *they are* made of wood.
 - 10 *Coal is* dug from the ground. *It* burns easily.
 - 11 *Ink is* used for writing. We can buy *it* in a stationery shop.
 - 12 *Cloth is* used for making clothes. A lot of *clothes are* made in Pakistan.
 - 13 *Fruit is* sometimes cheap but sometimes *it is* not.
 - 14 *Grass is* green. Cows like to eat *it*.
 - 15 *Jam is* sweet. We often eat *it* on bread.
 - 16 *Paper is* very useful. We need *it* to make books.
- B**
- | | |
|-------------------------|-----------------------|
| 1 Six. | 9 The carton of milk. |
| 2 The bowl of salad. | 10 Fourteen. |
| 3 Rs 15. | 11 Rs 83. |
| 4 Rs 90. | 12 Rs 42.50. |
| 5 Five. | 13 Rs 310. |
| 6 The pair of trousers. | 14 Rs 204. |
| 7 The piece of paper. | 15 Rs. 69.40. |
| 8 90 ps. | |
- C**
- 2 How much does a bottle of sauce cost? It costs Rs 30.
 - 3 How much does a tin of beans cost? It costs Rs 10.50.
 - 4 How much does a packet of biscuits cost? It costs Rs 14.
 - 5 How much does a piece of chalk cost? It costs 90 ps.
 - 6 How much does a pair of socks cost? It costs Rs 25.

Unit 12

Pages 38–41

- A**
- 3 Is there any ink in the shop? Yes, there is.
 - 4 Are there any files in the shop? No, there aren't.
 - 5 Are there any paintbrushes in the shop? No, there aren't.
 - 6 Are there any paper clips in the shop? Yes, there are.
 - 7 Are there any staplers in the shop? Yes, there are.
 - 8 Is there any glue in the shop? No, there isn't.
 - 9 Are there any pencils in the shop? Yes, there are.
 - 10 Are there any ball point pens in the shop? Yes, there are.
 - 11 Are there any rubbers in the shop? Yes, there are.
 - 12 Is there any chalk in the shop? No, there isn't.
 - 13 Are there any rulers in the shop? Yes, there are.
 - 14 Is there any paint in the shop? No, there isn't.
 - 15 Are there any crayons in the shop? No, there aren't.
 - 16 Is there any lined paper in the shop? Yes, there is.
 - 17 Is there any graph paper in the shop? No, there isn't.
 - 18 Is there any typing paper in the shop? No, there isn't.
 - 19 Are there any fountain pens in the shop? Yes, there are.
 - 20 Are there any typewriters in the shop? No, there aren't.
 - 21 Is there any Blu-Tak in the shop? Yes, there is.
 - 22 Are there any pocket calculators in the shop? No, there aren't.
 - 23 Are there any notebooks in the shop? No, there aren't.

- B**
- | | |
|---------------|--------------|
| 1 describe | 6 adventure |
| 2 accurate | 7 hollow |
| 3 inventor | 8 knowledge |
| 4 scientific | 9 explorers |
| 5 imagination | 10 invention |

- C**
- 1 In 1966 the total population of Sim City *was* about 200,000. In 1972 it *rose* to about 300,000. By 1978 it *was* about 550,000 and in 1983 it *rose* to 68,000. In 1988 it was about 900,000 and by 1996 it *rose* to nearly 1,000,000.
 - 2 The number of people living in private housing in Sim City in 1966 *was* about 70,000. In 1972 it *rose* to about 75,000. By 1978 it *was* about 125,000, and in 1983 it *rose* to 210,000. In 1988 it was about 300,000 and by 1996 it *rose* to about 320,000.

3 The number of people living in public housing in Sim City in 1966 was about 130,000. In 1972 it rose to about 230,000. By 1978 it was about 450,000 and in 1983 it rose to 480,000. In 1988 it was about 600,000 and by 1993 it rose to about 680,000.

- D 2 'No,' said Bina. 'It's not *his*, it's *Amina's*.'
- 3 'No,' said Tariq. 'It's not *hers*, it's *mine*.'
- 4 'No,' said Ali. 'It's not *yours*, it's *mine*.'
- 5 'No,' said Mr and Mrs Rao. 'It's not *theirs*, it's *ours*.'
- 6 'No,' said Mr and Mrs Abid. 'It's not *yours*, it's *ours*.'

Unit 13

Pages 42–45

- A**
- 2 Farah is going to cross the road. She is crossing the road. She has crossed the road.
 - 3 The plane is going to take off. It is taking off. It has taken off.
 - 4 We are going to play tennis. We are playing tennis. We have played tennis.
 - 5 The Raza family are going to have dinner. They are having dinner. They have had dinner.
- B**
- 2 S1: Mr Shah has been to England but he hasn't been to Sri Lanka.
S2: Has he been to Japan?
S1: I don't know.
 - 3 S1: William has read *Dream of the Red Chamber* but he hasn't read *Water Margin*.
S2: Has he read *Journey to the West*?
S1: I don't know.
 - 4 S1: Mr and Mrs Bari have stayed at the Star but they haven't stayed at the Ambassador.
S2: Have they stayed at the International?
S1: I don't know.
 - 5 S1: Hasan and Akbar have played tennis but they haven't played badminton.
S2: Have they played squash?
S1: I don't know.
 - 6 S1: Sana has eaten Chinese food but she hasn't eaten Japanese food.
S2: Has she eaten Italian food?
S1: I don't know.
 - 7 S1: Miss Kamal has worked for a bank but she hasn't worked for a shipping company.
S2: Has she worked for an insurance company?
S1: I don't know.
 - 8 S1: Mr Ayub has visited Quetta but he hasn't visited Faisalabad.
S2: Has he visited Multan?
S1: I don't know.

- C 1 He is going to jump. He is jumping. He has jumped.
2 He is going to dive. He is diving. He has dived.
3 He is going to lift it. He is lifting it. He has lifted it.
4 The ship is going to sink. The ship is sinking. The ship has sunk.
5 She is going to eat it. She is eating it. She has eaten it.
6 He is going to draw it. He is drawing it. He has drawn it.