

**Advance
with
English
3**

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 practical information that will be useful for the students. A good example is the *Fire* passage in Unit 2. After reading about the potentially devastating effects of a serious outbreak of fire, students could be encouraged to think about fire hazards, inside and outside the home and about precautions that may be taken to prevent the outbreak of fire. Similarly, in addition to simply reading *Life in the Universe*, Unit 12's reading passage, students could be encouraged to use their imagination to consider what it might be like for humans to live on the moon, or elsewhere in the Universe, and what systems would be needed to facilitate travel and communication between Earth and residents of other planets.

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. In this way you will be able to see how aware the students are about the subject in question before you refer to the book. For example, before the students read the *Fire* passage in Unit 2, the teacher could discuss the causes of fire inside and outside the home, methods of fire prevention and what may happen if a serious fire does break out. 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 *Fire* passage, the teacher might ask, 'What can we do to prevent fire in the home, school, and countryside?' Such a question will help students focus their attention on specific items in the passage 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 a problem 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 11, 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.

VOCABULARY

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 _____'.

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 6, *Language Practice G* (pages 76–77), by asking S1 to cover S2's sister's diary and S2 to cover S1's diary, 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. In this way, the students are getting plenty of practice at asking and answering questions using the structure that is being taught in this unit, but, at the same time, they are being given the opportunity to *use* the structure in a totally realistic situation. Wherever possible and practical, teachers should present students with situations which are realistic and, in this way, allow them to practise linguistic structures in a realistic context.

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.

In some cases, the teacher can stimulate the students' interest in the exercises by asking them the questions that arise before allowing them to look at the text. For example, before letting students look at *Reading for Information, Machine Intelligence*, in Unit 6, the teacher could first find out what students know about home computers and how they might be used in the home. In this way, the teacher can prepare the students for the subject they will be reading about and introduce some of the more complicated items of vocabulary, before asking them to actually read the passage.

USING ENGLISH

This section gives students the opportunity to use English in a communicative situation. In *Advance with English 3*, for example, it includes such topics as 'Making complaints', 'Making assumptions and guesses', 'Giving warnings and advice' and 'Finding out information'.

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 CONVERSATION

Many of the conversations to be practised are made more meaningful and communicative by giving alternatives in each part of the conversation (so to make up a conversation, the students must listen carefully to what is being said and choose a sensible response from the alternatives given. An example of this type of exercise occurs in Unit 5). In other instances, students may need to refer to diagrams or maps in order to continue the conversation meaningfully, as in the Unit 4 *Guided Conversation*.

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 3* and *Workbook 3* 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
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Workbook

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Unit 1 Noise in the Cities

COMPREHENSION Pages 3–4

- A**
- 1 In Britain.
 - 2 Britain.
 - 3 The noise made by machines.
 - 4 Britain, Japan, America, and Norway.
 - 5 No, there are very few.
 - 6 To blow the horn of a vehicle.
 - 7 Pakistan.
 - 8 Not many complaints are received.
 - 9 In decibels.
 - 10 Yes.
 - 11 Yes.
 - 12 A thunderclap or a jet plane taking off.
- B**
- 1 He is paid money as a compensation.
 - 2 In Pakistan.
 - 3 Noise can cause deafness if the noise is continuous and if it is over 85 decibels.
 - 4 It can make them tired and anxious.
 - 5 d.
 - 6 Because pop music when played through powerful amplifiers can reach 120 decibels at a distance of one and a half metres.
 - 7 Noise can make office workers produce poorer work out but cheerful music can help factory workers to work better.

VOCABULARY Pages 4–5

- A** The British Government has made some laws to reduce noise. *Moreover* it has spent a lot of money for the same purpose. As a result of these laws, when a factory worker becomes deaf, he is given *compensation*.

In Pakistan there are very few laws to *keep down* noise and anyone who breaks them may be *prosecuted*. There are *regulations* to reduce noise in some city areas. Few people in Pakistan, however, complain about noise, and this is strange because noise does a lot of harm. *Deafness* can be caused by a continuous noise over 85 *decibels* and less noise can make people tired and *anxious*. Scientists believe that in Britain today, 10 per cent of all workers are being *deafened* by noise.

Pop music is another danger. Played through powerful *amplifiers*, it can produce noise almost as loud as a *thunderclap* and many American *teenagers* have been *deafened* by it.

Furthermore, noise can make people less *efficient* though it is true that some factory workers do better when listening to *lively* music.

B Moreover: gives us more information.

However: gives us different or contrasting information.

For example: gives us an example.

As a result: tells us the result of something.

We have no laws about compensation. *As a result*, workers cannot make claims if they become deaf.

We have many laws against noise. *However*, many people think these are not enough.

There are not enough laws against noise. *However*, there are laws to control noise from machines.

His car is almost new. *However*, it is in poor condition.

There are many ways to cook an egg. *For example*, you can boil it.

Her bicycle is almost new. *Moreover*, it is in first-class condition.

She broke the school rules. *As a result*, she was punished.

Note: The above sentences can be in any order.

LANGUAGE PRACTICE Pages 6–11

A 1 Some doctors write *neatly* and *clearly* but most write very *quickly* and *untidily*. They sometimes write so *badly* that even the *chemist* cannot read their writing.

A lady invited a doctor to *dinner*. He wrote his reply so *carelessly* that she could not read it. She asked her husband *anxiously* what she should do. He frowned *thoughtfully* and then suggested that she should ask a chemist to *read* it for her. The chemist looked at it *carefully* and then got his glasses and looked at it more *closely*. Then he gave the lady a bottle. He did not *read* the note carefully. He thought that the note was a prescription for medicine!

- 3
- | | | |
|--------------|---------------|---------------|
| a. easily | d. quickly | g. gratefully |
| b. carefully | e. carelessly | h. closely |
| c. politely | f. cheerfully | i. anxiously |

- B** When you add -ly to an adjective ending in -y, the -y becomes -ily.
Huma arrived home at eight o'clock. She had been working *hard* all day and felt tired. She opened the front door *wearily* and walked into the living room. It was empty but the radio was playing *noisily*. She turned it down. Some newspapers were lying on the floor *untidily*. She picked them up and put them on the table. She walked into the kitchen. There was no one there either, but Suzy, the cat, lay sleeping in the corner by the stove.
'Where is everyone?' thought Huma *sadly*. 'Have they gone out and left us alone again?' she said to Suzy. Then she saw a note lying on the table. She picked it up and, as she read it, she began to smile *happily*. 'We are having dinner at the Red Onion,' it said. 'Come and join us.'

C 1 This is how to treat a simple cut or scratch.

Firstly, wash your hands thoroughly.

Secondly, wash the area around the wound with a clean cloth and soap and water.

After that, wash the wound with a clean cloth.

Afterwards, apply an antiseptic to the wound and to the skin around the wound.

Finally, cover the wound with a clean cloth and hold it in place with a bandage or adhesive tape.

Note: In the explanations of the four tasks given above, any of the alternative connecting words given in the box beside each step may be used.

2 Mrs Shah sewed a button.

Firstly, she found a button that matched the other buttons in size and colour.

Next, she threaded a needle with some strong thread of the right colour.

Then, she pulled out the old pieces of thread. After that, she sewed on the button firmly and neatly.

Finally, she wound the thread around the button and tied it.

USING ENGLISH *Pages 11–12*

- A**
- 1 Gulshan-i-Iqbal.
 - 2 Nearly midnight.
 - 3 Trying to sleep.
 - 4 His next-door neighbour is playing pop music very loudly.
 - 5 To go and complain.
 - 6 Yes, he is polite.
 - 7 Yes, he is.

- C**
- 1 Excuse me.
 - 2 The shop assistant says, 'Can I help you?'
 - 3 A watch.
 - 4 The strap has broken.
 - 5 Yes, he is.
 - 6 The receipt.
 - 7 To check when and where the watch was bought.
 - 8 To get another one.
 - 9 The watch.
 - 10 Yes.

GUIDED COMPOSITION *Pages 13–14*

- A** First, Ansar took a hamburger from the refrigerator.
Then, he poured some oil into a pan.
Then, he heated the oil.
Next, he put the hamburger into the pan.
Then, he fried the hamburger for ten minutes.
After that, he poured some tomato ketchup on top of the hamburger.

B SAMPLE LETTER:

Flat 5A,
Mehran Towers,
Clifton, Karachi.

26th October, 2007

The Manager,
Shiraz Building Co.,
4/F, Queen's Building,
I.I. Chundrigar Road,
Karachi.

Dear Sir,

I am writing to complain about the noise from your building site on Clifton, Karachi.

Every night, the machines go on until 8 or 9 p.m. Last night, they were still working at 10 p.m. The noise disturbs my family very much and makes it very difficult to hear the television or get to sleep.

Please could you obey the law which says that all building machines must stop at 7 p.m. If you do not stop the noise on your building site after 7 p.m., I shall report the matter to the police.

Yours faithfully,

Bina Shah

Unit 2 Fire

COMPREHENSION Page 17

- A
- 1 Three.
 - 2 Everything is dry.
 - 3 Soon.
 - 4 Four.
 - 5 Their homes have been burnt.
 - 6 Some will find a home with relatives and others will have to go into emergency shelters provided by the Government.
 - 7 Hot meals, blankets, and cooking utensils.
 - 8 In 1987.
 - 9 In North Karachi.
 - 10 Careless people.

- B
- 1 It may be in a squatter area where huts are close together; everything may be very dry; there may also be a strong wind; wooden buildings burn quickly.
 - 2 Firemen.
 - 3 It means the firemen have stopped the fire from spreading but it is not completely out.
 - 4 No. There are Fire Brigades in all the the large cities and towns.
 - 5 Fires can be prevented only if everyone is careful.

- C A fire may *be* started in a number of ways, and it may *spread* very quickly if the conditions *are* right. The firemen arrive very *soon/quickly* but it may take hours or sometimes even *days* to get the fire *under* control. Very often the *casualties* include some of the firemen, who risk *their* lives almost every day.

After a fire, those unlucky people who are *homeless* have to be given shelter unless they can live with *relatives*. They are also given food, blankets, and cooking *utensils*. Then they have to look *for* new homes.

Thousands of *homes* were destroyed by the Sohrab Goth fire in 1987. The Government provided temporary *accommodation* and then built a *resettlement* estate. We had many more fires *since* then. We have a very good *Fire Brigade Department* made up of almost 6,500 well-trained firemen, *but* they cannot prevent fires *from* being started by *careless* people.

VOCABULARY Page 18

- A 1 casualties 2 tragedy 3 utensils
 4 scorched 5 accommodation/shelter 6 temporary

- B 1 made for—went towards
 made—caused to become
 made for—moved towards
 has up of—consisted of
- 2 a. The squatter huts were *constructed* of wood.
 b. The emergency aid *consisted of* blankets and cooking utensils.
 c. The firemen *went towards* the trapped pigs.
 d. The crackling of the flames *caused* him to *become* frightened.

LANGUAGE PRACTICE Pages 19–25

A The completed table should be:

Points tested (maximum marks: 5)	Ubaid	Ali	Simi
1 Clearness of speech	4	3.5	5
2 Neatness of writing	5	4	3
3 Accuracy of counting	3	4.5	3.5
4 Speed of working	4.5	5	3
5 Depth of thought	4.5	3.5	4
6 Tidiness of dress	3	3.5	5
7 Politeness of behaviour	4	4.5	4

Total marks: Ubaid: 28; Ali: 28.5; Simi: 27.5.

- B S2: Who wrote the most neatly?
 S1: Ubaid did. He wrote the most neatly.
 S2: Who counted the most accurately?
 S1: Ali did. He counted the most accurately.
 S2: Who worked the fastest?
 S1: Ali did. He worked the fastest.
 S2: Who thought the most deeply?
 S1: Ubaid did. He thought the most deeply.

S2: Who dressed the most tidily?

S1: Simi did. She dressed the most tidily.

S2: Who behaved the most politely?

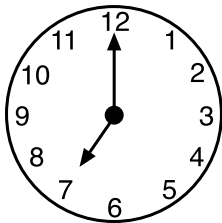
S1: Ali did. He behaved the most politely.

C SAMPLE SENTENCES:

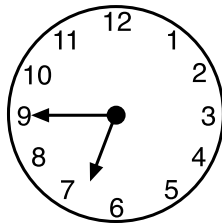
- 1 Ubaid spoke more clearly than Ali. However, Simi spoke the most clearly.
- 2 Ali wrote more neatly than Simi. However, Ubaid wrote the most neatly.
- 3 Simi counted more accurately than Ubaid. However, Ali counted the most accurately.
- 4 Ubaid worked faster than Simi. However, Ali worked the fastest.
- 5 Simi thought more deeply than Ali. However, Ubaid thought the most deeply.
- 6 Ali dressed more tidily than Ubaid. However, Simi dressed the most tidily.

- D
- 1 Asad runs as fast as Tariq but he doesn't run as fast as Sara.
 - 2 Amina runs as slowly as Raza but she doesn't run as slowly as Amir.
 - 3 Salim jogs as frequently as Naim but he doesn't jog as frequently as Sana.
 - 4 Hamid swims as far as Salman but he doesn't swim as far as Javaid.

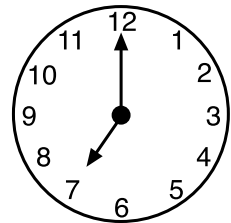
5 SAMPLE ANSWER:



Asad



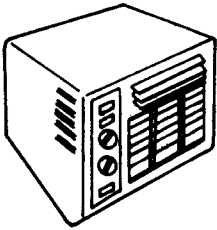
Sara



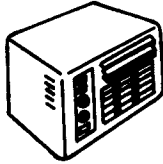
Tariq

Note: Asad's clock and Tariq's clock should show the same time and Sara's clock should show an earlier time than the other two. Various times are acceptable provided they are sensible in the context of 'gets up early'.

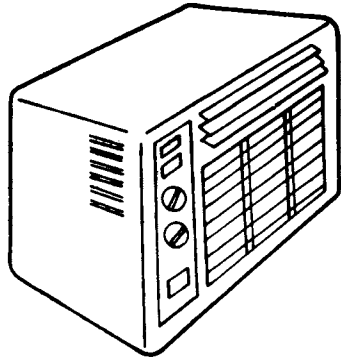
6 Sample answer:



40 decibels



45 decibels



45 decibels

Note: Taking the examples of decibels levels given on page 3 as a guide, numbers of decibels in the range 35–55 are sensible in the context of airconditioners. However, for the answer to be correct, the small and the large airconditioners should be the same number of decibels and the medium-sized one must be a lower number.

PUNCTUATION *Page 25*

- 1 'I wonder,' said the teacher, 'why no one knows the answer.'
- 2 'Sometimes,' he said, 'we have heavy rain in the evenings.'
- 3 'Where,' asked her mother, 'have you been?'
- 4 'Where have you been?' he asked. 'You should have been here long ago.'
- 5 'Here is the bottle,' she said. 'Please put it in the cupboard.'
- 6 'Thank you,' he said. 'I will call him.'

READING FOR INFORMATION *Page 25*

A Holding upright.

Turn safety-valve anticlockwise.

Aim horn at base of fire.

Press lever.

B 1 Eleven.

2 Four.

3 Classroom 7 (because the extinguisher is nearer the door).

- 4 One.
- 5 No.
- 6 Two.
- 7 Classroom 1 and classroom 2.
- 8 a. Yes.
b. No.
- 9 In the assembly hall.
- 10 Classroom 7.

- C
- 1 Alert others by shouting 'fire' repeatedly.
 - 2 A fire extinguisher.
 - 3 A fire-hose reel.
 - 4 Close the door behind you.
 - 5 Break the glass of the nearest break-glass point.
 - 6 As a class on the basketball courts.
 - 7 The teacher.
 - 8 Staircase 1.
 - 9 Staircase 2.

D SAMPLE SENTENCES:

FIRE RULES

- 1 It is essential to shout for help if you see a fire.
- 2 It is important to try to put out the fire with a fire extinguisher if possible.
- 3 It is essential never to panic in a fire.
- 4 It is essential to vacate the building immediately if you hear the fire alarm.
- 5 It is important to leave fire doors closed.
- 6 It is dangerous to block stairs with rubbish.

GUIDED COMPOSITION *Page 29*

PARAGRAPH 1

Zia Malik is eighteen years old and lives at 8D, Seaview Apartments. At present he is living alone because his parents are in Singapore on holiday.

PARAGRAPH 2

At 10.30 p.m. last night he went to bed as usual. He woke up at 2.40 a.m. because he heard a noise and later, at 2.45 a.m. went to investigate. He saw smoke coming from the flat below so he closed the window and ran to the living room. Then he unlocked and opened the front door and found the corridor totally dark and full of smoke. He closed the door and dialled '115' to report the fire.

PARAGRAPH 3

At 2.55 a.m. he waved and shouted from a window. Then one fireman saw him and put a ladder up to the window to rescue him. Then one fireman went up the ladder and helped Zia climb down the ladder. His flat was not damaged but the flat below was badly burned. Ben was not hurt.

Note: This is a sample answer only.

Unit 3 **Emergency**

COMPREHENSION Page 33

- A**
- 1 He is a policeman.
 - 2 He switched on the red light and siren.
 - 3 It was full of traffic.
 - 4 Just ahead and below.
 - 5 There was no road, only a wide deep ditch.
 - 6 He filled it with earth.
 - 7 It could not breathe.
 - 8 He had been taught what to do, as part of his training.
 - 9 A button had stuck in his throat.
 - 10 The holes in the button had let a little air through.
 - 11 A fireman arrived next bringing precious oxygen.
 - 12 The baby.
- B**
- 1 It is a serious emergency. Any help must be given as soon as possible or the child may die.
 - 2 It is a difficult emergency to deal with and he was unlucky to be on duty at that time.
 - 3 It was under construction.
 - 4 Because he jammed on his brakes.
 - 5 He had hoped to find a road linking him with the road that would take him to the child's home.
 - 6 It went ahead of the police car making a road and then held up the traffic so the police car could cross quickly.
 - 7 Yes, because it showed that it was no longer choking.
 - 8 Someone probably called him too. His oxygen might have been needed.
- C**
- A policeman does not spend *all* his time catching criminals or directing traffic. He has to be ready *for* any kind of emergency, like the policeman in the story you *have* just read. He may *have* to give first aid if there has *been* an accident, rescue someone from drowning, see that the people watching a football match behave *themselves*, help a lost child *find* its parents and generally help the public in any way he *can*.

VOCABULARY Page 34

- A
- 1 The car turned over when one of its wheels went into a *ditch* along the roadside.
 - 2 Some buildings in Karachi are over twenty *storeys* high.
 - 3 'Are you frightened of walking home in the dark?' 'Yes, I *dread* it.'
 - 4 There is an ambulance coming. I can hear its *siren*. There is a fire engine coming, too. I can see its *flashing* light.
 - 5 *When* something is very big, we say that it is *gigantic*: like a giant. Another word with a similar meaning is *enormous*.
 - 6 When all the lights went out, the little child was *terrified*. 'I'm f-f-f-frightened,' he *stammered*.
 - 7 The bulldozer was *scooping* earth from the side of the hill.
 - 8 The shop sold diamonds, rubies and other *precious* stones.

- B
- Line 11: . . . *when* I got there . . .
- Lines 11–12: . . . *using* an unfinished road . . .
- Lines 44–45: . . . drove *past* the place
- Line 47: . . . I stopped *beside* it . . .

- 1 He stood beside the fire because he was cold.
- 2 The film had started when I arrived.
- 3 She drove to the hotel using an easier route.
- 4 I walk past the fire station on my way to work.
- 5 Meet me at the station not later than six o'clock.

LANGUAGE PRACTICE Page 38

- D
- 1 On the desk.
 - 2 At 6 o'clock exactly.
 - 3 White glue.
 - 4 The size of the windows.
 - 5 The brown ones.
 - 6 Carefully.
 - 7 Outside the Civic Centre.
 - 8 The 112.
 - 9 Some steamed fish.
-
- 2 He asked him when to stop working.
He told him to stop working at 6 o'clock exactly.
 - 3 He asked him how to fix the chair.
He told him to fix it with glue.

- 4 He asked her what to measure first.
She told him to measure the size of the windows first.
- 5 She asked her which shoes to wear.
She told her to wear the brown shoes/ones.
- 6 He asked him how to drive.
He told him to drive carefully.
- 7 She asked him where to meet him.
He told her to meet him outside the Civic Centre.
- 8 He asked him which bus to take.
He told him to take the 112 bus.
- 9 He asked her what to order.
She told him to order some steamed fish.

USING ENGLISH *Page 39*

- A
- 1 115.
 - 2 The first operator asks, 'Which service, please?'
 - 3 The ambulance operator wants to know what number he is phoning from.
 - 4 The operator asks, 'And your name, please?'
 - 5 The operator asks, 'Where are you phoning from?'
 - 6 The operator asks, 'Where do you want the ambulance sent to?'
 - 7 The operator asks, 'What's the trouble?'
 - 8 a. Fire.
b. Police.

PROBLEM SOLVING *Pages 41–42*

- 1 Empress Market.
- 2 Abdullah Haroon Road.
- 3 Zamzama Furnishing.
- 4 B 3, 4, and C 3/4.
- 5 Zainab Market.
- 6 Shahrah-e-Liaquat.
- 7 B 6.
- 8 One kilometre.
- 9 Napier Street, Mansfield Street.
- 10 Preedy Street.

INTERPRETATION OF RULES, NOTICES, ETC. *Pages 42–43*

- 1 Finance and Trade Centre Auditorium.
- 2 Five.
- 3 The Song of Mohenjodaro.
- 4 Goethe Institute.
- 5 Ten.
- 6 China.
- 7 Seven.
- 8 From 11 a.m. to 8 p.m.
- 9 The Writers.
- 10 Junaid.
- 11 1 June.
- 12 Arts Council.

Unit 4 **We Can't All be Successful**

COMPREHENSION Page 45

- A**
- 1 San Francisco.
 - 2 Italy.
 - 3 Rome.
 - 4 To take on more fuel.
 - 5 He thought he had arrived in Rome.
 - 6 He thought the ancient landmarks had been pulled down (to modernize the city).
 - 7 He was an Italian immigrant who had only arrived in America a few years earlier.
 - 8 No, he couldn't.
 - 9 In 1970.
 - 10 From a circus.
 - 11 It saw a small boy.
 - 12 It started to chase the boy.
 - 13 She chased the lion.
 - 14 Yes, she did.
 - 15 She attacked it and badly mauled it.
 - 16 The lion suffered head wounds and had to be treated for shock.

- B**
- 1 No, he hadn't.
 - 2 Because Italy is where his original family came from.
 - 3 No, he hadn't.
 - 4 Because he is an Italian immigrant.
 - 5 Italy.
 - 6 Because he thought Mr Scotti's behaviour was strange.
 - 7 Because he thought the policeman was an Italian.
 - 8 No, he doesn't.
 - 9 Because lions are supposed to be fierce and strong.

C Mr Scotti, an Italian *immigrant*, who now lives in San Francisco, decided to visit Rome. However, he *got off* the plane in New York when it landed to make a *fuel* stop, because he thought he had arrived in Rome. He thought that Rome looked different but decided that *they* must have changed it.

He *spent* two days wandering around the city, and even when he was told that he was in New York, he *refused* to believe it.

VOCABULARY *page 46*

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

LANGUAGE PRACTICE *Pages 46–50*

- A 1 b. Zia said, ‘When will Rahim meet me tonight?’ / ‘What time will Rahim meet me tonight?’
- c. Amir said, ‘Where is Salim going tomorrow?’
- d. Asim said, ‘Why hasn’t Ramiz phoned me?’
- e. Zain said, ‘How did Tariq get on at the interview?’
- f. Ali said, ‘What time will Samir go home tonight?’
- g. Rose said, ‘Who is Betty bringing to the party?’
- h. Naz said, ‘What did Shaista eat at the dinner last night?’

C ANSWERS TO GEOGRAPHY QUIZ:

- | | | | | | |
|---|---------------|----|-----------|----|---------------|
| 1 | Africa | 8 | Canada | 15 | America |
| 2 | France | 9 | Rome | 16 | North America |
| 3 | Italian | 10 | American | 17 | Asia |
| 4 | Spain | 11 | Africa | 18 | Britain |
| 5 | Paris | 12 | South | 19 | South Pole |
| 6 | South America | 13 | Italy | 20 | Hot |
| 7 | East | 14 | Australia | | |

READING FOR INFORMATION *Pages 51–52*

- 1 a. A verb.
- b. 6.
- c. An applicant.
- d. Fill in an application form.
- e. Applicable and applied.
- f. 4.
- g. Applied science and applied mathematics.
- 2 a. application
- b. applied
- c. applies, applicants
- d. applies
- e. apply
- f. apply
- g. apply
- h. application, apply
- i. applied
- j. applicants, application, apply

- 3 a. tourist, tourism, tour
b. successful, success, succeed, succession, successive, successor
c. modernization, modern, modernism, modernize
d. immigrant, immigrate, immigration
e. decide, decided, decision, decisive
f. originally, original, originate, origin, originality

B 1 Impulse Furniture.

2 a. Two. b. Two.

3 a. Two. b. Two. c. Two.

4 Choice Furniture Mfg. Co., 5721385

5 Impulse Furniture, Saudi-Pak Bldg., 7th Floor, 21 Jinnah Avenue, Islamabad.

6 L.M. Fraser & Co., Ltd., Park Road, Shopping Mall, No. D7, 2nd Floor, DHA, Karachi.

7 Modern Steel Furniture Co.

REVISION TEST 1 *Pages 56–57*

- | | | | |
|----------|--------------|-------------|-------------|
| A | 1 melt | 8 can | 15 was |
| | 2 then | 9 people | 16 is |
| | 3 mixed | 10 little | 17 is |
| | 4 so | 11 added | 18 harder |
| | 5 mixtures | 12 tougher | 19 polished |
| | 6 discovered | 13 produced | |
| | 7 ago | 14 called | |

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

Unit 5 A Famous Speech

COMPREHENSION Pages 59–60

- A**
- 1 Recently.
 - 2 1939.
 - 3 The invasion of Poland.
 - 4 They were unprepared for war.
 - 5 About three hundred and fifty thousand (350,000).
 - 6 It gave them hope to carry on struggling.
 - 7 Churchill first made the speech in the House of Commons.
 - 8 He was very tired and had too much to do.
 - 9 Norman Shelley was famous for imitating Churchill.
 - 10 Churchill spoke with a slight hissing noise due to a defect in his teeth.
 - 11 About 1980.
- B**
- 1 No.
 - 2 *sweep through*.
 - 3 The German army did not fight the allied soldiers at Dunkirk, they retreated.
 - 4 Churchill wanted to give hope to the British people.
 - 5 Norman Shelley told the truth.
- C** Early in the second World War, the German army *invaded* Poland, Holland, and Belgium and *advanced* into France. The British and French armies could not *withstand* the German attack and were *pushed* back to the coast. However the Germans did not take *advantage* of their position and about 350,000 troops were safely *transported* to Britain.

It was then that Churchill made his famous speech in the House of Commons, in which he declared Britain's *determination* to fight on and never *surrender*. The British people were greatly encouraged when the speech was *broadcast* by the BBC and many thought it was the *turning* point of the war. However, it has *now* been *revealed* by an actor, Norman Shelley, that he broadcast the *speech* for Churchill who was too *exhausted* and *busy* to do it himself. Shelley was chosen because he was well known for his *impressions* of Churchill's voice which were very realistic. Churchill *was* pleased with the reading which, he said, was so *realistic* that it even included a slight *defect* of speech!

LANGUAGE PRACTICE *Pages 60–63*

- B 1** Ali asked when the airport restaurant would open.
Ali asked when flight CX826 had left San Francisco.
Ali asked how many accidents there had been at the airport last year.

Zehra asked where the airport shops were.
Zehra asked what time the Skardu plane left on Mondays.
Zehra asked how much luggage she could take on a flight.

- 2 Ali: When will the airport restaurant open?
When did flight CX826 leave San Francisco?
How many accidents were there at the airport last year?

Zehra: Where are the airport shops?
What time does the Skardu plane leave on Mondays?
How much luggage can I take on a flight?

- 3 a. Mrs Raza: What did the lady say about the restaurant?
Ali: The lady said it would open at 8.30 a.m.
Mrs Raza: What did the lady say about flight CX826?
Ali: The lady said it had left at 1300 hours on the 12th.
Mrs Raza: What did the lady say about accidents at the Airport?
Ali: The lady said there had not been any accidents/she said there had been none.
- b. Mr Raza: When did the man say the plane from San Francisco would arrive?
Zehra: The man said the plane from San Francisco would arrive at 1520 hours.
Mr Raza: Where did the man say the shops were?
Zehra: The man said the shops were on the second floor.
Mr Raza: What time did the man say the Skardu plane left on Mondays?
Zehra: The man said the Skardu plane left at 1030 hours.
Mr Raza: How much luggage did the man say you could take on a flight?
Zehra: The man didn't say anything about luggage.

USING ENGLISH Pages 64–66

- A**
- 2 He must have been very quiet.
 - 3 Anybody could have left them there.
 - 4 He might have cut himself.
 - 5 He must have waited by the bush for a long time.
 - 6 The burglar could have been a girl.
- B**
- 2 He might/could have had a torch.
 - 3 He might/could have heard a noise.
 - 4 He might/could have hid behind the sofa.
 - 5 He must have thought the owner was going to call the police.
 - 6 He must have climbed out through the window.

PROBLEM SOLVING Page 68

1	15	4	10	7	9
2	9	5	4	8	3
3	3	6	2	9	14

GUIDED COMPOSITION Page 68

A 2 Yesterday, Tabish telephoned the builder. He told the builder his name and address. The builder asked him what the problem was. Tabish told him that one of his windows was broken and asked him to come and repair it. The builder said he couldn't come that day. He was very busy. Tabish asked the builder if he could come first thing the next day. The builder replied that he would do his best to come. The builder promised he would definitely come the next morning. Tabish was pleased and said thanks a lot.

B 'Have you decided on a career?' asked Mr Khan.
'No, I have not,' said Tariq.
'Would you like to work in my office?' asked Mr Khan.
'What sort of work would I do?' asked Tariq.
'You would start as a clerk in order to learn the business,' explained Mr Khan, 'and if you work hard, you would be given a more responsible job. One day you might be the manager. I cannot promise anything of course.'
'I would like to work for you,' said Tariq.
'Come and see me when it's time for you to leave school,' suggested Mr Khan.

Unit 6 Animal Intelligence

COMPREHENSION Pages 70–72

- A**
- 1 Two.
 - 2 They find their way home from far away.
 - 3 They must use their intelligence. They must remember and think.
 - 4 Instinct.
 - 5 By giving them rewards whenever they are successful.
 - 6 They got food.
 - 7 To amuse an audience.
 - 8 He will use it to bring something within his reach.
- B**
- 1 It means remembering and thinking in order to solve problems.
 - 2 Dogs and cats use their intelligence. They remember and think. Birds find their way over much longer distances but they do so by using their instinct, not intelligence.
 - 3 Instinct.
 - 4 The writer thinks they have a low kind of intelligence.
 - 5 Human beings.

- C** In pictures 1 and 2, the dog and the *fish* have the same *problem*: how to get to the food. The dog will almost at once come *out* of the cage and run around to the bowl at the *side*. The fish, however, will take a long time to *solve* the problem the first time. Later, however, it may quickly swim *into* the jar. In other words, it has *learnt* how to solve the problem. The dog understood *how* to do so at once.

Hens and ducks are not clever. They hardly ever show any *intelligence*. They seem to be guided by their instinct almost all the time. When a duck sees an *egg*, for example, it usually sits on *it* without thinking what it is doing. In picture 3, the duck is about to *sit* on the white cube which it has mistaken *for* an egg!

Monkeys, on the other *hand*, often learn quickly if they are given a *reward* for doing something. In picture 4 you see two *monkeys* and two boxes. Each box has a door, a *lever*, and a slot. *To* open the door, the monkey has to put a coin in the *slot* and then pull the lever. The monkey then reaches for the grapes inside. The *grapes* are the reward for *knowing* what to do. Monkeys often learn *very* quickly.

VOCABULARY *Page 72*

- | | | | |
|---|--------------|---|----------|
| 1 | intelligence | 4 | peck |
| 2 | direction | 5 | instinct |
| 3 | reward | 6 | disc |

LANGUAGE PRACTICE *Pages 73–80*

- A**
- 1 a. They can find their way home from long distances.
 - b. Many birds can find their way over long distances, too.
 - c. Many animals can be taught to solve problems.
 - d. They can do all sorts of tricks to amuse an audience.
 - e. It can tell the difference between a square and an oblong.
 - f. They can solve problems without any help.
- B**
- 2 She could play tennis when she was a young girl but she couldn't play badminton.
 - 3 He could play the guitar when he was eighteen but he couldn't play the piano.
 - 4 She could sew when she was a young girl but she couldn't cook.
 - 5 She could type when she was seventeen but she couldn't drive.
- C**
- 2 Was Mrs Abid able to play badminton and swim when she was a young girl?
She was able to swim but she was unable to play badminton.
 - 3 Was Arif able to play the piano and guitar when he was eighteen?
He was able to play the guitar but he was unable to play the piano.
 - 4 Was Mrs Ali able to sew and cook when she was a young girl?
She was able to sew but she was unable to cook.
 - 5 Was Sara able to type and drive a car when she was seventeen?
She was able to type but she was unable to drive a car.
- D**
- | | | | |
|---|------------|----|------------|
| 1 | can, could | 6 | can |
| 2 | can | 7 | could |
| 3 | can, could | 8 | could, can |
| 4 | could | 9 | could, can |
| 5 | could, can | 10 | can |

PROBLEM SOLVING/FOLLOWING INSTRUCTIONS *Page 81*

- | | | | |
|---|-------------|---|------------|
| 1 | 27 October. | 5 | 6 October. |
| 2 | 6 October. | 6 | Miss Khan |
| 3 | 6 weeks. | 7 | 3 classes. |
| 4 | 12 weeks. | | |

READING FOR INFORMATION *Pages 81–83*

- 1 Central processing Unit.
- 2 a. RAM (Random-access memory);
ROM (Ready-only memory).
b. It disappears.
- 3 About, 10,000 words.
- 4 'K' stands for kilobytes.
- 5 About 16,000.
- 6 Monitor Display Unit.
- 7 The Keyboard.
- 8 Because it is flexible.
- 9 The Disk Drive.
- 10 The floppy disk is used to store large amounts of information.
- 11 It types out information which is stored in the computer.
- 12 It is linked to the VDU, Printer and Disk Drive.
- 13 No.

Unit 7 Hijacked!

COMPREHENSION Page 88

- A**
- 1 He was holding a knife to the flight attendant's neck.
 - 2 She had a small bomb in her bag.
 - 3 No.
 - 4 The man ordered the captain to fly bearing 180° and not to use the radio.
 - 5 *His* refers to Jason.
 - 6 No, he sounded quiet and calm.
 - 7 *The fellow* refers to the Chinese man.
 - 8 *He* refers to Jason.
 - 9 The captain had been ordered to make a sudden landing.
 - 10 The plane landed on a beach.
 - 11 No, he wasn't.
 - 12 It came from the cockpit.
 - 13 A knife, a bomb, and explosives.
- B**
- 1 The man turned off the radio so that the captain would not use it.
 - 2 Jason thought that they had arrived in Bangkok already and were preparing to land.
 - 3 There were five altogether.
 - 4 The captain told the passengers to remain in their seats so that they would be safe.
 - 5 The Chinese man knew they were not going to Bangkok because he noted that the sun was in the wrong position; they were flying south.
 - 6 Because they were about to make a sudden landing.
 - 7 The captain.
 - 8 He would appear to be a good pilot; he was calm; followed the instructions of the hijackers; was concerned about the safety of the passengers; did not take any action against the hijackers until he had landed the plane safely.

VOCABULARY Page 88

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

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

LANGUAGE PRACTICE *Pages 89–96*

- | | | | | | | |
|----------|---|--------|---|--------|----|--------|
| A | 4 | If | 7 | If | 10 | unless |
| | 5 | If | 8 | If | 11 | if |
| | 6 | unless | 9 | Unless | 12 | if |

- C** 1 b. Unless you put your shirt on, you'll get burnt.
 c. Unless you water the plants, they'll die.
 d. Unless you hurry, you'll miss the boat.
 e. Unless you stand on the stool, you'll not reach.
 f. Unless you take the umbrella, you'll get wet.
 g. Unless you take the pills, you'll not get better.
 h. Unless you put your litter in the bin, you'll get fined.

- D** 1 b. If I gave you a bracelet, what would you do with it?
 I'd wear it.
 c. If I gave you a telegram, what would you do with it?
 I'd read it.
 d. If I gave you a cheque, what would you do with it?
 I'd cash it.
 e. If I gave you a sponge, what would you do with it?
 I'd wash with it.
 f. If I gave you a prescription, what would you do with it?
 I'd take it to a chemist.
 g. If I gave you a crash-helmet, what would you do with it?
 I'd put it on.
 h. If I gave you a pizza, what would you do with it?
 I'd eat it.

35, Margalla Road,
Islamabad.

24th May 2006

Dear Umar,

How are you? I hope you are having a good holiday. I am having a wonderful time. I am helping my father in the shop. He is paying me one hundred rupees a day so I shall be able to buy that camera you want to sell. Have you still got it?

I am looking forward to hearing from you.

Yours sincerely,

Mustafa

USING ENGLISH *Pages 97–99*

- A**
- 1 a. He's at the beach.
b. No, he isn't.
c. Nearly three hours.
d. If you stay in the sun too long, you'll get sunburnt.
 - 2 a. He's in the kitchen.
b. He's cooking rice.
c. Is the fire on full flame?
c. If you cook the rice slowly it won't burn.
 - 3 a. She's just brought some meat.
b. It's on the table.
c. If you don't put the meat in the fridge, it'll go bad.
- B**
- 1 He's just seen a snake.
 - 2 He advised him to dial '115' for the police or fire service.
 - 3 He could get bitten.

INTERPRETING RULES, NOTICES, ETC. *Page 100*

- 1 The highest monthly rent is
Rs 349 in the first year of rental.
- 2 It can be reduced by Rs 74 per year.
- 3 No.
- 4 It can be installed in two days.
- 5 Yes or replace it with another.
- 6 The rent.
- 7 Yes, you must pay an installation fee.
- 8 Yes, there is a wide range of models available.
- 9 After a certain period of time, you can change the model.
- 10 To pay ahead of the required date of payment.
- 11 One month's free rental.
- 12 No, you are given an allowance for the fees already paid.

Unit 8 **Jump!**

COMPREHENSION *Page 103*

- A**
- 1 Incredible.
 - 2 An aeroplane that carries bombs.
 - 3 Because this was the time when enemy fighter planes might attack.
 - 4 The rear of the plane.
 - 5 A gun used to shoot at enemy aircraft.
 - 6 The captain.
 - 7 It was in another part of the plane and already burning when he reached it.
 - 8 6,000 metres.
 - 9 The air was too cold and thin to breathe properly.
 - 10 Lying in a large pile of snow.
 - 11 A large fir tree and the deep snow.
 - 12 They later found the crashed plane and his partly burnt parachute with his name and number on it.
- B**
- 1 To England.
 - 2 They had dropped bombs on it.
 - 3 He had to sit in a very small part of the plane and he felt more comfortable without it.
 - 4 *Anti* means against. Anticlockwise; antibiotic; antibody; anticlimax, antidote; antiseptic; antisocial.
 - 5 They had to keep away because of the anti-aircraft fire.
 - 6 The force of the explosion jammed it.
 - 7 He chose the least painful death.
 - 8 He thought he was dying.
 - 9 They could not believe that he had jumped from a plane with no parachute.
 - 10 They thought that no one would believe him unless he had proof.

VOCABULARY *Page 104*

- A** This is an *incredible* story but true. One night in 1944, Royal Air Force bombers *had* bombed their *target* and were flying home over Germany. The gunners *peered* anxiously into the darkness expecting an attack by *enemy* fighters. Nick Alkemade was in the rear gun *position* on one plane,

sitting in a small *plastic bubble* at the *tail* of the plane. His parachute was in another *part* of the plane. Then the plane exploded into *flames* and the captain told the crew to *jump*. Nick *forced* open the door that led to the rest of the plane and tried to find his *parachute* but it was *burning*. He had to jump without it, from a height of 6,000 *metres*.

In the air he lost *consciousness* but when he *woke* up, he was surprised to find that he was still *alive*. A large fir tree and a pile of snow had *broken* his fall. The Germans at first thought he was a *spy* but when they found his *parachute* they *believed* him. They were so *impressed* that they gave him a *certificate* to *prove* what had happened.

- | | | | | | | |
|----------|---|----|---|----|---|----|
| B | 1 | b. | 3 | d. | 5 | f. |
| | 2 | e. | 4 | a. | 6 | c. |

LANGUAGE PRACTICE Pages 105–109

- C** 1 a. It is a wheel with a groove in the rim for a rope or chain. It is used for lifting things.
 b. Yes, it was much faster than carrying them down the ladder.
 c. To prevent the box falling to the ground.
 d. He put too many bricks in the box.
 e. The box of bricks was heavier than the man so when he untied the rope, he was pulled up into the air.
 f. The box would have fallen to the ground and hit him.
 g. It broke and the bricks fell out.
 h. When the bricks fell out, the man became heavier than the box.
 i. He let go the rope.
 j. Three times.
- 2 a. After fastening the rope, he climbed up the ladder./He fastened the rope before climbing up the ladder.
 b. After climbing up the ladder, he filled the box with bricks. /He climbed up the ladder before filling the box with bricks.
 c. After filling the box with bricks, he climbed down the ladder./He filled the box with bricks before climbing down the ladder.
 d. After climbing down the ladder, he undid the rope./He climbed down the ladder before undoing the rope.

- e. After undoing the rope, he was pulled up into the air./He undid the rope before being pulled up into the air.
- f. After reaching the top, he hit the pulley./He reached the top before hitting the pulley.
- g. After reaching the ground, he let go the rope./He reached the ground before letting go the rope.
- h. After being hit on the head again, he was taken away in an ambulance./He was hit on the head again before being taken away in an ambulance.

USING ENGLISH *Pages 110–111*

- B** 1 a. Mr Rao murdered Mr Salim.
b. With a knife.
c. Between 11.45 p.m. and midnight.
d. Because Mr Salim had knocked over Mr Rao's son in a car accident and had broken both his legs.
- 2 After Mr Khan went into Mr Salim's house at 11 p.m., Mr Khan shot Mr Salim in the leg. Mr Khan did not kill Mr Salim as a neighbour saw him at 11.15 p.m.
Mr Rao went to Mr Salim's house at 11.45 p.m. and stabbed Mr Salim in the chest. Mr Salim died at midnight.

Unit 9 **The Day the World Blew Up**

COMPREHENSION *Page 115*

- A**
- 1 ... between Java and Sumatra.
 - 2 ... fire and smoke appearing at the top of the mountain.
 - 3 ... Jakarta.
 - 4 ... what had happened on the island.
 - 5 ... big hole, fifteen metres wide.
 - 6 ... July and this grew worse in August.
 - 7 ... broken stones and hot materials had fallen for some time.
 - 8 ... throw all the hot stones and dust into the sea.
 - 9 ... hot rocks fell on the heads of sailors in the ships nearby.
 - 10 ... the water.
 - 11 ... 10.02 on Monday, 27th August.
 - 12 ... of about 36,000 people.
- B**
- 1 The 17th century.
 - 2 They saw that the volcano was active and they feared for their safety.
 - 3 Krakatoa was quiet.
 - 4 They were wondering what the volcano was going to do next. They were afraid that it would explode and that their ships would be damaged.
 - 5 The hole in the side of the mountain was low down near the sea and it grew bigger as more hot rock was thrown out. Eventually this allowed the sea to flow in and the cold water cooled the soft, heated rock and made it hard. This formed a seal and the pressure caused by the hot rock below trying to get out finally broke the seal and caused the explosion.

VOCABULARY *Pages 115–116*

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

LANGUAGE PRACTICE *Pages 117–118*

- B**
- 1 When Irum had washed, she got dressed.
 - 2 When Irum had dressed, she ate her breakfast.
 - 3 When Irum had eaten her breakfast, she cleaned her teeth.
 - 4 When Irum had cleaned her teeth, she went to school.
 - 5 When Irum's mother had said goodbye to her, she washed the dishes.
 - 6 When Irum's mother had washed the dishes, she sat down to read the newspaper.
 - 7 When she had read the newspaper, she wrote a letter.
 - 8 When she had written the letter, she went to the post office.
 - 9 When she had been to the post office, she went home.

- C**
- Ishrat: When did you start to play the sitar?
Rais Ahmed: I first started 25 years ago.
Ishrat: Who was your first teacher?
Rais Ahmed: My first teacher was Ustad Sharif Khan.
Ishrat: How long did you study under him?
Rais Ahmed: For 15 years.
Ishrat: When did you win your first international sitar competition?
Rais Ahmed: In 1978.
Ishrat: Have you ever played in New York?
Rais Ahmed: Yes, I've played all over the world.
Ishrat: What was your most exciting movement?
Rais Ahmed: It was when the judges read out my name as the winner of my first international sitar competition.

READING FOR INFORMATION *Pages 120–123*

- A**
- | | | | | | |
|----|----|----|----|----|----|
| 1 | b. | 2 | n. | 3 | f. |
| 4 | h. | 5 | i. | 6 | j. |
| 7 | d. | 8 | c. | 9 | k. |
| 10 | g. | 11 | a. | 12 | m. |
| 13 | e. | 14 | l. | | |

- B**
- 1 The Black Death.
 - 2 From 1347 to 1371.
 - 3 21 people.
 - 4 583 people.
 - 5 In New York in July 1942.
 - 6 In India in 1907.
 - 7 40 people; they were Russian and the accident happened on Mt Everest.
 - 8 A cable-car crash.
 - 9 16,360,000.
 - 10 In a bus crash in August 1973.

PUNCTUATION *Page 124*

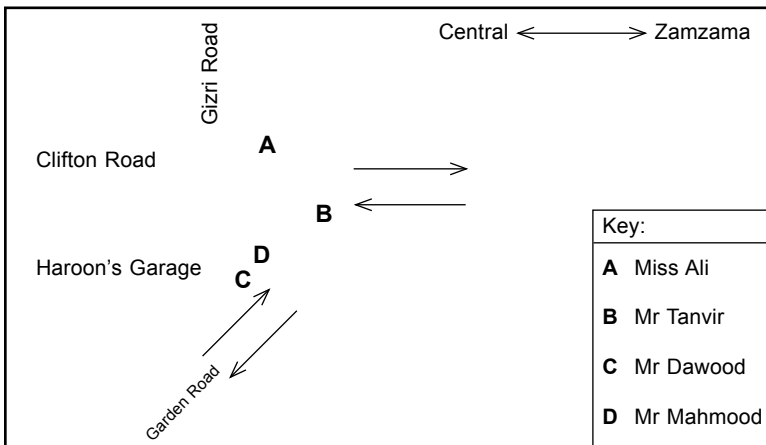
- 1 I want to buy a desk, a chair, a table, and a reading lamp.
- 2 The car was long, low, modern and powerful.
- 3 He stopped, looked, listened and waited.
- 4 She looked behind the door, in the cupboard, under the table and even under the carpet.
- 5 She went to the bus stop and waited patiently for a bus.
- 6 I tried to persuade him not to go but he would not listen to me.
- 7 The starter lifted his hand, the crowd became silent, the gun went off and the race began.
- 8 I will tell you how to get there, and I will come part of the way with you, but I cannot take you there because I am too busy.

Unit 10 The Traffic Accident

COMPREHENSION Pages 127–128

- A**
- 1 A blue Datsun.
 - 2 A green Honda.
 - 3 On the corner of Clifton Road and Garden Road.
 - 4 At about 2 p.m.
 - 5 He'd just left Haroon's Garage.
 - 6 He was going to Zamzama.
 - 7 He wanted to turn into Garden Road.
 - 8 To avoid the pedestrian who had just stepped out in front of his car.
 - 9 Because when he saw it, it was a long way away so he thought he had plenty of time to cross the road.
 - 10 About 60 kilometres an hour.
 - 11 He saw that it was *not* signalling to turn left.
 - 12 She was standing at the corner of Gizri Road and Clifton Road.
 - 13 About 25 kilometres an hour.
 - 14 She didn't notice.

B



- C**
- 1 Mr Mahmud. He was going too fast. He also did not want to tell SP Agro how fast he was going.
 - 2 b.

VOCABULARY Pages 128–129

A The accident was seen by a *witness* who said that two cars ran into each other when one of the cars *swerved* to avoid a *pedestrian* who stepped into the road.

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

LANGUAGE PRACTICE Pages 132–135

- B 1
- | | | | |
|----|------|-----|-----|
| S1 | 1 T | 2 T | 3 F |
| | 4 F | 5 F | 6 F |
| | 7 T | 8 F | 9 T |
| | 10 F | | |

- C
- While cleaning the shop window, Mr Naim heard the crash.
 - While crossing the road, Mr Abid saw the accident.
 - While having his shoes cleaned, Mr Chinoy heard the crash.
 - While riding his bicycle, Hanif saw the accident.
 - Mr Malik saw the accident while selling some oranges.
 - Latif saw the accident while he was watching a game of carom.
 - While waving to Miss Anis, Mr Raza saw the accident.
 - While polishing, Mr Chinoy's shoes, Mr Shafiq heard the crash.

- E
- ... the edge of the river.
 - ... advice to the drowning man.
 - ... he did not dive in.
 - ... he did not think of throwing a rope.
 - ... went to the rescue.
 - ... his clothes, he dived in.
 - ... his own safety, he rescued the drowning man.
 - ... Mr Nic helped them climb up the bank.
 - ... Mr Ave went home.

PUNCTUATION *Pages 135–136*

As Mr Nic and Mr Ave were walking along the bank of a river, they saw a man in the river. He was drowning. Not knowing what to do, Mr Nic rushed to the edge of the river, running up and down and shouting advice. Not being able to swim, he did not dive in, and being very excited, he did not think of throwing a rope.

While he was doing this, Mr Ave went to the rescue. Without taking off his clothes, he dived in. He soon rescued the drowning man, bringing him safely to the shore. Having done this, he went home. While watching the rescue, Mr Nic felt very ashamed.

REVISION TEST 2 *Page 137*

1 A
4 B
7 D

2 C
5 B
8 D

3 B
6 B
9 B

Unit 11 **Football! Football! Football!**

COMPREHENSION Page 139

A 1 E 2 E 3 D 4 A

B Football was *played* in a number of countries a very long time ago. The Romans who *conquered* Britain played a *kind* of *football*. The British probably *learnt* the game from them. For centuries they played a *similar* game with *hundreds* of *people* taking part. Later the game became less *violent* and *was played* in schools. At that time the ball could be *caught* but a player could not *run* with it. In the nineteenth *century* a rule *was made* which allowed a player to *run* with the ball.

Later in that century the London Football Association *was formed*. New rules *were made* and a *number* of clubs followed them. *Carrying* the ball was not allowed. This *was known* as 'association football'. This is where we get the modern word *soccer*.

Soccer is now one of the world's most *popular* games. To play well a player must have good *control* of the ball and must *think* quickly. He must also play as a member of a *team*, and not just as an *individual*.

VOCABULARY Page 140

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

LANGUAGE PRACTICE Pages 141–149

- C**
- Another boatload of Cuban refugees.
 - 110 people.
 - Where was the boat towed to? To shore.
 - What was given to the refugees? Food and drink.
 - Where were the refugees taken to? To Guantanamo Camp.
 - Where were the refugees abandoned? They were abandoned at sea.
 - Who were tied up? The men.
 - What was stolen? Their money and belongings.
 - Was anybody beaten? No.
 - Where were the refugees sent? To Havana.

- E**
- | | |
|--------------|---------------------------|
| 1 killed | 4 disappointed, cancelled |
| 2 sold | 5 included, injured |
| 3 frightened | 6 broken, put |

READING FOR INFORMATION Pages 146–147

A

Date	Event
1874	<i>Born at Blenheim Palace, near Oxford</i>
?	school at <i>Harrow</i>
?	attended Sandhurst
1899	Went to South Africa as a <i>journalist</i>
1900	<i>became member of Parliament</i>
1910	<i>became Home Secretary</i>
1940–1945	<i>was Prime Minister</i>
1951	became Prime Minister again
1953	awarded Nobel prize for literature
1955	<i>retired</i>
1965	<i>died</i>

B

Date	Event
1929	<i>born</i>
as a young man	<i>studied theology at Boston University</i>
?	became a Minister of <i>religion</i>
?	became leader of a <i>civil rights movement</i>
1964	<i>awarded Nobel prize for peace</i>
1968	<i>was shot dead</i>

PUNCTUATION Page 147

- They took the following articles with them: a rope, a first-aid kit, a water bottle and some bars of chocolate.
- The recipe uses these ingredients: a cup of flour, an orange, two eggs and a little salt.
- On the shopping list were five items: a tin of furniture polish, cushion covers, a table cloth, a jar of paste and a bottle of ink.

INTERPRETATIONS OF RULES, NOTICES, ETC. Page 148

- | | | |
|-----------------|-----------------|------------------|
| 1 Sensible. | 2 Sensible. | 3 Not sensible. |
| 4 Not sensible. | 5 Not sensible. | 6 Not sensible. |
| 7 Not sensible. | 8 Sensible. | 9 Not sensible. |
| 10 Sensible. | 11 Sensible. | 12 Not sensible. |

USING ENGLISH *Pages 157–159*

- B**
- 1 In the east.
 - 2 No, the Earth goes round the Sun.
 - 3 Yes, it does.
 - 4 24 hours.
 - 5 To account for the extra 5 or 6 hours left every year.
 - 6 In the west.
 - 7 Yes, it does.
 - 8 24 hours.

C THE COMPLETED TABLE:

Name of planet	Distance from Sun (km)	Time taken to go round the Sun	Width (diameter)	Average surface temperature
Earth	149,600,000 km	365 days (approx.)	12,765 km	+22°C
Mercury	57,900,000 km	88 days	4,880 km	+520°C
Venus	108,200,000 km	225 days	12,104 km	+480°C
Mars	227,900,000 km	687 days	6,787 km	-23°C
Jupiter	778,330,000 km	4,333 days	142,800 km	-123°C
Saturn	1,427,000,000 km	10,760 days	120,000 km	-180°C
Uranus	2,869,600,000 km	30,685 days	51,800 km	-218°C
Neptune	4,496,600,000 km	60,195 days	49,500 km	+228°C
Pluto	5,900,000,000 km	90,475 days	6,000 km	-230°C

Unit 13 Eastern Medicine

COMPREHENSION Pages 161–162

- A**
- 1 Traditional.
 - 2 A plant whose leaves or seeds are used in making medicine or for flavouring food.
 - 3 Herbal medicine and acupuncture.
 - 4 They thought this was the safest and surest way of treating illnesses.
 - 5 Antibiotics, *miracle drugs* and heart transplants.
 - 6 Because they appear to cure people of illnesses that could not be cured before.
 - 7 Some people actually became ill from taking too much medicine.
 - 8 Some doctors in Britain now offer their patients acupuncture treatment.
 - 9 West Germany and Yugoslavia buy herbal medicine from India.
 - 10 It hopes to discover how good herbal medicine is and they are especially interested in finding cures for illnesses that cannot be cured by Western medicine.

- B**
- 1 Herbal medicine uses natural ingredients obtained from plants.
 - 2 Antibiotics are medicines that fight the growth of bacteria (germs).
 - 3 This means to take a working, healthy heart from a person who is 'clinically' dead, i.e., has no brain function and to sew it into a person who will otherwise die because his/her own heart is not functioning properly.
 - 4 The symptoms of a cold are sneezing, a running nose and perhaps a high temperature. The symptom of tuberculosis is a persistent cough. The symptoms of measles are a rash and fever.
 - 5 The first means making the patient comfortable by removing the effects of the illness but not curing him, and the second means curing him completely.
 - 6 Eastern medicine is less expensive than in the West.
 - 7 China insists that Western-style doctors study herbal medicine and that acupuncturists and 'barefoot doctors' study the basics of Western medicine, so that they both can work together.

- C** Many Western doctors used *to* laugh at *traditional* Asian methods of healing such as *herbal* medicine and acupuncture. Western doctors *rely*

mainly on chemical cures and other scientific 'miracles' *such* as heart transplants. Chemical medicines, however, often relieved the *symptoms* of an illness without providing a permanent cure. In fact some people even became ill as a *result* of taking too *much* medicine!

Some Western doctors *are* now looking for more *natural* remedies, and are already beginning to use some *kinds/types* of Eastern medicine. The World Health *Organization* encourages Eastern countries to use herbal medicines, too, *as* they are less expensive.

A mixture of Western and Eastern medicine has *been* practised successfully in China for years. Doctors are *required* to study *both* systems and this has greatly impressed visitors *from* the West.

VOCABULARY Page 162

- 1 encouraging, encouraged
- 2 interested, interesting
- 3 exciting, excited
- 4 confusing, confused
- 5 worried, worrying

LANGUAGE PRACTICE Pages 163–165

- A
- | | | |
|--------------------------------------|--------|---------|
| 1 would | 2 will | 3 would |
| 4 rains, stops | 5 were | 6 will |
| 7 were | 8 will | 9 are |
| 10 if, were, would not, would, would | | |

- C
- | | |
|----------------------|---------------------------|
| 2 had eaten, decided | 7 had been |
| 3 telephoned | 8 had suspected, admitted |
| 4 had locked | 9 had lived |
| 5 had left | 10 was |
| 6 lowered | |

- D By the time the police arrived, . . .
- 1 . . . the burglar had broken into a shop.
 - 2 . . . he had broken open the safe.
 - 3 . . . he had stolen some money from the safe.
 - 4 . . . he had taken some pieces of jewellery.
 - 5 . . . he had left the shop.
 - 6 . . . he had caught a plane to Brazil.

- E It had only five helicopters. Hong Kong International was the smallest airline in the world.

It was *so* small that it was called 'The Tom Thumb Airline,' *and* it only flew people around Hong Kong. *Although* Hong Kong Air International was willing to take anyone anywhere in Hong Kong, most people used the airline *to* fly to Hong Kong International Airport from Hong Kong Air's heliport in Harcourt Road. *Although* it was only eight kilometres, the streets were *often* crowded. *As a result* it was very difficult to get a taxi. A businessman who was in a hurry was *therefore* willing to pay the extra fare *to* get to the airport quickly. *In addition* to the helicopter airline in Hong Kong, there was one in England and one in America. In 1975, however, Hong Kong Air International stopped flying, so people cannot fly from Harcourt Road to the airport today.

READING FOR INFORMATION Pages 166–167

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

- B
- 1 China.
 - 2 Travelling in a bus.
 - 3 'Explore Pakistan like never before.'
 - 4 Karim.
 - 5 A poster competition emphasizing the importance of obeying traffic rules.
 - 6 Gandhara antiques worth Rs 1,000,000.
 - 7 At about 11.30 a.m.
 - 8 Yes.
 - 9 Between 1369 and 1399.
 - 10 He leaned out of the bus window.
 - 11 Rs 690,000 worth of gold ornaments.
 - 12 Between Faizabad and Shakar Parian.
 - 13 A book or stationery token worth Rs 1,000.
 - 14 British and Japanese.
 - 15 40.
 - 16 No.
 - 17 In *Top Gun* and *Witness*.

Test Paper

PART 1 Page 170

Section A Reading comprehension

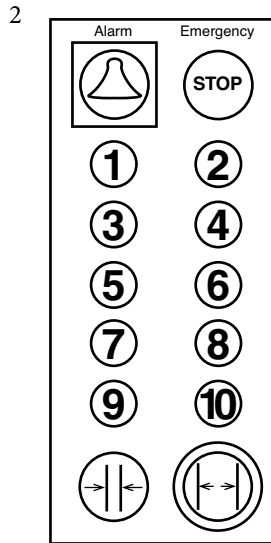
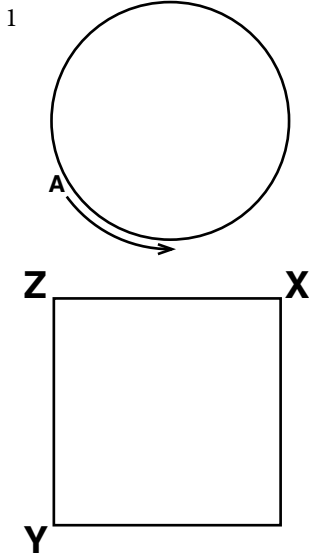
- | | | | |
|------|------|------|------|
| 1 B | 2 A | 3 B | 4 D |
| 5 C | 6 C | 7 A | 8 D |
| 9 C | 10 B | 11 B | 12 A |
| 13 D | 14 B | 15 B | 16 C |

B DIALOGUES Pages 171–172

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

PART 2

A Following instructions/problem solving Pages 172–174



- | | | | |
|-------------|----------------|----------|--------------|
| 3 a. Rs 15. | b. The jacket. | c. Hina. | |
| 4 a. 4 a.m. | b. December. | c. June. | d. 16 hours. |

**Advance
with
English
3**

Workbook

Answer Key



Blank Page

Unit 1

Pages 1–5

- A**
- 1 *After six years* he went to secondary school.
 - 2 *Moreover*, he is captain of the football team.
 - 3 *For example*, he often washes the dishes.
In addition, he sometimes sweeps the floor.
 - 4 *After that*, he sometimes watches television.
Moreover, they say that it can waste a lot of time.
However, Imran says he learns a great deal from watching good television programmes.
 - 5 *Three weeks later* she started work in an office.
 - 6 *First*, she goes by bus to Hasan Square. *Then* she goes by van to Shahrah-e-Faisal. *After that* she walks to her office on Tipu Sultan Road.
 - 7 *As a result*, she always knows what is happening in the world.
 - 8 *However*, the neighbours do not enjoy listening.
 - 9 *For example*, they usually play tennis at 2 p.m. on Saturday.
After that they go jogging. *In addition/After that*, Rani goes to do aerobics and Imran goes to play football.
- A**
- 1 Mr Chinoy always signed his name *clearly*.
 - 2 'You have big ears' Mansur said to Humayun *thoughtlessly*.
 - 3 *Wearily*, Ansar climbed the steps to the top flat.
 - 4 Jaffer passed the examination *easily*.
 - 5 Mrs Ali opened the letter from the police station *anxiously*.
- C**
- Tell a friend that you can find out his age and how much money he has in his pocket (if it is not more than a rupee). This is how you do it. *First*, tell him to write down his age, without showing it to you. *Second*, tell him to multiply it by 50. *Then* tell him to add 8. *After that*, tell him to multiply it by 50. *Then* tell him to take away 415. *Afterwards*, tell him to add the number of paisas in his pocket. *Finally*, ask him the number. Add 15 to it. You will then have a four-figure number. The first two numbers will be his age and the last two will be the money in his pocket. Try it!
- Note: Next, After that, Then and Afterwards are interchangeable.*

- D**
- | | | | | | |
|---|----|---|--------------|---|-------|
| 1 | At | 2 | about | 3 | After |
| 4 | At | 5 | about, later | 6 | at |

Unit 2

Pages 6–10

- A**
- 1 1981
 - 2 Friday, January 20, at 9 a.m.
 - 3 Dr Habibullah.
 - 4 Chairman of the Capital Development Authority.
 - 5 Route A.
 - 6 10 km.
 - 7 Faisal Mosque.
 - 8 The Liaquat Stadium.
 - 9 Faisal Avenue and Ataturk Avenue.
- B**
- 1 An ape is like a monkey but it has no tail.
 - 2 A triangle is different from a square because it has three sides.
 - 3 A rat is like a mouse but it is much larger.
 - 4 A motor bike is different from a bicycle because it has an engine.
- C**
- 1 careless/foolish/dangerous
 - 2 dangerous
 - 3 dishonest
 - 4 honest
 - 5 polite
 - 6 foolish/dangerous
 - 7 pleasant
 - 8 difficult
 - 9 impossible
- D**
- 2 It is better to do it as soon as you get home.
 - 3 It is wiser to wear thin clothes.
 - 4 It is cheaper to make your own.
 - 5 It is safer to have a picnic.

Unit 3

Pages 11–14

- A**
- 2 I'm not sure where to go on holiday.
Why don't you go to Swat?
 - 3 I'm not sure how to go to Swat.
Why don't you go by plane/air?
 - 4 I'm not sure where to stay in Swat.
Why don't you stay in Kalam?
 - 5 I'm not sure what to read on holiday.
Why don't you read a book?
- B**
- 2 I don't know how to repair cars.
Why don't you ask Mr Fixit, the mechanic, to teach you?
 - 3 I don't know how to make a jacket.
Why don't you ask Mr So, the tailor, to teach you?
 - 4 I don't know how to change a plug.
Why don't you ask Mr Shock, the electrician, to teach you?
 - 5 I don't know how to use a library .
Why don't you ask Mrs Book, the Librarian, to teach you?
 - 6 I don't know how to make cakes.
Why don't you ask Mr Food, the chef, to teach you?
- C**
- 2 Where shall I put the desk?
Put it by the window.
 - 3 What shall I do next?
Hang up the picture.
 - 4 Where shall I hang the picture?
Hang it above the shelf.
 - 5 How shall I reach the picture hook?
Use the ladder.
 - 6 What shall I do next?
Unpack the box.
 - 7 Where shall I put the books?
Put them on the bookshelf.
 - 8 When shall I move the piano?
Move it this afternoon.
 - 9 What shall I do now?
Have some tea.

D 1 C
4 A
7 B
10 D
13 C
16 B

2 A
5 D
8 A
11 A
14 D

3 A/B
6 A
9 B
12 C
15 D

Unit 4

Pages 15–18

- A SP Khan: What's his name?
Mr X: I don't know what his name is.
SP Khan: Where is he now?
Mr X: I'm not sure *where he is*.
SP Khan: How old is he?
Mr X: I've no idea *how old he is*.
SP Khan: Where does he live?
Mr X: *I don't know where he lives*.
SP Khan: What was he wearing?
Mr X: *I'm not sure what he was wearing*.
SP Khan: Where did he spend last night?
Mr X: *I've no idea where he spent last night*.
SP Khan: Who was he with yesterday?
Mr X: *I don't know who he was with yesterday*.
SP Khan: Does he have a family?
Mr X: I don't *know if he has a family*.
SP Khan: Can he drive a car?
Mr X: *I've no idea if he can drive a car*.
SP Khan: Has he left Pakistan?
Mr X: *I'm not sure if he has left Pakistan*.
SP Khan: Does he have a flat in Dubai?
Mr X: *I don't know if he has a flat in Dubai*.
SP Khan: Does he own a boat?
Mr X: *I've no idea if he owns a boat*.

Note: The above are sample answers only. *I don't know*, *I'm not sure* and *I've no idea* can be used for any of Mr X's replies.

B SAMPLE ANSWERS ONLY:

- 2 A: Did I pass the exam?
B: Pardon?
A: Please could you tell me whether I passed the exam?
- 3 A: Could I borrow that book, please?
B: I'm sorry, I can't hear you.
A: I wonder if I could borrow that book, please?

Unit 5

Pages 19–22

- A**
- 2 She said (that) she was going home.
 - 3 She said (that) it was raining.
 - 4 Sami said (that) he did not know the answer.
 - 5 Naim said (that) he could not do it.
 - 6 Hina said (that) she had finished.
 - 7 Mrs Ali and Mrs Gaya said (that) the bags were very heavy.
 - 8 Irfan said (that) he would help them.
 - 9 They said (that) they would go by taxi.
 - 10 Mr Khan told/ordered Mahmud to pick up the ruler but Mahmud said (that) it was not his.
 - 12 Mr Khan told Mahmud to bring the box to the window but Mahmud said (that) it was too heavy to lift.

Note: In the sentences above, the word *that* can be included or omitted.

- B**
- 3 Ali: What happens if I turn the wheel to the left?
 Captain: If you turn the wheel to the left, the rocket will move to the left.
 - 4 Ali: What happens if I turn the wheel to the right?
 Captain: If you turn the wheel to the right, the rocket will move to the right.
 - 5 Ali: What happens if I turn the switch?
 Captain: If you turn the switch, the food will start to heat.
 - 6 Ali: What happens if I press the button?
 Captain: If you press the button, the door will open.
 - 7 Ali: What happens if I pull the ring?
 Captain: If you pull the ring, the lights will switch on.
 - 8 Ali: What happens if I pull the handle?
 Captain: If you pull the handle, the rocket will slow down.
 - 9 Ali: What happens if I raise the handle?
 Captain: If you raise the handle, the rocket will go up.
 - 10 Ali: What happens if I lower the handle?
 Captain: If you lower the handle, the rocket will go down.
 - 11 Ali: What happens if I hold the bar?
 Captain: If you hold the bar, the fridge will open.

12 Ali: What happens if I move the stick?
Captain: If you move the stick, the air conditioner will start.

B Receptionist: Good morning.
Sana: Good morning. Can I see the doctor please?
Receptionist: Yes. First I will *ask you* a few questions. Is *this your first* visit?
Sana: *Yes, it is.*
Receptionist: *What is your full name?*
Sana: Sana Ahmed.
Receptionist: *Where do you live?*
Sana: (Invent an address.)
Receptionist: *How old are you?*
Sana: (Give an age.)
Receptionist: *What is your home telephone number?*
Sana: (Invent a telephone number.)
Receptionist: What's the matter with you?
Sana: I don't really know. I'm not *feeling very well*. I have a *bad headache* and a temperature.
Receptionist: Please sit down. I'll *call you when the doctor is free*.
Sana: Thank you very much.

Unit 6

Pages 23–26

- A**
- 1 In the shade or indoors.
 - 2 In bright sunlight.
 - 3 Hold the camera firmly with one hand and pull out the rewind knob with the other. The back of the camera will spring open.
 - 4 The film leader.
 - 5 Perforations.
 - 6 The shutter release should be pressed.
 - 7 When both rows of perforations engage with the sprocket teeth.
 - 8 When the number '1' appears in the counter window.
 - 9 The button in the base of the camera should be pressed and the handle in the rewind knob unfolded.
 - 10 When the film has been completely wound up and has left the take-up spool.
 - 11 Indoors or in deep shadow.
 - 12 Outdoors when it is sunny.
 - 13 Above your head or shoulder.
 - 14 Two metres.
 - 15 Blurred.
 - 16 The viewfinder.
 - 17 A tree in the background of the picture.
 - 18 If you don't hold the camera steady, the picture will be blurred.
 - 19 Rest the camera on a flat surface or fasten it to a tripod.
 - 20 No.
- B**
- 2 He couldn't buy a stamp because the post office was closed.
 - 3 He couldn't buy one from the stamp machine because he didn't have any change.
 - 4 He didn't go to the restaurant because he didn't have time.
 - 5 He couldn't telephone the restaurant because he didn't know the telephone number.
 - 6 He couldn't look in the telephone directory because he didn't know the name of the restaurant.
 - 8 Will you be able to repair the car today?
No, I won't. I'm going fishing.
 - 9 Will you be able to catch the train at 4.30?
No, I won't. I'm going to a meeting.

- 10 Will you be able to go to the cricket match on Friday?
No, we won't. We're going on holiday.
- 11 Will you be able to go to the beach on Saturday?
No, I won't. I'm going to work.
- 12 Will you be able to go to the cinema this evening?
No, I won't. I'm going to the theatre.

- C 2 Zain: Could I borrow your camera, please?
Naz: Why do you want to borrow my camera?
Zain: I want to borrow your camera to take a photograph of my brother.
- 3 Zain: Could you lend me your pencil-sharpener, please?
Naz: Why do you want to borrow my pencil-sharpener.
Zain: I want to borrow your pencil-sharpener to sharpen a pencil.
- 4 Zain: Could I borrow your radio, please?
Naz: Why do you want to borrow my radio?
Zain: I want to borrow your radio to listen to some music.

*Note: Either *Could I borrow* or *Could you lend me* may be used in the dialogues above.*

Unit 7

Pages 27–31

- A** 3 'If you write quickly, no one will be able to read it.'
4 'Unless we have a good dictionary, we won't be able to find out the meanings of all the new words.'
5 'If you are late back, you won't go again.'
- B** 2 Laila: If I were you, I would not tell Asifa a secret.
Samina: Why not?
Laila: If you tell her, she will tell everybody.
3 Akbar: If I were you, I would go to the theatre early.
Ali: Why?
Akbar: If you go to the theatre early, you will get a good seat.
4 Sami: If I were you, I would take an umbrella.
Simi: Why?
Sami: If you take it, you won't get wet.
- C** 2 'If I were a doctor, I could make sick people better.'
3 'If I were a pilot, I could travel all over the world.'
4 'If I were a farmer, I could work in the open air.'
5 'If I were a clown, I could make people laugh.'
- D** 2 What would you do if you found someone's passport?
If I found someone's passport, I would take it to a police station.
3 What would you do if you saw a fire?
If I saw a fire, I would dial 115.
4 What would you do if you wanted to be a pilot?
If I wanted to be a pilot, I would join the air force.
5 What would you do if someone lent you some money?
If someone lent me some money, I would pay them back quickly.
6 What would you do if you had a million rupees?
If I had a million rupees, I would buy a flat.
7 What would you do if you owned a parrot?
If I owned a parrot, I would teach it to speak.
8 What would you do if you had a toothache?
If I had a toothache, I would go to the dentist.

- E
- a. Nothing. The letter is completely washable.
 - b. No. You should use a dry iron.
 - c. Hotter.
 - d. Flowers on top.
 - e. 15 seconds.
 - f. No. You are asked not to slide the iron.

Unit 9

Pages 37–40

- A**
- 2 After he had washed, Mr Ali shaved.
 - 3 When he had shaved, Mr Ali made breakfast.
 - 4 When he had eaten breakfast, Mr Ali listened to the news.
 - 5 After he had listened to the news, Mr Ali collected the breakfast dishes.
 - 6 When he had collected the dishes, Mr Ali took them to the kitchen.
 - 7 When he had washed the dishes, Mr Ali checked the letter box.
 - 8 When he had read the letters, Mr Ali took the dog for a walk.
 - 9 After he had taken the dog for a walk, Mr Ali went to work.
- B**
- 2 Mrs Ali: Did you sweep the floor?
Mr Ali: No, I didn't. By the time I got home, someone had already swept it.
 - 3 Mrs Ali: Did you water the plants?
Mr Ali: No, I didn't. By the time I got home, someone had already watered them.
 - 4 Mrs Ali: Did you iron the clothes?
Mr Ali: No, I didn't. By the time I got home, someone had already ironed them.
 - 5 Mrs Ali: Did you feed the cat?
Mr Ali: No, I didn't. By the time I got home, someone had already fed it.
- C**
- 2 They had just reached the bus stop when the bus arrived.
 - 3 They had just got home when a thunderstorm started.
 - 4 They had just sat down when the lights went out.
 - 5 Rashid had just found the candles when the lights came on.
 - 6 Mrs Awan had just served dinner when her husband returned home.
- D**
- 'Had he really seen a flying saucer?' asked Mansur.
'He said that he had, but I said that I wouldn't believe him until I had seen the flying saucer myself,' said Jaffer.
'So what did he say then?' inquired Mansur.
'He said that it was behind me!' exclaimed Jaffer.
'And was it?' asked Mansur.
'I don't know. I didn't look because I thought that he was joking! I only realized that he hadn't been joking when I read the newspaper story,' said Jaffer.

Unit 10

Pages 30–33

- A**
- 2 How long shall I stir the sugar?
Until it has dissolved.
 - 3 How long shall I boil the mixture?
Until it becomes thick.
 - 4 How long shall I stir the mixture?
Until it stops boiling.
 - 5 How long shall I leave the jam in the pan?
Until it is cool.
 - 6 How long shall I leave the jam before eating it?
Until the following day.
- B**
- 2 As she was adding the sugar, the window cleaner arrived.
 - 3 While she was putting in the lemon juice, the telephone rang.
 - 4 While she was stirring the mixture, the baby woke up.
 - 5 As she was pouring the jam into jars, the postman delivered a parcel.
 - 6 While she was covering the jars with lids, the cat jumped on the table.
- C**
- 2 Seeing Mrs Alvi was out, he went into the kitchen.
 - 3 Opening the cupboard, he saw the jam.
 - 4 Liking strawberry jam, he made a sandwich.
- D**
- 1 One.
 - 2 Thirty-three.
 - 3 The centre hole.
 - 4 Horizontally or vertically.
 - 5 It is removed from the board.
 - 6 5, 15, 18, 28.
 - 7 Two.
 - 8 6, 16, 19, 29.
 - 9 One.

Unit 11

Pages 44–48

A One simple kind of kite is made in the shape of a diamond. First of all, the frame must be made. Usually it *is made* of bamboo or other light wood. Two sticks *are fastened* together to make a cross. One stick must *be cut* longer than the other. A piece of string *is used* to join the ends of the sticks.

Now a piece of thin, strong paper, silk or other light material *is cut* to the right shape. It must *be cut* so that it is the same shape as the frame but a little bigger. The paper or cloth *is placed* on the frame and the edges *are folded* over the string and *stuck* down.

Then a piece of string *is cut* so that it is a little longer than the shorter of the two sticks. The ends of the piece of string *are tied* to the ends of the shorter stick. A very long piece of string *is tied* to this small piece of string. The kite *is flown* by holding the long piece of string.

A tail *is needed* before the kite can *be flown*. Pictures 9 and 10 show you how it *is made*. Several strips of paper *are cut* and fastened to the bottom of the kite. If the kite does not fly well, the tail can *be made* longer or shorter.

Another kind of kite is the box kite. It *is made* of the same materials but it *is made* in the shape of an empty box. The middle and the ends *are not covered* and there is no tail.

Kites *are flown* in many countries, especially in Asia. Kites *were flown* in China over two thousand years ago. Nowadays, on festival days, big kites *are flown* by men, women, and children. Some of the kites *are shaped* like men and women, dragons, animals, and insects. Often the kites *are covered* with interesting designs which *are painted* in bright colours.

In Europe, kites began to *be made* and *flown* about two hundred years ago. A short while ago a new kind of kite *was invented*. A man *is strapped* to a large, especially designed kite. Then he runs down a steep hill until he *is lifted* into the air by the kite and *carried* to the bottom of the hill. Long distances *are covered* in this way, but sometimes the kites crash and the man *is hurt*.

- 1 Usually it is made of bamboo or some other light wood.
- 2 The frame must be made first.
- 3 A piece of string is used to join the ends of the sticks together.
- 4 The paper or cloth is placed on the frame and the edges are folded over the string and stuck down.
- 5 It is tied to the ends of the shorter stick.
- 6 It is tied to the short piece of string.
- 7 A tail is needed.
- 8 It is made by cutting several strips of paper and fastening them to the bottom of the kite.
- 9 The kite is flown by holding the long piece of string.
- 10 It is made of the same materials.

- B**
- a. 100 metres.
 - b. One and a half hours.
 - c. Only to throw in the ball from the touch line.
 - d. No. He may only handle the ball within the goal area.
 - e. Yes.
 - f. 3–4. Team A, 3; Team B, 4.
 - g. To choose the end from which he wishes to play.
 - h. Because the ball must be kicked forward, at the start of a game.
 - i. Because the player kicking off cannot touch the ball again until it has been touched by someone else.
 - j. 36.5 m.

- C** In order to understand how lightning *is made*, something must *be known* about electricity. Most people own a torch. The bulb lights up when the button *is pressed*. In an electric torch, a battery *is joined* to a bulb. The battery contains two kinds of electricity which *are called* positive and negative. When the button *is pressed*, the two wires *are joined* and the positive electricity *is allowed* to pass very quickly to the negative electricity. When it passes through the thin wire in the bulb, the wire *is made* hot, and light *is produced*.

Remember that electricity cannot *be seen*. Remember also that the wire *is heated* only when the positive electricity *is allowed* to move towards the negative electricity.

If a very big battery *is used*, the electricity can *be made* to jump over a break in the wire. It passes through the air. When this *is done*, the air *is made* hot like the wire. When the air *is made* hot, light *is sent* out which is blue in colour. This *is called* a spark.

Lightning is a big electric spark. This is how it *is produced*. First, a cloud *is charged* with electricity. Positive electricity *is produced* inside the cloud until no more can *be held by* the cloud. The electricity then *is forced* to find somewhere else to go. It moves to the earth or to another cloud. As it passes through the air, the air *is heated* and a spark *is produced*. A spark that *is produced* in this way may be seven or eight kilometres long.

Unit 12

Pages 49–52

- A** 2 A: I can't eat this cake. It's too sweet. Can you eat it?
B: No, I can't. It's much too/far too sweet.
- 3 A: I can't read this writing. It's too untidy. Can you read it?
B: No, I can't. It's far too/much too untidy.
- 4 A: I can't walk home. It's too far. Can you walk home?
B: No, I can't. It's much too far.
- 5 A: I can't go by taxi. It's too expensive. Can you go by taxi?
B: No, I can't. It's much too/far too expensive.
- B** 3 The pen that he bought did not write very well.
4 Farah, who is leaving school soon, has not decided what to do.
5 The boy who finished first was Qasim.
6 Mr Khan, whom I saw yesterday, did not look well.
7 The student whose painting is the best will receive a prize.
8 Our teacher, whose name is Mr Latif, has been here for ten years.
9 The person to whom I lent the book did not return it.
10 My uncle, to whom I addressed the letter, did not receive it.
11 The room in which I sleep is very small.
12 His wallet, in which he kept all his money, was missing.
13 The factory in which my sister works employs four hundred people.
14 A ship in which oil is carried is called a tanker.
- C** 2 Don Koehler, who is 2.5 metres tall, is the world's tallest living man.
3 The Sears Tower, Chicago, which is 443 metres high, is the world's tallest building.
4 Television, which was first demonstrated in public 1926, is now used all over the world.
5 Lord Baden Powell, whom many people called 'B.P.', was the first Chief Scout.
6 Sir Laurence Olivier, whom you may see on television or at the cinema, is a famous actor.
7 A python, which is not a poisonous snake, may reach a length of over 9 metres.
8 James Watt, who was born in Scotland, was one of the inventors of the steam engine.

- D**
- 2 The book, which my uncle borrowed, has several pages missing.
 - 3 The man, whom my uncle met, is Mr Raza.
 - 4 The stamp shop, which Mr Raza owns, used to be owned by Mr Wali.
 - 5 The African stamp, which my uncle looked at, is very old.
 - 6 The American stamp, which my uncle bought, is very valuable.
- E**
- 2 The man whose oranges were small and cheap sold a few.
 - 3 The man whose oranges were big but dear sold a few.
 - 4 The man whose oranges were big and fairly cheap sold a lot.
 - 5 The man whose oranges were big and cheap sold more oranges than anyone.

Unit 13

Pages 53–56

- A**
- 1 By the time Sara arrived, the experiment *had started*.
 - 2 While Miss Malik *was doing* the experiment, the test tube blew up.
 - 3 When the test tube blew up, a black cloud of smoke *appeared*.
 - 4 That's the man who was arrested because he *had robbed* a house.
 - 5 If I *saw* a burglar break into a house, I would ring the police.
 - 6 If the film finished before midnight, I *would watch* it.
 - 7 That's the notice board *which* shows the results of the badminton championship.
 - 8 The girl, *who* won the championship, is Atif's sister.
 - 9 That's the girl *whose* racket broke during the match.
- B**
- 3 Although it looks fine now I am sure that a storm is coming.
 - 4 No one was hurt in the accident although the car was badly damaged.
 - 5 Even though it rained all day we enjoyed ourselves very much.
 - 6 You have done very well though I think you can do even better.
 - 7 They continued the match even though the weather was very bad.
 - 8 She put on weight though she did not seem to eat much.
 - 9 Although it was hot he wore a thick coat.
 - 10 Even though we all pushed, the door would not open.
 - 11 He entered the competition even though he knew he would not win.
 - 12 Although the man repaired the telephone, it still would not work.

C

TOKYO	Departure:	1745 (5.45 p.m.)
HONG KONG	Arrival:	2055 (8.55 p.m.)
	Departure:	2145 (9.45 p.m.)
BANGKOK	Arrival:	2325 (11.25 p.m.)
	Departure:	0015 (12.15 a.m.)
KARACHI	Arrival:	0300 (3 a.m.)
	Departure:	0400 (4 a.m.)
ATHENS	Arrival:	0750 (7.50 a.m.)
	Departure:	0900 (9.00 a.m.)
LONDON	Arrival:	1135 (11.35 a.m.)

- D 2 Sara: *I'm sorry to hear that your father has influenza.*
Binesh: He has recovered now.
Sara: *I'm glad to hear it.*
- 3 Binesh: *I'm surprised to hear that your sister is still in hospital.*
Sara: She's better now. She came home yesterday.
Binesh: *I'm glad to hear it.*
- 4 Sara: *I'm sorry to hear that you failed your driving test last month.*
Arif: I tried it again last week and I passed.
Sara: *I'm glad to hear it.*
- 5 Naz: *I'm disappointed to hear that we are not going to have a bigger library this year.*
Sara: The headmaster says we will have a bigger one next year.
Naz: *I'm glad to hear it.*