

**Advance
with
English
5**

Teacher's Book

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Guidelines for Teachers

Advance with English 5 aims to develop the students' communicative skills as well as their ability to produce correct sentences. Therefore the activities require pair and group work as well as individual work. Students should be encouraged to discuss problems and tackle tasks together.

The fear of making language errors should not discourage students from communicating. Individual students' oral errors can be noted by the teacher then corrected periodically as a class activity. Written errors should be marked in the usual way. However, steps should be taken to reduce the number of errors by the thorough preparation of written work before writing, and the insistence that students proofread their written work in class before handing it in.

Another problem area for students is the development of thought processes and ideas. For example, each unit begins with a pre-reading section, which requires students to give their own ideas and opinions, or make predictions and intelligent guesses about previously unconsidered subjects. Whether their answers are 'right' or 'wrong' is of little importance, as the value of exercise lies in the thought processes it engenders and the opportunities for communication it creates.

Each teaching unit of *Advance with English 5* contains five thematically linked sections: *Reading; Language practice; Using English or Reading for information; Practical Conversation, and Composition.*

READING

This normally consists of reading material with pre-, while-, and post-reading exercises linked to vocabulary, structure, and summary exercises. The materials are related to other language work later in the unit, particularly composition.

There is a wide variety of different types of reading, authentic in both language and format. This includes articles from newspapers and magazines (Units 1 and 3), extracts from books of fiction and non-fiction, history and autobiography (Units 2, 4, 7, 9 and 10) and items such as reports (Unit 8), and job advertisements (Unit 10).

HOW TO USE THE MATERIAL

The introductory section presents the topic students will read about. It should be used by the teacher to elicit students' present knowledge of the subject and opinions about it. For example, the teacher can ask the following questions in relation to Unit 1:

What are some problems that traffic causes to you personally?

Discuss them with your classmates and list three or four examples. Students can then report these to the class and make a list of the most common problems.

How could changes in traffic arrangements affect shop owners?

If the people who live on a road or a district do not agree with what the authorities have done, what actions can they take?

The *What do you think?* section continues the thinking processes started in the introductory section. Students anticipate what they will read about by scanning the material, looking at titles, pictures, captions and other features. At this stage they must not read the passage. Next, they should make intelligent guesses and express opinions about the content of the material by answering the questions in this section.

The value of the exercise is in the students' attempts to answer (rather than the actual answers) which should be checked and discussed in class before the detailed reading starts. Unanswered questions should be returned to after the detailed reading. As in the previous section, the objective is to generate thought, discussion, and anticipation of the content.

The *Finding the facts* section which follows, aims to provide students with a purpose for reading. This usually takes the form of an information-extraction type exercise where students are required to find information in the passage that will enable them to complete various exercises, for example, a map (Unit 1), an interview (Unit 2) or a set of notes (Unit 3). Sometimes the students are asked to match statements with speakers (Unit 4) or with the facts in the passage (Unit 9). These activities would normally be done individually, but may lend themselves to pair or group work.

The *Words in context* section provides students with the opportunity to study the reading material in more detail. The use of realia means that students face more lexical items than they would in graded reading passages. To help them understand and retain these items, they have usually been divided into *words for recognition only* and *words for production*.

The vocabulary exercises are designed to encourage students to use contextual clues and make intelligent guesses to determine meanings. There are also exercises requiring students to use new lexical items for production in different contexts. These vocabulary items are reviewed in Units 5 and 11 (Revision).

The *Think about it* section contains comprehension questions, requiring students to consider and evaluate what they have read. These include multiple-choice and open-ended questions, and questions that test understanding of implication, opinion, and the writer's intention.

The *Reading* section normally ends with a *summary* exercise. Having read the passage and understood it thoroughly the students can tackle this final exercise in selection, comprehension, and expression with confidence. This *Summary* section contains a wide variety of exercises designed to develop progressively the students' summarizing skills. Considerable guidance on technique is given at the start and gradually withdrawn, until students are left with only minimal help.

LANGUAGE PRACTICE

This section provides a series of graded and contextualized exercises, designed to engage the students in the meaningful, communicative use of language.

First, students are presented with language items and explanations of their functions. Students are then guided through a series of exercises, some tightly controlled, which require them to use the language intelligently, not mechanically. Examples can be found in Unit 2, where students are asked in exercise A to analyse how events are put in sequence in the reading passage using *as*, *before*, and *after*. The students are then required to sequence a series of events, using the correct language in exercise B. In exercise C they are asked first to study how the writer uses *because* to express surprise. They then practise using these language functions, firstly in a short quiz and secondly in completing the explanation of a graph. In the *Language practice* section, the emphasis is again on varied and practical activities.

HOW TO USE THE MATERIAL

Various approaches are possible. For example, in Unit 2 the students can work in pairs to complete the table in exercise A and to complete the sequencing in exercise B. Exercise C (1 and 2) could be activities for the whole class, while for exercise C3, the explanation of the graph could be completed in groups, with one student from each group reporting back to the whole class. Most exercises are designed to be done orally but they may be written later, at the teacher's discretion.

Many of the exercises are designed for pair work (Unit 1, section D). In the early units, the teacher may want to take the part of S1 or S2, and for students to respond, before progressing to student pair practice. The teacher can go round the class listening and offering encouragement and tactful correction, while the students do the exercises themselves. Further reinforcement can be provided by asking students to write out some or all of the language items.

USING ENGLISH

This section usually alternates with the *Reading for information* section described below. It presents students with practical tasks in which they must use language intelligently, in realistic contexts. These tasks include writing minutes and questionnaires, form-filling, asking for and giving directions, making flow charts and interpreting graphs, following instructions, and applying for jobs, including the writing of applications and resumes.

In Unit 1, for example, students are asked to check some notes taken at a meeting for accuracy, by comparing them with a tapescript. The features of these notes, especially the use of abbreviations, are emphasized; thus students are taught a number of common abbreviations. They are finally asked to complete a set of minutes using the notes they have already corrected and the language forms they practised in the preceding *Language practice* section.

READING FOR INFORMATION

This section is designed to familiarize students with a wide variety of reading material, which differs from that found in the *Reading* section. It gives students the opportunity to acquire and practise the skills needed to use such material for their own reference. For example, in Unit 5 students are given practice in reading indexes, tables of contents, and publishers' blurbs, and further practice in scanning reading matter for specific information.

Most of these exercises are designed for individual work but they should be accompanied by discussion to clarify any misunderstandings or to deal with points of interest.

PRACTICAL CONVERSATION

This section is normally divided into four parts: *Pronunciation practice*, *Dialogue reading*, *Dialogue practice*, and *Picture conversation*. Pronunciation practice is provided by minimal word pairs and by practising the words in the context of sentences. There are exercises on vowel and consonant sounds, the consonant clusters and final consonants and on stress and intonation.

The main aim of the *Dialogue reading* section is to increase students' fluency. The dialogues are linked thematically to the *Reading* or *Language practice* section of each unit and sometimes express a language function, for example, congratulations and sympathy (Unit 9). They are designed to be practised by students working in pairs, but teachers may feel they should periodically take the part of the questioner.

Before practising dialogues, however, the teacher should read the dialogue once to the students. The teacher should then repeat the dialogue, this time pausing at appropriate points and asking individual students to repeat. Students should then practise in pairs while the teacher observes and helps, tactfully correcting, or noting mistakes for later correction. Finally one or two pairs of students can perform for the whole class.

In the *Dialogue practice* section, students are required to work in pairs or in groups to create their own dialogues in response to the prompts in the texts. The dialogues are thematically linked to the rest of the unit and in most cases illustrate a language function: asking for opinions or expressing likes and dislikes (Unit 1). In two cases the dialogues are situational: borrowing a library book (Unit 6) and asking and answering questions at a job interview (Unit 10). Students should study the dialogues first and work out their responses. They should then practise the dialogues while the teacher listens, helps and corrects, or notes any mistakes for later discussion and correction.

The *Picture conversation* section is usually related to the theme of the reading material in the *Reading* section. A detailed picture is accompanied by questions which are designed to encourage students to express their own points of view, as well as asking them to make factual observations about the picture. The aim is to help students develop the ability to talk confidently about matters of general interest.

Students can work on these picture conversations in small groups, with one student asking the questions and the others responding in turn. The teacher can circulate and deal with any problems that arise. Finally the teacher can take the role of questioner and elicit answers from individual students.

COMPOSITION

The *Composition* exercises are presented in two parts: *Discussion* and *Writing*. In addition, in the first three units of the book, there are exercises on paragraph writing. The *Composition* exercises generally come at the end of the unit and are related to the *Reading* section and to other parts of the unit, for example *Language practice*.

The three exercises in the *Paragraph writing* section are designed to remind students that compositions are composed of paragraphs, and that paragraphs comprise a topic sentence that expresses the main theme, supported by sentences that illustrate or develop this. Detailed instructions on how to write the paragraphs can be found in the *Student's book*. While

the actual writing may be done as a home assignment, the preparation work should be done in class.

Discussion must always precede the writing of the composition so that students will generate the ideas they will later write about. Full details on how to conduct the discussions are given in the *Composition* sections of the book. It should be noted that the discussions are conducted in groups of four or five students.

The compositions in the *Writing* section are designed to be as practical and useful as possible and to introduce students to the many kind of writing tasks listed in both the teaching and the examination syllabuses. They therefore include letters, reports, articles, a speech and a radio script as well as a factual and imaginative compositions.

Students should read carefully the instructions for discussion in the *Composition* section in each unit and be quite clear about the rules and what they intend to achieve in their discussion. The teacher should provide any explanation necessary. For example, in Unit 1, students are asked to play the roles of committee members of a residents' association and discuss part of a letter from the traffic authorities. This requires them to give answers to specific questions. While the students are discussing this letter in groups (the suggested group size is five), the teacher should listen, help, encourage and answer questions. When the groups have finished their discussions, it is usually a good strategy for one member of each group to report back to the whole class. Different groups will probably arrive at different decisions and the reasons for this can encourage further discussion. The aim is not to get the whole class to agree to the same set of decisions but to generate good discussion skills.

After the discussion, the students will be clear about the subject matter of the composition and it is suggested that they write as individuals, although groups are advised for Unit 7 and pairs for Unit 8. In some units, for example Unit 1, guidelines or hints on writing are given and it may be necessary to discuss these with the students before the actual writing takes place.

STUDY NOTES

Each unit ends with a set of *Study notes* which briefly restate the main language points covered in the unit. They are designed to help students remember what they have studied and to serve as an aid to revision.

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Answer Key



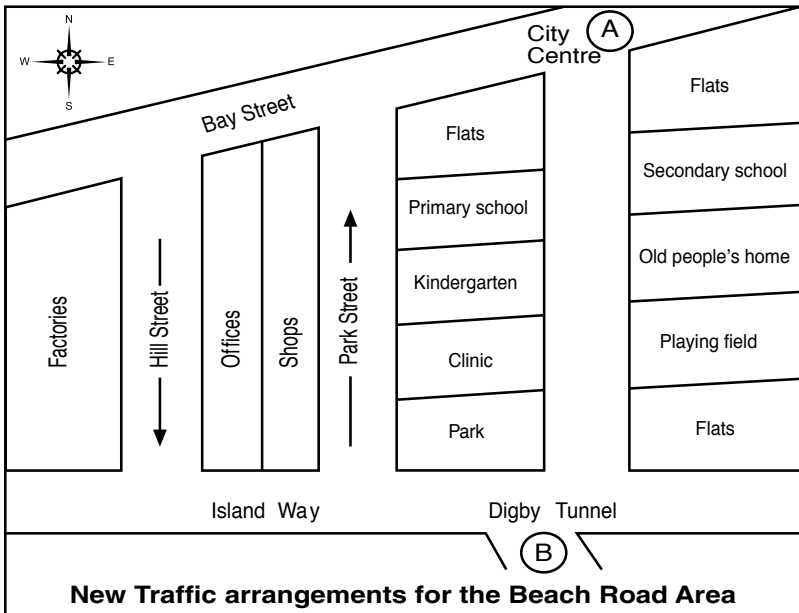
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Unit 1

READING Pages 2-5

- A
- 1 Strongly against
 - 2 Terrified
 - 3 Emergency
 - 4 B
 - 5 A
 - 6 A
 - 7 B
 - 8 Consult the people to find out what *they* want
 - 9 C
 - 10 B

B



- C
- 1 protesting against
 - 2 came into force
 - 3 reverse
 - 4 C
 - 5 A
 - 6 northbound; will die down
 - 7 install; monitor

Notes on BRRR emergency committee meeting at 8 p.m. on 9/5 in Beach Road Secondary School.

1. Review of new traffic arrangements

Chairman—All traffic from Clifton Bridge to City Centre now from *S to N along Beach Road*

Result—huge increase traffic; prbs for B Road *residents and workers*

Q—what exactly are prbs?

2. Problems caused by n.t.a.

a. Crossing road—

- (i) old people,
difficulty shopping,
clinic, *park*;
also noise and fumes.

- (ii) Primary school—diffy. getting
chn. across to plg. field *and play ground*;
also n. and f.

- (iii) kindergarten—ditto

- (iv) sec. school—chn. diffy *bus-top* - school
also n. and f.

- (v) flat—owners—diffy. *shopping*;
chn. to school, n. and f.

b. Noise and fumes—see above

Chairman—Q—what are solutions?

3. Solutions to problems

a. Approach *District Council*—cancel n.t.a.

b. Newspaper campaign cancel n.t.a.

c. Ped. crossing installed immed.

d. Both a. *and* c.

4. Adjournment of meeting

Adjourned 9 p.m.—meet again 10/5,8 p.m.

- 3 approx.—about; km.—kilometre;
cf.—compare with; e.g.—for example;
etc.—and the rest; hr.—hour; i.e.—that is;
NB—note well/pay attention to;
no(s).—number(s); viz.—namely;
w.e.f.—with effect from; wt.—weight.

PRACTICAL CONVERSATION *Pages 14–16*

- D 1 On the pedestrian crossing.
3 The puddle of water which made the car skid.
4 Swerved to try and avoid him.
5 Half on the road and half on the pavement.
6 Calling for an ambulance.
7 Yes. They have turned their heads to see what is happening.
8 Chatting.
9 Large stones are falling from the bulldozer and are about to hit the worker below.

COMPOSITION *Pages 16–18*

- A 1 a. New traffic arrangements in Beach Road. Sentence 1.
b. Sentences 2, 3, and 4.
c. That it is now difficult for residents to cross the road because of the increased number of vehicles; that this situation affects especially young people who go to school there and the old who live in the old people's home; and that the noise and fumes are annoying everyone and affecting the health of some.
d. Sentence 5.
e. Also; as a result.

Unit 2

READING Pages 20–25

- A 4 Personal robot.
5 A
6 Personal robots and industrial robots.
7 Describe the rest of his imaginary day.
8 The passage describes how people could enjoy a much improved lifestyle once robots become widely used, a lifestyle which people might compare to their idea of Utopia.
9 New technological advances.
10 Robots and computers.

B You: . . .
Knight: I wanted to show how two machines, in particular *robots* and *computers*, are going to change our lives.

You: . . .

Knight: I'll try. Life will be *more secure* than it is now. There won't be any danger of robbery, for example. Life will be *easier*: you won't have to cook your own meals or check the children's homework. And because you won't have to *work* such long hours, you'll have a lot more *leisure time*.

You: . . .

Knight: *Personal robots*. There's no doubt about that. People have *talked* about creating them for years. Soon they will be a reality.

You: . . .

Knight: No. Those are *industrial robots*. These will certainly have a great effect on *work* but not so much on our personal lives. And this effect will take *longer* to be felt.

You: . . .

Knight: Yes. I call it a *probot*. That stands for *personal robot*. Basically, it is a *personal computer* with a *body*. If it has *wheels* and an *arm* so that it can *pick up*, *move* and *manipulate* things, then it becomes a device of great *potential*.

- C 1 a. sleep
b. fell asleep gradually
c. takes him off quickly
d. the story which has just been told

Set the table for dinner.

At 6 p.m. start preparing rice, beef and vegetables for dinner.

Put rice in rice cooker and steam it.

Fry the beef and vegetables.

2 Dear Aunt Zarin,

Thanks for your offer of help. Here are the jobs which need to be done.

First wash up *the breakfast dishes* and then *dust* the furniture. After you *have dusted* the furniture, wash *the floors* and let them dry. Before you iron *the clothes which are in the laundry basket*, polish *the dry floors*. After you finish the ironing, put away *the ironed clothes*. Before you start preparing *the rice, beef and vegetables for dinner* at 6 p.m., set *the table for dinner*. Put *the rice in the rice cooker* and steam it. As the rice is steaming, *fry the beef and vegetables*.

Mother and I will both be home at 6.30 p.m. Mother said to telephone her at the office if you need to ask her anything. Thanks again for coming to help. See you this evening.

- C 1 a. Because his home was made secure by computer, he had no fear at night that he might be robbed or be in any danger while he slept. So he slept very peacefully.
- b. Because his household computer informed him.
- c. Because there are relatively few robots working in factories.
- d. Because it can be programmed to do much more than a personal computer.
- 2 a. Doctor is out of place because he is to do with medicine. The other words are to do with the theater.
- b. Potato is out of place because it is the name of a vegetable. The other words are names of fruit.
- c. Typist is out of place because she is to do with an office. The other words are to do with hospital.
- d. Knee is out of place because it is connected with the leg. The other words are connected with the arm.
- e. Beijing is out of place because it is the name of a city in China. The other words are names of cities in Europe.
- 3 a. *Because* we reduced our prices by 10% in February, sales *rose* from 2,000 to 3,000.

- b. *Although we had an advertising campaign in April, sales fell from 3,000 to 2,000.*
- c. *Because we gave a 20% discount in May, sales rose from 2,000 to 3,000.*
- d. *Although we removed the 20% discount in July, sales rose from 5,000 to 6,000.*
- e. *Because we put prices up 15% in October, sales fell from 4,000 to 3,000.*
- f. *Although we reduced prices by 25% in December, sales fell from 2,000 to 1,000.*

USING ENGLISH Pages 29–31

- A**
- 1
 - a. heater
 - b. washing machine
 - c. refrigerator
 - d. computer
 - e. record player
 - f. vacuum cleaner
 - g. microwave oven
 - 2
 - a. With a greeting. He offers to help the customer.
 - b. He says it's the latest model.
 - c. The customer thinks it is a bit expensive.
 - d. Because it's a fixed-price item.
 - e. He will go to look at other models of washing machines in other shops.
 - f. Very politely. He uses the expression *good morning* here to say goodbye to the customer.

C

Monthly stock record: May											
Items	In stock May 1	Sold				Broken				In stock May 31st	
		Winston		Lily		Winston		Lily			
Electric kettles	42	5	5	16	16	0	0	1	1	20	20
Electric irons	68	31	31	20	20	1	1	0	0	16	16
Radios	34	12	12	15	15	0	0	3	3	4	4
Cassette players	53	8	8	30	30	3	3	2	2	10	10
Plugs	88	44	44	29	29	4	4	0	0	19	19

Key:

S1	S2
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PRACTICAL CONVERSATION *Pages 32–34*

- D**
- 1 Mother, daughter and grandmother.
 - 3 One is listening to music, the other is using a computer.
 - 4 The middle-aged man is reading a newspaper and the elderly man is watching TV.
 - 6 The females are doing household chores and the males are enjoying leisure activities (the boy using the computer may be working or studying).
 - 7 That it is unfair that the women should be doing the household chores while the men relax or do something more interesting.
 - 9 The household chores could be shared by both the men and the women so that the women could enjoy some leisure time too.
 - 10 Household chores are not enjoyable, so it might be difficult to persuade the men to do their share when they are used to doing more interesting things instead.

Unit 3

READING Pages 36–41

- A**
- 3 The gentle giants are probably the *gorillas*.
 - 4 Jambo, the gorilla, probably showed compassion (pity) towards *the child*.
 - 5 The monsters are probably *the gorillas*.
 - 6 They are probably misunderstood by *humans*.
 - 7 a.
 - 8 Most people probably expected the young boy who fell into the gorillas' enclosure to be *killed*.
 - 9 *Us* in the last paragraph probably refers to *humans*.
 - 10 a. The shirt was *puzzling* (strange) to the gorilla because *it was different from anything the gorilla had experienced before*.
 - b. The *tribute* (admiration or respect) is *to the skill and understanding with which Jersey Zoo looks after its gorillas*.
 - c. The gorilla *family* is looked after and *protected by a big male gorilla*.
 - d. The gorillas could think that the *human intruders* were a *possible source of danger*.
 - e. The *shaggier relative* (shaggy means covered in hair) refers to *the mountain gorilla*.
- B**
- 1 *Common attitudes towards gorillas*
most people believe gorillas are *violent* and *dangerous*
 - 2 *Reasons for gorillas' bad reputation*
 - a. *started* in 19th century book by American *explorer*
 - b. *film* in 1930s called *King Kong*
 - 3 *True nature of gorillas*
 - a. Gorillas are *gentle* and *inoffensive*
 - b. eat mainly *vegetation*
 - c. love and *protect* their *family*
 - d. rarely use *strength* against other *animals*
 - 4 *Future fate of gorillas*
gorillas are *endangered* animals
reason: *cutting down of forests; hunted* by humans

- 5 D
- 6 B
- 7 D

LANGUAGE PRACTICE *Pages 42–44*

- B**
- 1 The crowd of people, who were watching the gorillas, began to lean over the fence to see better.
 - 2 A young boy climbed on to the fence which was not very high.
 - 3 A woman, who was wearing a dress, held the boy around his waist.
 - 4 The woman, who I think was the boy's mother, turned to wave to a tall man at the back of the crowd.
 - 5 The boy on the fence, who was about six years old, fell into the gorillas' enclosure.
 - 6 The people, who saw the boy fall, looked terrified.
 - 7 A male gorilla, who was the boss of the gorillas, stood guard over the boy but did not hurt him.
 - 8 A man, who was wearing jeans and a T-shirt, went into the enclosure with the ambulance men.

READING FOR INFORMATION *Pages 45–46*

- 1 The lady playing the radio may be breaking rule 2 and is definitely breaking rule 12. The boy swimming in the pond is breaking rule 3 and so is the man picking the flowers from the flower bed. The child riding the tricycle in the park, is breaking rule 5. The boy selling RSPCA flags may be breaking rule 6 unless he is authorized to sell them. The man selling ice cream is breaking rule 7. The children climbing the tree are breaking rule 8. The boys playing football are breaking rule 9. The boys playing cards may be breaking rule 10 if they are playing for money. The man sleeping on the bench is breaking rule 11. The man who has brought his bird in a cage to the park, is breaking rule 13.

Sara should have stopped by all of these people and taken the names and addresses of those who are breaking the rules.

PRACTICAL CONVERSATION *Pages 46–49*

- B**
- 1 A pet walkathon, organized by the RSPCA.
 - 2 Walkers will have asked people to sponsor their walk and on completion of the walk will collect the money from the sponsors.
 - 3 Because they know that they are being filmed by the TV camera.
 - 6 Probably the girl with the tortoise.
 - 8 One of the walkers is giving her sponsor form to one of the officials. A sponsor form lists all the names of the people who have agreed to sponsor the walker and states the amount of money each person will pay the walker after the walk.
 - 9 A variety of animals eating a variety of special food for animals.
 - 10 The dog guides the man along and helps him to find his way to the places he wants to go.

Unit 4

READING Pages 52–57

- B**
- 1 Medical students. Male.
 - 2 A lecture. Elizabeth Blackwell.
 - 3 A lecture room.
 - 4 A hundred years ago—the clothing is of that era.
 - 5 The door to education and opportunity, previously only available to men.
 - 6 Women.
 - 7 Fact.
 - 8 A class of all male medical students. The lady was Elizabeth Blackwell.

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

- D**
- 1 a. professions
c. opposition
e. attend
g. turn the decision over
i. boast
k. in favour
 - b. determined
d. authorities
f. expedient
h. turned down
j. genuinely
l. carried unanimously
- 2 An influential doctor is one who has power and importance. The student body is all the student members of a school or college.
Notification means news or information.
A nerve-racking situation is one that worries or frightens you.
Formally introduce means to introduce someone in a serious or official manner.
Boisterous and riotous means noisy and disorderly.
To be indicted means to have legal action taken against a person or organization.
A diffident person is one who is not confident or is shy.
A bedlam is a very noisy place; like a madhouse.
Silence prevailed means silence spread through the room.

E Yes, I remember the incident quite well. Miss Blackwell wanted to become a doctor but a lot of people were against the idea and when her application was considered there was a lot of *opposition*. However, she had been recommended by a very influential doctor and, of course, we didn't want him to be *offended*. We didn't know what to do until someone suggested that the student body should be asked to consider the matter. We were sure that when they saw her application they would *turn it down*. So we decided to turn the matter over to them.

However, the result surprised us. They voted to admit Miss Blackwell. In fact the vote in her favour was *unanimous*. Some students wanted the college to be the first to train a woman doctor so that they could *boast about it*. Others thought women should be treated equally and this belief was quite *genuine*. So Miss Blackwell had to be admitted by the college *authorities*. They had no other choice. So she became the first woman to enter the medical *profession*.

F	she	para. 1.1.9	Elizabeth Blackwell
	they	para. 2.1.4	<i>the college authorities</i>
	it	para. 2.1.13	<i>medical college</i>
	They	para. 2.1.8	<i>the college authorities</i>
	He	para. 4.1.17	<i>an elderly doctor</i>
	it	para. 5.1.11	<i>every word</i>
	its	para 5.1.15	<i>the presence of a lady</i>

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

- H**
- 1 Because at that time only men worked in the profession and nobody believed that a woman could be equally capable of becoming a doctor.
 - 2 A Philadelphia doctor. He recognized Elizabeth's potential and recommended her to Geneva College. Because the doctor was influential, the college authorities considered Elizabeth's application even though they did not want a female student.
 - 3 The students were normally rude, boisterous, and riotous but as soon as Elizabeth entered the lecture room with the dean, the students fell completely silent. This dramatic change in behaviour was a direct result of Elizabeth's arrival.

- I 1 Elizabeth Blackwell wanted to become the first woman doctor in *the world*. She applied to Geneva College for a place on the medical course and her application was accepted *after a lot of delay*. Both the college authorities and the students had considered Elizabeth's application. Surprisingly, the students approved it *unanimously* and informed the college authorities who were *dismayed* at the students' decision.

Elizabeth arrived at the college and shortly afterwards was introduced *to* the students *by* the dean. The students, numbering *about* a hundred and fifty were *rude, boisterous, and riotous*. In fact, the residents of the area had *complained to* the college *about* the *bad* behaviour of its students. When Elizabeth entered the lecture room for the first time, *small* and *plainly* dressed but with a *firm and determined* expression on her face, the students *sat down* and *fell silent*. The *silence* was so *profound* that it was *possible* to hear *every* word of what the dean said.

LANGUAGE PRACTICE Pages 58–60

- C 4 Zain said that only men could do the most important jobs in society, e.g., managers, governors, doctors.

However, Naila stated that this was untrue and that women were equally capable. She gave the example of Benazir Bhutto, the Prime Minister.

Zain argued that women should not be given responsible jobs because when they married, they usually left to have children. Naila said that this was untrue because most women returned to work only six weeks after having a child. Zain stated that women left their jobs more frequently than men, so they shouldn't be trusted with important positions which might be difficult to fill. Naila argued that women often left jobs because male managers were afraid to promote them to responsible positions in case they left! She said that as a result, many women got bored and left to find more interesting work. She stated that companies lost a lot of talent in this way.

Zain said that he thought women were not suitable to do certain jobs like working on building sites. Naila asked why not and argued that only recently there had been a newspaper article about a very successful female scaffolding constructor.

Zain concluded that women were not strong enough to do heavy manual jobs. However, Naila stated that modern machinery made many previously heavy jobs much lighter and argued that as a result, women could do them too.

PRACTICAL CONVERSATION *Pages 62–65*

- D**
- 1 In school.
 - 3 The chairman.
 - 4 No. He is using notes.
 - 5 The committee secretary.
 - 6 Writing the minutes of the meeting.
 - 7 She wants to say something and is waiting for the chairman's permission to speak.
 - 8 The one next to the secretary looks as if he is reading; the one diagonally opposite looks as if he is looking out of the window; the one next to him looks as if he is writing.
 - 9 He is probably the principal.
 - 10 A football game and basketball game being played.

Unit 5

READING Pages 68–73

C Emily is sick and cannot travel. We will now arrive in Vancouver on (name of month) 28. Please book a double room for us at the Bayside Inn for four nights. My money has been stolen so please send me two thousand dollars immediately. Also the X14A camera is unavailable but there is a newer model called the X14B. It costs \$ 500 more. Should I buy one?

Best wishes,
Grace

D

R	O	T	Y	W	X	M	D	E	I	O	L
C	M	Y	R	A	T	I	L	O	S	L	C
N	O	K	L	M	G	S	O	T	A	E	D
O	T	S	B	R	E	P	K	T	T	N	X
I	R	P	L	O	N	U	S	S	O	C	W
S	A	M	D	F	U	N	O	Q	M	L	O
S	U	N	A	N	I	M	O	U	S	O	T
E	T	O	M	O	N	C	N	E	V	S	U
F	R	A	I	C	E	V	G	E	Q	U	Y
O	C	R	B	D	Z	H	K	Z	P	R	M
R	U	E	X	L	R	Y	F	E	R	E	C
P	R	R	E	J	E	C	T	D	O	N	D

- | | | |
|-------------|-------------|--------------|
| 1 squeezed | 2 reject | 3 solitary |
| 4 install | 5 genuine | 6 profession |
| 7 unanimous | 8 enclosure | 9 conform |
| 10 stable | | |

E CLUES ACROSS

- | | | |
|------------|------------|--------------|
| 1 ended | 5 dramatic | 7 aggressive |
| 11 monitor | 14 pair | 16 extensive |
| 17 no | 19 dad | 20 profound |

CLUES DOWN

- | | | |
|--------------|-----------|-----------|
| 1 endangered | 2 ever | 3 arms |
| 4 ate | 6 conform | 8 gum |
| 9 sticks | 10 plain | 12 offend |
| 13 on | 15 deaf | 18 own |

Unit 6

READING Pages 76–79

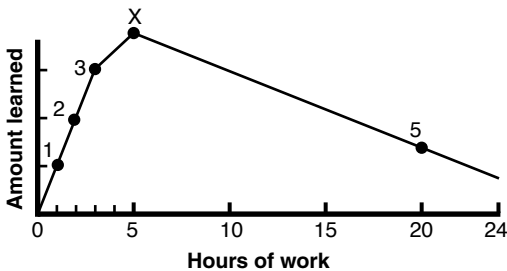
- B**
- 1 more
 - 2 graph
 - 3 rest the mind
 - 4 A
- C**
- 1 Beyond a certain point, the *more* you study the *less* you learn.
 - 2 Most students can study effectively for about *five hours a day*.
 - 3 If you study for ten or twelve hours a day, you will *become exhausted* and *lose your power of concentration*.
 - 4 The mind does not *work* as the body; the best way to rest and relax the mind is to *get out and do something active*.
- D**
- 1 a. principles
c. was exhausted
e. a compromise
g. fatigued
i. variety
 - b. were effective
d. exhausted
f. my concentration on
h. to get in
j. Conserve
- 2 The crest of a curve is its highest point.
Someone on a downward slope is in an increasingly difficult situation.
If you are chopping, you are cutting something up.
Fatigue means tiredness.
Adequate means enough or sufficient.
- E**
- Mina: Well, I learned some of the *principles* of good study.
Sitara: . . .
Mina: I'm going to try. They seem to be *effective* and Dr Malleson says they produce good results.
Sitara: . . .
Mina: Yes, I do. Dr Malleson used a graph to show that if you study too long, you become so *exhausted* that you lose your *power of concentration*.
Sitara: . . .
Mina: It's because your mind becomes so *fatigued* it's unable to take anything in.
Sitara: . . .

Mina: Yes, that the mind works differently from the body. Resting, by lying down or sleeping enables you to *conserve* the energy of your body but not of your mind.

Sitara: . . .

Mina: You should stop studying and go and do something completely different. A *variety* of activities is the best way to relax and rest the mind.

F 1



2 A

3 The two misunderstandings are that the longer you work the more you learn, and that to rest the mind you should lie down and relax, as you would to rest the body.

4 *except*

LANGUAGE PRACTICE Pages 80–84

A 1 Malleeson: Yes, and you *must* learn them.

Alex: . . .

Malleeson: You *mustn't* because you'll be too tired to remember anything.

Alex: . . .

Malleeson: Then you *mustn't*. You'll lose your powers of concentration.

Alex: . . .

Malleeson: But you *must*. A change of activity is essential.

2 a.

Yes, and you *ought to* learn them.

b. You *shouldn't* because you'll be too tired to remember anything.

c. Then you *shouldn't*. You'll lose your powers of concentration.

d. But you *should*. A change of activity is essential.

- 3 Mallson: It depends on *the type of work* and *on the person*. It even *varies from week to week in the same person*.
- Penny: . . .
- Malleson: If you find that you can't understand a paragraph after reading it *repeatedly*, it means that you're *not taking it in*; that's a *pretty good sign that you've reached your personal optimum*.
- Penny: . . .
- Malleson: On the contrary. The mind *is different from* the body. To rest the mind you must do something *active*, something *different from studying*.
- Penny: . . .
- Malleson: Because the mind cannot rest even in sleep. So you *must get out and do something—anything so long as you don't study*.
- Penny: . . .
- Malleson: Yes.

- B** 2 (i) Don't *study for too long*. *If you do, you will lose your power of concentration*.
- (ii) Do *try to find your own optimum for your daily study*.
- (iii) Do *stop after reaching your optimum*.
- (iv) Don't *sit down to rest after studying*.
- (v) Do *some other activity, something different from work*.
- C** 2 a. Watching television. The majority of households have a TV; there are programmes to suit all age groups and it is very easy to watch TV.
- b. Team Games. Because they are too young.
- c. Swimming. Possibly because they would need to be accompanied by an adult and therefore would not have the opportunity to go as frequently as the older children.
- d. Lack of conveniently located facilities and it would be expensive to go regularly.
- e. That they are quite interested in music.
- f. Because they are capable of being more independent than the younger groups and therefore can pursue more leisure activities without needing adults to escort them. Also some of the activities are only suitable for older children.

READING FOR INFORMATION Pages 84–88

- A 1 *Project* would be on page 679.
2 Between *prohibition* and *projectile*.
3 a. The first entry is a noun (the abbreviation *n* is used to indicate *noun*). The second entry is a verb (the abbreviations *vt* and *vi* are used to indicate *transitive* and *intransitive verb*).
b. In the meaning of the noun.
c. Countable. [C] in the dictionary entry after the word *project* indicates that this is a countable noun. [U] would indicate an uncountable noun.
d. do, plan, carry out.
- B 2 a. 600 Applied Sciences (Technology)
b. Card (ii) belongs to a major subdivision; cards (i) and (iii) belong to a minor subdivision.
c. Card (ii) is from the author catalogue; card (i) is from the title catalogue; card (iii) is from the subject catalogue.
d. Gordon, Lee and Jack, James.
e. Gordon, Frank, Jack.
f. *Communication: An Introduction*
g. *Speaking in Public*
h. *Speech for Everyone*
i. *Communication: An Introduction*
j. Friends' House
- 3 Air Pollution – 600
Acupuncture – 600
Chinese Music – 700
Computers – 600
The Calculus – 500
The Life of William Shakespeare – 800
Buddhism – 200
Everyman's Encyclopedia – 000

PRACTICAL CONVERSATION Pages 89–92

- D 1 To study.
2 40 C. The air conditioner is out of order.
3 Probably about where they are going to sit to study.

- 4 Playing cards, sleeping, throwing waste paper, playing music, eating.
- 5 They are hot and uncomfortable because the room temperature is so high which makes it very difficult for them to concentrate and study.
- 6 He is trying to take a book from one of the higher shelves.

Unit 7

READING Pages 94–99

- A**
- 1 Fiction.
 - 2 Tripods and humans.
 - 3 The Tripods.
 - 4 John Shackley as the fictional character Will, Jim Baker as Henry, and Ceri Seel as Beanpole.
 - 5 That they are going on a long, difficult walk.
 - 6 Desolation.
 - 7 The mission is to get to the Tripods' city without arousing suspicion. The most dangerous part of the mission would be trying to get out of the city later.
 - 8 **B**
 - 9 *Tripod* means three-legged; *trilogy* means a set of three related stories.
 - 10 It is a Tripod. The picture came from BBC Enterprises Ltd., from the BBC Television Production of *The Tripods*.
- 2
- a. Go on the special mission to the Tripods' city.
 - b. The three people (Will, Henry, and Beanpole) on the mission. They are probably on their way to the Tripods' city.
 - c. The Tripods.
 - d. One of the people on the mission has been captured by the Tripods.

- B**
- | | |
|--------------|--------------|
| 1 hundred | 2 capping |
| 3 adults | 4 expected |
| 5 celebrated | 6 misgivings |
| 7 capping | 8 tell |
| 9 capping | 10 wandered |
| 11 pitied | 12 disliked |
| 13 looked | 14 against |
| 15 really | 16 move |
| 17 enemies | 18 think |
| 19 survived | 20 agreed |
| 21 cousin | 22 French |
| 23 won | 24 arrived |

C 1 **B**

2 **A**

3 **B**

4 B
7 A

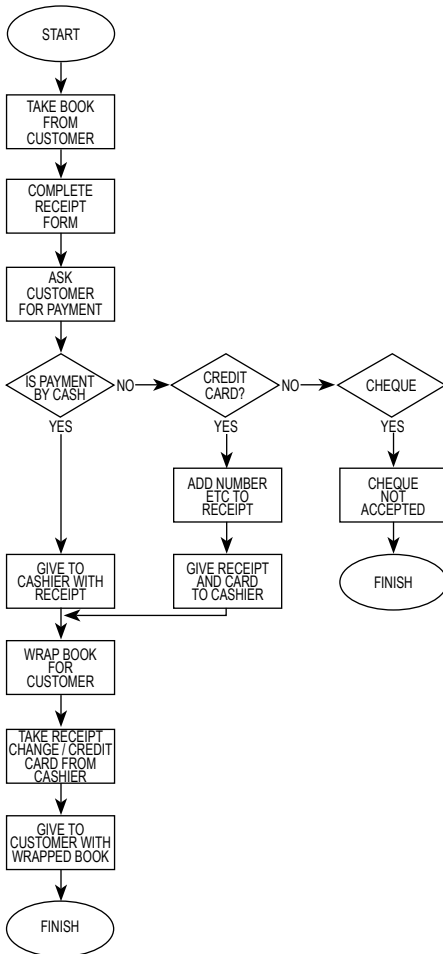
5 B
8 B

6 B
9 A

- D
- 1 Thinking for oneself.
 - 2 For fear of punishment.
 - 3 Fight the Tripods.
 - 4 War between humans and Tripods.

USING ENGLISH Pages 100–102

A Mr Alam's flow chart



B

National Bookstore,
PO Box 848,
GPO Lahore
January 16th, 2004

The Manager,
The National Bank,
The Mall,
Lahore.

Dear Mr Ali,

Book Sales for 2003

As requested, I enclose a graph showing our *book sales for 2003*.

You will see from the graph that in January and February we sold *5,000 books*. Our sales then rose to *15,000* in March but *fell again to 5,000* in April. This was because *the shop was damaged by fire and we had to close it for two weeks*.

In May and June, sales *rose steadily to 15,000* again and *stayed* at that level in July. In August there was a large *increase to 25,000*. The reason for this was that *children were buying school books*. Sales then *fell* again in *September and October* but began *rising* in November. In December we *sold 35,000 books, our highest number* for the year. This was because *people were buying books for Eid presents*.

I hope this is clear. Please ring me if you want any further information.

Yours sincerely,
M. Alam

PRACTICAL CONVERSATION *Pages 103–105*

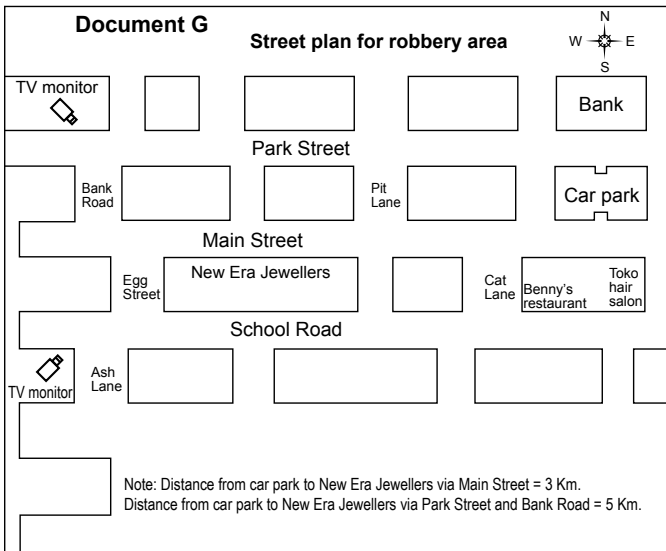
- D
- 1 Preparing their sleeping bags for the night.
 - 2 Prepare some food.
 - 3 Three.
 - 4 A long hike.
 - 5 Probably not. They are carrying sleeping bags.
 - 6 He is holding a map and looking at the route marked on the map.

- 7 No. There is a coach on the beach who is obviously training the canoeists which includes teaching them how to capsize.
- 8 The three people in canoes are learning how to use canoes properly; on the right of the picture we can see the arm of someone who is probably swimming.
- 9 The coach is giving instructions to the canoeists and the people on the right of the picture are sunbathing.
- 10 This is the coach. He is probably making notes about the canoeists he is instructing.

Unit 8

READING Pages 108–113

- A**
- 1 Anything left behind by the person who committed the crime, e.g., hair, pieces of clothing, bloodstains, fingerprints, statements from witnesses.
 - 2 Yes. To collect evidence from the scene of the crime.
 - 3 Victims of and witnesses to the crime, and suspects.
 - 4 No. If a statement was obtained from only one person, it would not be possible to establish if the statement was entirely truthful.
 - 5 So that they can later examine in detail what each person said.
 - 6 They compare the statements against each other to look for inconsistencies of information and then compare the statements with other evidence they have collected. In this way the police try to reconstruct the order of events to help them solve the crime.
 - 7 If it contradicts itself or if it is contradicted by other concrete evidence.
- B**
- | | |
|------------------|------------|
| 1 diamonds | 2 three |
| 3 traffic survey | 4 Datsun |
| 5 two Datsun | 6 men, one |
| 7 robbery took | |



Situation Chart

Situation Chart

Location: New Era Jewellers, Main Street

Date: June 18 Time: 2.50 p.m.

Number in gang: Three

Value of goods stolen: Rs 1 million

Details of suspects

Name	Location*	Time	Evidence from witnesses [⊕]
1. Mrs Eva Chinoy	Benny's	1.30 p.m. – 2.30 p.m.	✓
2. Masud Hasan	Car-park	2.30 p.m. – 3.20 p.m.	X
3. Mr Asif Jan	Bank	2.30 p.m. – 3.20 p.m.	?
4. Simi Aziz	Hairdresser's	1.30 p.m. – 3.20 p.m.	✓
5. ?		10.00a.m.	✓

Details of vehicles

Number	Owner	Colour/Type	Location	Time	Evidence from witnesses [⊕]
1. LHE 2197	Mrs Eva Chinoy	White Datsun	Car-park	1.30p.m. – 3.30p.m.	✓
2. GAL 4926	Masud Hasan	White Datsun	Car-park	2.30p.m. – 3.20p.m.	✓
3. RIT 7868	?	White Datsun	Car-park	10.00a.m. – 2.40p.m.	✓

* Location – refers to the suspects' stated location at the time of the robbery.

⊕ If there is evidence to support statements, write ✓.
If there is no evidence to support statements, write X.
If the evidence is doubtful, write?

LANGUAGE PRACTICE Pages 114–115

1.
 - a. S2: My watch must be slow.
 - b. S2: You must be unwell.
 - c. S2: Something must be burning.
 - d. S2: The lift doors must be stuck.
 - e. S2 You must be feeling cold.
 - f. S2: You must be choosing a recipe.
2.
 - a. S2: He must have got out.
 - b. S2: I must have dialled the wrong number.
 - c. S2: I must have lost it.
 - d. S2: Their side must have lost.
 - e. S2: Something serious must have happened there.
 - f. S2: I must have left it on the bus.

COMPOSITION *Pages 116–117*

- A 1 a. A white Datsun van, registration number RIT 7868 was driven into the car park by a woman.
b. Mr Jan or Miss Aziz.
- 2 a. Miss Aziz went to the Elegance hair salon and Mrs Chinoy went to Nadim's restaurant.
b. Eating at Nadim's.
c. She said she was waiting in her van for Miss Aziz.
d. She could have been taking part in the bank robbery.
e. She was having her hair done at the hair salon.
- 3 a. We know that Mr Jan was given a bank draft at the bank at about 3 p.m. We don't know for sure what Mr Hasan was doing after apparently dropping Mr Jan off at the bank.
b. Mr Hasan said that he drove his friend Mr Jan to the bank and dropped him off there at about 2.30 p.m. He then claims to have parked his van in the car park opposite the bank and waited in his van for Mr Jan who returned at about 3.20 p.m. Mr Jan claims to have gone to back at about 2.30 p.m. He said he ordered a bank draft and was asked to wait for about half an hour which he claims he did, in the bank lobby. He said he collected his bank draft from the counter a little after 3 p.m. and then returned to the car park where Mr Jan was waiting for him.
c. They could have been taking part in the robbery.
- 4 a. Twelve minutes.
b. Twenty minutes.
- 5 Probably because one of the 'men' was in fact a woman. The loose coat would help to disguise her shape and so long as she didn't speak no one would recognize from her voice that she wasn't a man.

- B Name of incident: *Jewel robbery*
Date and time: *June 18 at 2.50 p.m.*
Names of suspects: *Chinoy, Hasan, Jan, Aziz*

At 10 a.m. on *June 18*, a white Datsun van, licence number RIT 7868, drove into the car park on *Park Street*, *opposite* the National Bank. It was probably driven by Miss Aziz.

At 1.30 p.m. Mrs Chinoy and Miss Aziz arrived at the car park. Mrs Chinoy went to eat at Nadim's. Miss Aziz went to Elegance hair salon. According to a witness, Mrs Chinoy left Nadim's at 2.30 p.m. According to another witness, Miss Aziz remained at the hair salon until 3.20 p.m.

At 2.30 p.m. Hasan and Jan arrived at the car park. Hasan said he remained in the car park until 2.30 p.m. Jan said that during this time he was at the bank, waiting to be served. A witness remembers serving Jan at the bank at about 3 p.m. No witnesses saw Hasan between 2.30 p.m. and 3.20 p.m.

In view of the above, it seems likely that the robbery was carried out by Hasan and Jan and that the getaway van was driven by Mrs Chinoy. This van was probably driven to the car-park earlier in the day by Miss Aziz. We therefore recommend that all four suspects be brought in for further questioning.

READING FOR INFORMATION Pages 117–122

- 4 There's been a Wilson here for 150 years. In 1883 a young English watchmaker named Alan B. Wilson arrived in New York, USA, and set up a *small but exclusive* business making watches for a number of clients. Today, some of the world's *finest* timepieces bear his name.

Of course, over the years, we at Wilson's have introduced one or two *rather bold* changes. In the 1960s we took the step of introducing a new electronic watch. Slim, *modern* and elegant, with its clean-cut line, it soon established itself as a favourite with *successful* people from all walks of life.

But what we at Wilson's have never changed, however, is the concern shown by our founder for making products of *the highest* quality. (It takes eight hundred and forty separate operations to make a single Wilson watch, and each component is machined to an accuracy of one thousandth of a millimetre.)

A Wilson watch says a lot about the person who wears it. It announces success, good taste and intelligence. So why postpone the gift you or your loved ones deserve? A *perfect* gift for Mother's day, Father's day, or birthdays or to mark any other *special* occasion. Only when you see one of these *magnificent* watches on your wrist will you appreciate the value it represents.

All our watches carry a lifetime guarantee. Come to any of Wilson's branches and buy now. Our sales persons will *be delighted to help* you.

PRACTICAL CONVERSATION *Pages 122–124*

- C
- 1 In a field.
 - 2 Midday.
 - 3 Autumn.
 - 4 The light is not very bright.
 - 5 About nine.
 - 6 Some are working in the field while the others are eating.
 - 7 Spade, pitchfork.
 - 8 Wheat.
 - 9 The women.
 - 10 No.

Unit 9

READING Pages 126–132

- A**
- 1 *As I Walked Out One Midsummer Morning* by Laurie Lee, published by Penguin Books Ltd.
 - 2 The story takes place in the year 1934. It was written in the year 1964.
 - 3 A large country family who were probably quite poor.
 - 4 From a quiet village in the countryside to the city of London. When he got to London, he made his living by playing the violin and later, by labouring on a building site.
 - 5 Spain. Civil war was about to break out. The people of Spain are called Spaniards.
 - 6 These are extracts from reviews of the book. The people who wrote them are probably book reviewers or journalists.
 - 7 The cover illustration.
- B**
- 2 That's true.
 - 3 That's true.
 - 4 That's not true. She only gave him a long and searching look.
 - 5 That's not true. Many generations had set off along the same road.
 - 6 That's true.
 - 7 That's not true. It was because he wanted to see the sea.
 - 8 That's true.
 - 9 That's not true. He longed to hear someone hurrying after him to call him back.
 - 10 That's not true. They became more vivid in his mind.
- C**
- 1 a. appeals
c. reluctance
e. longing
 - 2 g. appeals
i. vigour
 - b. inevitable
d. opposition
f. familiar
 - h. obvious
j. reluctance

- 3 a. bent
c. goodbye
e. persuaded to leave
g. sadly
i. repeated sounds
- b. rough
d. very proud
f. discontent
h. hurt
- 4 a. A
c. B
- b. A
d. C
- 5 a. longing
c. inevitable
e. reluctance
- b. appeals
d. opposition
f. familiar

D

Dear Daisy,

You're probably surprised to get this letter from London but I've left home and I'm now living here alone. At last I am *free!*

Making up my mind to *leave home* took a long time. For months I *wandered about the hills* thinking about it. But finally I made my decision. Why did I want to leave my home and the valley? I wanted to *discover the world* before I got married and *settled down*.

I left home on *a bright Sunday morning in early June*. I got up *early* and *ate the breakfast my mother cooked*. I'm sure she *didn't want me to leave* but she *said nothing* to stop me. She helped me *pack my belongings* and then I walked to the road. Standing *at the top of the bank*, my mother *watched me go in silence*, her hand *raised in farewell and blessing*.

I had *decided to walk to London* but first I wanted to *go to Southampton* because *I had never seen the sea*. My first day on the road started off well. I felt *excited* and *confident*, but later in the day I began to feel *lonely* and *homesick* and longed to hear *the sound of someone hurrying after me to call me back*. But no one came.

Now that I am in London I earn my living *by playing the violin* but I hope soon to get a job *working on a building site*. And one day *I hope to visit you in Spain*. It's a country I've always wanted to visit.

Until then, best wishes,

- E 1 His childhood.
 2 Sad. She showed her feelings by her motherly gestures of preparing breakfast and helping her son get ready to leave, but her sadness is evident from the fact that she was lost for words for the entire morning and even as her son left she stood silently, watching him go.
 3 Probably searching for reasons as to why her son had decided to leave home.
 4 Not very happy.
 5 'I was nineteen years old, still soft at the edges, but with a confident belief in good fortune.'
 6 D
 7 He was unhappy at home and spent a lot of time *wandering about the hills*, deciding what to do with his life.
 8 It was his unhappiness at home which had made him decide to leave. He would still be unhappy if he returned home. The writer wanted to experience more of the world even though he felt quite homesick shortly after leaving home.
 9 He did not enjoy his feeling of being free immediately, as this feeling was initially mixed with a sense of loneliness and nostalgia for the familiar things he had left behind.
 10 Kitchen utensils.
 11 B

LANGUAGE PRACTICE Pages 132–135

- | | |
|-----------------|-------------|
| B 1 a hairbrush | 2 a wheel |
| 3 an umbrella | 4 an orange |
| 5 a seashell | 6 a potato |

PRACTICAL CONVERSATION Pages 138–140

- D 1 They are having their photograph taken.
 2 The plane on the left is taking off and the one on the right is landing.
 3 That the man running has just stolen his bag. The policemen is blowing his whistle. He will probably chase the man who stole the bag.

- 4 He is probably telling her that her luggage is over the weight allowance. She might ask him if she has to pay for the excess weight. She is going to travel on British Airways.
- 5 The man with the baggage cart will probably run into him because he can't see that he is standing in front of the baggage cart. If this happens, the man with the newspaper might say, 'Why don't you look where you're going?' The man pushing the cart might apologise and say that he couldn't see over the top of the baggage.
- 6 A man and woman are entering the restricted area. They might be saying goodbye and thanking their friends for coming to see them off. Their friends might be wishing them a good journey.
- 7 A man is speaking to the lost luggage attendant. The man is making an inquiry. He is thinking about the case he has lost, which is blue with the name D. Allen written on it.

Unit 10

READING Pages 142–146

- B**
- 1 Travel agency.
 - 2 Four.
 - 3 Matric standard.
 - 4 By sending a letter of application together with a resume, to the Personnel Manager.
 - 5 C, D, E, H

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

- D** Noreen Ahmed would probably be most suitable for the post of Trainee Information Officer. Her teacher's report indicated that she communicates well, is ambitious and ready to accept challenges. She is good at Urdu and English. She seems to have a pleasant personality.

Rais Khan would probably be most suitable for the post of Trainee Tour Guide. It seems that he writes well in English and Urdu, he reads a lot and is interested in current affairs. He can type and use a word processor. He enjoys working independently. He writes stories which are apparently quite good. This shows a creative ability.

Zara Shah would probably be most suitable for the post of Trainee Accounts Clerk. She seems to be good with figures and is able to work under pressure. She appears to be hardworking, conscientious and she also knows how to use a computer.

None of the applicants is especially suitable for the post of Trainee Publications Officer.

LANGUAGE PRACTICE Pages 146–150

- D 1 Salim: . . .
Sara: No, but I wish I had.
Salim: . . .
Sara: . . .
Salim: . . .
Sara: Yes, I *hope to attend* an evening class next month. I've already applied.
Salim: Good. Now tell me, Sara, if you were given the choice, what *would you prefer*, a job with a high salary or one with good promotion prospects?
Sara: I would prefer one with good promotion prospects.
Salim: Why?
Sara: I hope to get to the top one day.
Salim: . . .
Sara: I'm sorry. *I wish I could start tomorrow* but I can't start till Monday. I've got to go to Lahore tomorrow to attend my sister's wedding.
Salim: All right then. We'll say Monday. Oh, and *wish* your sister the best of luck from me. And don't forget, 8 a.m. sharp on Monday. You won't be late, will you?
Sara: I hope not.
- 2 b. Ijaz: *Were you offered the job?*
Raza: No, *but I wish I had been*. It seemed a good job.
c. Naim: *Are you interested in it?*
John: *Yes, but I hope the promotion prospects are good*.
d. Hadi: *Do you feel confident?*
Hasan: *No, but I wish I did*.
e. Meher: *What did he say?*
Zehra: He *wished* me good afternoon.
Meher: I *hope* you responded.
Zehra: Of course I did, but I was so nervous, I said good morning!
f. Javed: *Did you have them with you?*
Aslam: No, I'd forgotten them. *I wish I hadn't*.
g. Isa: *Did you accept?*
Asim: No, I *would prefer* to work shorter hours.

PRACTICAL CONVERSATION *Pages 154–158*

- D**
- 1 The personnel manager; someone going to see the personnel manager; the secretary.
 - 2 If he has applied to the company for a job, then he is about to have an interview with the personnel manager. He may feel a little nervous. He could be carrying personal documents in his briefcase which are relevant to the job he is applying for.
 - 3 He is the personnel manager. Some of his duties include interviewing applicants for jobs, looking after the welfare of staff already employed and advertising job vacancies.
 - 4 He may be reading the letter and resume sent in by the person he is about to interview.
 - 5 Secretarial jobs: typing letters, filing documents, taking telephone messages.
 - 6 If the call was for the personnel manager, she would probably say he was busy carrying out an interview and she would take a message from the caller or ask them to call back later.
 - 7 He probably told her he had come for a job interview. She would have told him to go into the personnel manager's office.
 - 10 He might ask her to type a letter offering the man the job, or if he was unsuitable he might ask her to type a letter informing the man that his application had not been successful.

Unit 11

REVISION Pages 162–169

- A Tariq: Hello, Rahman. What's wrong with your hand?
Rahman: . . .
Tariq: Sorry to hear that. How did it happen?
Rahman: . . .
Tariq: So it must have been serious.
Rahman: . . .
Tariq: You must wish you'd been more careful, especially with exams coming up.
Rahman: . . .
Tariq: I expect you won't be able to take those now.
Rahman: . . .
Tariq: Is that allowed?
Rahman: . . .
Tariq: Are you sure?
Rahman: . . .
Tariq: I wouldn't mind being your writer.
Rahman: . . .
Tariq: Is there anything I can do to help you?
Rahman: . . .
Tariq: It's all right. I'll get it.
Rahman: . . .
Tariq: Put your purse away, Rahman, and don't argue.
Rahman: . . .
Tariq: I'd rather have a packet of crisps.

- B Please look at the graph in front of you. It shows the number of people who *attended* our Charity Fair from 1990 to 1994 and gives an estimate for 1995.

As you can see, our *first* Charity Fair was held in 1990 and the *attendance* was just *over one thousand*. The *following year* this figure *increased* just *slightly to two thousand* and in 1992 the attendance *reached* its highest figure ever—*five thousand*! Unfortunately, this figure *fell* in 1993 to about *three thousand*. The reason for *this* was *bad weather*.

However, the attendance figure remained the *same* in 1994, *even though the weather* was good.

We plan *to have more stalls* in 1995 and I expect the attendance *to increase*.

- C
- 1 Contact Mrs Syed for money.
 - 2 Ask Mr Wali for help.
 - 3 Get student volunteers.
 - 4 Contact parents for donations.
 - 5 Arrange advertising in newspapers.
 - 6 Confirm Cola Cola drinks stall.
 - 7 Decide Guest of Honour.
 - 8 Send invitation and advise Asifa.

- E
- | | |
|---------------|---------------|
| 1 immediate | 2 serious |
| 3 aggressive | 4 convenient |
| 5 dramatic | 6 influential |
| 7 profound | 8 riotous |
| 9 familiar | 10 effective |
| 11 inevitable | |
- (The hidden adjective is *descriptive*)

F CLUES ACROSS

- | | |
|----------------|--------------|
| 1 advice | 2 protest |
| 5 abbreviation | 8 conform |
| 9 compromise | 11 librarian |
| 12 attend | |

CLUES DOWN

- | | |
|------------|-----------|
| 1 agenda | 2 appeal |
| 4 telex | 6 booking |
| 7 ambition | 8 career |
| 10 minutes | |

Test Paper

MULTIPLE-CHOICE Pages 168–176

- | | | |
|------|------|------|
| 1 A | 2 D | 3 C |
| 4 D | 5 D | 6 A |
| 7 A | 8 A | 9 A |
| 10 A | 11 D | 12 C |
| 13 C | 14 A | 15 B |
| 16 B | 17 A | 18 B |
| 19 C | 20 C | 21 B |
| 22 C | 23 A | 24 B |
| 25 D | 26 A | 27 C |
| 28 A | 29 A | 30 D |
| 31 B | 32 C | 33 B |
| 34 D | 35 A | 36 B |
| 37 A | 38 C | 39 B |
| 40 B | 41 A | 42 D |
| 43 B | 44 B | 45 B |
| 46 D | 47 A | 48 A |
| 49 B | 50 D | 51 B |
| 52 C | 53 D | 54 C |
| 55 A | 56 B | 57 A |
| 58 A | 59 D | 60 D |
| 61 B | 62 C | 63 A |
| 64 B | 65 B | 66 D |
| 67 A | 68 C | 69 A |
| 70 B | 71 D | 72 C |
| 73 B | 74 B | 75 C |

SUMMARY, COMPREHENSION, AND USAGE Pages 177–179

- 1 Location of first pond: *Israel*
 - 2 Purpose of first pond: to enable *heat* to be conducted
 - 3 Problems: a. *heat* lost if *surface* of *water* *disturbed* by *wind*
b. *pipes* at bottom eaten away by *salt water*
 - 4 Benefits: a. *power* can be produced *cheaply* b. *small* areas can produce *large* amounts of *power* c. *ponds* can be *easily* dug and *maintained* d. *ponds* can be *covered* in when no longer *needed*

- 2 a. (i) focus
 (ii) solar
 (iii) principle
 b. A kitchen which is not enclosed inside a building.
 c. (i) liquid
 (ii) heat
 d. Simplicity, effectiveness/greater efficiency
 e. the first method is used in India and the second is used in Israel, Japan, and USA.
 f. Fresh water
 g. (i) snags
 (ii) corrodes
 (iii) maintain
 h. cookers, ovens, heaters, refrigerators, air conditioners.

- 3 a. completely
 b. was
 c. ago
 d. metres
 e. had
 f. used
 g. much
 h. which
 i. than
 j. is
 k. amount
 l. bulb
 m. how
 n. rumour
 o. is
 p. start
 q. would
 r. sales
 s. dollars
 t. rise
 u. becoming
 v. reason
 w. amounts
 x. development

- 4 a. 1 h.
 2 i.
 3 b.
 4 d.
 5 j.
 6 e.
 7 c.
 b. 1 g.
 2 a.
 3 c.
 4 m.
 5 b.
 6 e.
 7 f.

**Advance
with
English
5**

Workbook

Answer Key



Blank Page

Unit 1

Pages 1–4

- B** . . . it gave him great pleasure to be there that evening. He said that it was always a pleasure to visit such a well-known school as ours, but that there was another reason. He told us that not only had he been a student at this school, but that his father had studied here. Moreover, he reminded us that his son was also attending the school. He asked us how we imagined he had felt when he had received our headmaster's invitation to speak to us. He told us that he had felt very proud indeed.
- B** 3 Afia (cello) said that she *practised for three hours every day*.
4 Sara (flute) said that it was quite difficult to play the flute but that she enjoyed it.
5 Kiran (oboe) said that she had played in a concert (*the year previously/last year*).
6 Hasan (clarinet) said that he had learnt the *Intermezzo* by Adrian Williams (*the year previously/last year*).
7 Akbar (trumpet) said that his favourite piece of music was *The Rondo* by Adrian Williams.
8 Zain (drums) said that he also played the piano.
- C** 3 Naim: He is asking what time we start work in the mornings?
4 Naim: He is asking (*if/whether*) there is a canteen here.
5 Naim: He is asking (*if/whether*) we work on Saturday mornings.
6 Naim: He is asking (*if/whether*) we are allowed to leave the office during the day.
7 Naim: He is asking (*if/whether*) he has to wear a suit to work.

Unit 2

Pages 5–9

- A 3 Zubair: I like this one because (*there is/it has*) a variety of expressions.
Nilofer: Although (*there is/it has*) a variety of expressions, I think (*there are/it has*) too many people.
- 4 Zubair: I don't think this one is good because the subject is too small.
Nilofer: Although the subject is too small, the background is beautiful.
- 5 Zubair: I like this one because (*there is/it has*) a good colour balance.
Nilofer: Although (*there is/it has*) a good colour balance, some things are not in focus.
- 6 Zubair: I don't think this one is good because the people don't look natural.
Nilofer: Although the people don't look natural, they (*are/make*) an interesting group.
- 7 Zubair: I like this one because (*there is/it has*) a lot of action.
Nilofer: Although (*there is/it has*) a lot of action, (*there is/it has*) no obvious theme.
- 8 Zubair: I don't think this one is good because it is too dark.
Nilofer: Although it is too dark, it looks romantic.
- B 3 Farid: Why is it bad to eat a lot of sweets, sir?
Mr Haq: Because they increase the amount of fat in your body.
- 4 Kiran: Why should we always read books in good light, sir?
Mr Haq: Because it protects your eyes from strain.
- 5 Akram: Why should we always use toothpaste to clean our teeth, sir?
Mr Haq: Because it makes your gums healthier.
- 6 Haris: Why should we eat plenty of fresh vegetables and fruit, sir?
Mr Haq: Because they give your body important vitamins.

- 7 Naz: Why should we take regular walks outside the city, sir?
Mr Haq: Because the air is usually less polluted there.
- 8 Sehr: Why should we drink plenty of fresh milk, sir?
Mr Haq: Because it helps to strengthen your bones.
- 9 Qasim: Why should we take regular exercise, sir?
Mr Haq: Because it strengthens your heart.
- 10 Ansar: Why is it dangerous to listen to very loud music, sir?
Mr Haq: Because it can damage your ears.
- 11 Anita: Why should we always wear shoes which fit well, sir?
Mr Haq: Because they allow your feet to grow properly.
- 12 Amber: Why should we drink plenty of water, sir?
Mr Haq: Because it helps to reduce the amount of poison in you body.

- C
- 2 Before you come to class, make sure you have the right clothes.
 - 3 Before you come to class, make sure you don't do any exhausting exercise.
 - 4 Before you come to class, make sure you're not too tired.
 - 6 While you are in class, don't watch the others.
 - 7 While you are in class, don't think of other things.
 - 8 While you are in class, follow the teacher's instructions.
 - 10 After you come out of class, weigh yourself.
 - 11 After you come out of class, don't take a shower immediately.
 - 12 After you come out of class, take a drink of water if necessary.

Unit 3

Pages 10–14

- A 3 Mr Kamal: Jaria, what language does a person from China usually speak?
Jaria: A person who comes from China usually speaks Chinese, sir.
- 4 Mr Kamal: Mehdi, what language does a person from Saudi Arabia usually speak?
Mehdi: A person who comes from Saudi Arabia usually speaks Arabic, sir.
- 5 Mr Kamal: Amina, what language do people from Japan usually speak?
Amina: People who come from Japan usually speak Japanese, sir.
- 6 Mr Kamal: Ubaid, what language does a person from Spain usually speak?
Ubaid: A person who comes from Spain usually speaks Spanish, sir.
- 7 Mr Kamal: Umar, what language do people from England usually speak?
Umar: People who come from England usually speak English, sir.
- B 3 Nadia: I went to *the map-reading class which Miss Abbas taught*.
Kiran: . . . ?
Nadia: Yes, that was a class which started at ten o'clock.
- 4 Asad: Which class did you go to during the summer holidays, Aftab?
Aftab: I went to the kite making class which Mr Kamil taught.
Asad: Was that a morning class?
Aftab: No, that was a class which started at two o'clock.
- 5 Najma: Which class did you go to during the summer holidays, Rehana?
Rehana: I went to the painting class which Dr Shah taught.
Najma: Was that a morning class?
Rehana: Yes, that was a class which started at nine o'clock.

- 6 Rana: Which class did you go to during the summer holidays, Amber?
 Amber: I went to the dancing class which Miss Latif taught.
 Rana: Was that a morning class?
 Amber: Yes, that was a class which started at nine o'clock.
- 7 Farid: Which class did you go to during the holidays, Ron?
 Ron: I went to the model-making class which Mr Kerr taught.
 Farid: Was that a morning class?
 Ron: No, that was a class which started at two o'clock.
- 8 Riaz: Which class did you go to during the summer holidays, Hasan?
 Hasan: I went to the karate class which Mr Kumar taught.
 Riaz: Was that a morning class?
 Hasan: Yes, that was a class which started at ten o'clock.

- C**
- 3 Mr Zia was carrying a smart new umbrella, which his wife had given (*to*) him.
 - 4 The new school, which was on a hill, could accept a thousand students.
 - 5 My new shoes, which I am not wearing, squeak very loudly.
 - 6 Her new dress, which had been chosen with great care, fitted her very well.
 - 7 My sister, who is 10 years old, goes to primary school.
 - 8 The dog, which was on a lead, barked fiercely.
 - 9 The flowers, which were in a vase, looked lovely.
 - 10 The Headmaster, who lives in Park Street, drove away in his car.

- D**
- 2 That is Mr Raza, whose book on butterflies has just been published.
 - 3 I have just had a letter from my cousin, whose home is in Hyderabad.
 - 4 My mother, whose name was Shah before she married, has lived here all her life.
 - 5 This is my eldest brother, Akbar, whose right leg was broken recently during a football match.

Unit 4

Pages 15–18

- B** 2 . . . the custom of not walking on newspaper. They said that it is believed to be bad luck, because it is considered to be an insult to the Goddess of Learning. See you soon. Love, Sandra.
- 3 . . . As you work in a shoe shop, you'll be amazed to learn what people have told me about the Indians' attitude to wearing shoes. They said that people believed that wearing leather shoes was sinful because (*all cows are considered to be holy/they consider that all cows are holy*). See you soon. Love, Sandra.
- 4 . . . I am enjoying myself here in India. You're a great milk drinker so you'll agree with what people have told me about the Indians' view of milk. They told me that they believe that milk is one of the best drinks because it comes from cows, (*which are considered to be holy/which they consider to be holy.*) See you soon. Love, Sandra.
- 5 . . . I am enjoying myself here in India. I must tell you what people have told me about the Indians' belief in coming back after death. They said that after death, people return to life, either as animals or different human beings. See you soon. Love, Sandra.
- B** 3 Miss Naz: The handbrake will not hold. What should I do?
Mr Asad: I suggest that you tighten it.
- 4 Mr Ijaz: The engine gets too hot. What should I do?
Mr Asad: I suggest that you look at the fan.
- 5 Mrs Hasan: My car is uncomfortable and bumpy. What should I do?
Mr Asad: I suggest that you check the tyre pressures.
- 6 Miss Latif: Smoke is coming from the engine. What should I do?
Mr Asad: I suggest that you wait until the engine cools and then take (*your/the*) car to (*a/the*) garage.
- 7 Mr Atif: An unusual noise is coming from the engine. What should I do?
Mr Asad: I suggest that you look under the bonnet.

- 8 Miss Saif: There is a loud noise at the back of (*my/the*) car. What should I do?
Mr Asad: I suggest that you look at the exhaust pipe.
- 9 Mrs Ali: Steam is coming from the engine. What should I do?
Mr Asad: I suggest that you put some water in the radiator.
- 10 Mr Wasi: A tyre is flat. What should I do?
Mr Asad: I suggest that you put on the spare tyre.

C . . . Mr Khan said that (*his/the*) car would not start and he asked what he should do. Mr Asad suggested to Mr Khan that he should look at the petrol gauge. Miss Naz said that (*her/the*) handbrake would not hold and she asked what she should do. Mr Asad suggested to Miss Naz that she should tighten it. Mr Ijaz said that (*his/the*) engine got too hot and he asked what he should do. Mr Asad suggested to Mr Ijaz that he should look at the fan. Mrs Hasan said that her car was uncomfortable and bumpy and she asked what she should do. Mr Asad suggested to Mrs Hasan that she should check the tyre pressures. Miss Latif said that smoke was coming from (*her/the*) engine and she asked what she should do. Mr Asad suggested to Miss Latif that she should wait until the engine cooled and then take (*her/the*) car to (*a/the*) garage. Mr Atif said that an unusual noise was coming from (*his/the*) engine and he asked what he should do. Mr Asad suggested to Mr Atif that he should look under the bonnet. Miss Saif said that there was a loud noise at the back of (*her/the*) car and she asked what she should do. Mr Asad suggested to Miss Saif that she should look at the exhaust pipe. Mrs Ali said that steam was coming from (*her/the*) engine and she asked what she should do. Mr Asad suggested to Mrs Ali that she should put some water in (*her/the*) radiator. Mr Wasi said that (*his/the*) tyre was flat and he asked what he should do. Mr Asad suggested to Mr Wasi that he should put on a spare tyre.

Unit 5

Pages 19–23

- A**
- 2 When they have painted the doors, we will be able to use the room.
 - 3 When they have finished mending the roof, the rain will not come in.
 - 4 When I have finished reading the book, I will lend it to you.
 - 5 When we have finished the meal, we will wash the dishes.
 - 6 When I have finished writing this letter, I will post it.
- B**
- 2 (*After/When/As soon as*) he had put out all the lights, he went to bed.
 - 3 (*After/When/As soon as*) the teacher had corrected all the exercise books, she went home
 - 4 (*After/When/As soon as*) the workmen had finished, the Razas moved into their new flat.
 - 5 (*After/When/As soon as*) the Headmaster had finished, speaking, he walked out of the hall.
 - 6 (*After/When/As soon as*) he had put the letter into the envelope, he remembered that he had not signed it.
 - 7 (*After/When/As soon as*) the boys had played a game of football, they all went home.
 - 8 (*After/When/As soon as*) she had washed all the clothes, she hung them out to dry.
- C**
- 3 While the trainer was holding a burning ring, dangerous lions were jumping through it.
 - 4 While the big bird was riding a bicycle, a little bird was sitting on its back.
 - 5 While the man was riding a horse, a lady was standing on his shoulders.
 - 6 While the ducks were crossing a narrow bridge, dogs were jumping over it.
 - 7 While the man was riding a one-wheeled bicycle, his son was standing on his shoulders eating fire.
 - 8 While the clowns were fighting, their friends were throwing water at them.

- D 3 Ijaz, please put in the windows while Akbar is putting up the shelves.
- 4 Bari, please repair the garage roof while Riaz is clearing away the rubbish.
- 5 Naim, please paint the walls while Saeed is mixing the paint.
- 6 Isa, please paint the ceilings while Amir is fixing the doors.
- 7 Hadi, please put the baths in the bathrooms while Munir is laying the floors.
- 8 Wasim, please measure the walls while Laiq is cutting the wallpaper.
- E 2 Zainab asked Rehana to show her the new tape recorder. She said it looked very nice and asked how it worked.
- 3 She asked him when he was going to Japan and said she had been going with him. She then reminded him to send her a postcard.
- 4 Farhan asked Jaffer if he had seen the new film at the Nafdec. Jaffer replied that he had. He said that it had been very good, and recommended Farhan to go and see it if he could. Farhan said that he would.
- 5 Kamran wondered if it would rain the (*following/next*) day because he hoped to go to Murree with some of his friends. His mother advised him to take an umbrella, because a thunderstorm warning had been announced on the radio.

Unit 6

Pages 24–27

- A**
- 3 You must keep your feet on the foot rest.
 - 4 You must close the safety-bar firmly.
 - 5 You must not jump up and down in your seat.
 - 6 You must not take any bags or umbrellas on to the roller coaster.
 - 7 You must not eat or drink when you are on the roller coaster.
 - 8 You must walk off the roller coaster slowly and carefully.
 - 9 You must not try to get off before the roller coaster has stopped.
- B**
- 3 You should weigh your luggage before leaving home.
 - 4 You should pay your airport tax when you check in for your flight.
 - 5 You should carry only one piece of hand luggage.
 - 6 You should always keep your hand luggage with you.
 - 7 In the aircraft, you should put your hand luggage in the locker above your seat.
 - 8 You should not smoke cigarettes when the aircraft is taking off or landing.
 - 9 You should always wear your seat-belt when requested.
 - 10 You should not change your seat without permission from the stewardess.
 - 11 You should pay close attention to the safety demonstration.
 - 12 You should know where to find the emergency exits.
- C**
- 3 You should make sure that you know what number to dial in case of fire.
 - 4 You should crawl towards your nearest exit if you are caught in smoke.
 - 5 You should leave the building immediately when the fire alarm starts ringing.
 - 6 You should never smoke where you see a NO SMOKING sign.
 - 7 You should telephone the fire station immediately if you discover a fire.
 - 8 You should never go back into a building which is on fire.

Unit 7

Pages 28–34

A 2

... Our school is planning to organize a walk for charity on 24th May. We should be grateful if you could give permission to your children to take part.

Yours sincerely,
Naz Changezi, Hina Latif

3

... We are planning to organize a walk for charity on 24th May. We should be grateful if you could give us your permission to organize it.

Yours sincerely,
Suresh Patel, Shoaib Khan

4

The City School,
Islamabad
2nd February, 1994

Dear Inspector Yunus,
Our school is planning to organize a walk for charity on 24th May. We are expecting about 80 people to take part. We should be grateful if you could give us permission to organize the walk on that date.

Yours sincerely,
Sara Abbas (Class representative), Simi Fazal

- B 2 Can I borrow your bicycle, please?
No, I'm sorry, but you can't.
- 3 Can I go out in a boat on the lake, please?
No, I'm afraid you can't.
- 4 Can I go swimming at night, please?
No, I'm afraid I can't allow you to do that.
- 5 Can I go to a late night party, please?
No, I'm sorry but you can't.
- 6 Can I go to (a/my) friend's house to stay overnight, please?
No, I'm afraid not.

- 7 Will you allow me to go parachuting, please?
No, I'm afraid I can't allow you to do that.
- 8 Can I buy a pair of Italian shoes, Please?
No, I'm afraid you can't.

- C 3 Faiz: May the Maths Club have Rs 2,000 to buy some games, please, sir?
Vice-principal: Yes, you may have some money, but I'm afraid you can have only Rs 1,000.
- 4 Rana: Can the Girl Guides have an individual storeroom for their equipment, please, sir?
Vice-principal: No, I'm afraid you can't. All the rooms are being used.
- 5 Mehr: May the English Club invite a speaker from the British Council, please, sir?
Vice-Principal: Yes, certainly you may.
- 6 Asma: Can the Chess Club hold an inter-class competition, please, sir?
Vice-principal: No, I'm afraid you can't. It's too near exam time.
- 7 Usman: May the Drama Club buy some costumes, please, sir?
Vice-principal: No, I'm afraid you may not. They are too expensive. It (*is/would be*) better to hire them.
- 8 Sheena: Can the Science Club make soap, please, sir?
Vice-principal: Yes, certainly you can.

Unit 8

Pages 35–40

- A**
- 3 You could get short of breath.
 - 4 You might cough a lot.
 - 5 You are likely to get your fingers and teeth stained yellow.
 - 6 It is probable that your breath will smell bad.
 - 7 You could develop a lung disease.
 - 8 You might lose friends.
 - 9 It is possible to give up smoking.
 - 10 Your friends may help you.
- B**
- | | | |
|-----------|---|--------------------------------------|
| Wednesday | Cumulus | Fine, but there might be thunder |
| Thursday | Cumulonimbus | It (<i>will/is going to</i>) rain. |
| Friday | Stratus | Probably fine, but it might rain. |
| Saturday | Cirrocumulus | It will rain later. |
| Today | (Check actual weather conditions, and fill in accordingly). | |
- C** . . . He has straight hair, but it could be curly. He (*also*) has a small moustache, which he could have shaved off. He has no beard, but he could be wearing a false one. He has dark hair but it could be dyed light brown. He wears glasses, which could be thick with dark rims or small with no rims. He wears a large felt hat, but he could wear a small cap. He prefers light coloured clothes but he could be wearing a dark shirt. He speaks English but he could pretend not to.

- D 3 Mr Rais: Customers are using other coach companies.
Mr Khan: It looks as if we shall have to provide food for our passengers.
- 4 Mr Zaidi: The Staff Association has complained that some new staff have received no training at all.
Mr Khan: It looks as if we shall have to begin training courses for new staff.
- 5 Mr Naqi: One company is starting a new service, featuring video films for young passengers, air conditioning and a snack bar.
Mr Khan: It looks as if we shall have to make our coaches more comfortable for our passengers.
- 6 Mr Ghani: The travel agency has many inquiries from passengers wishing to travel by coach.
Mr Khan: It looks as if we shall have to allow the travel agency to sell our tickets.
- 7 Mr Saif: The Service Manager says that some of the coaches are old and may be dangerous.
Mr Khan: It looks as if we shall have to improve our maintenance services.
- 8 Mr Alam: The Personnel Manager reports that the number of staff has fallen below minimum necessary to run an efficient service.
Mr Khan: It looks as if we shall have to recruit new staff immediately.

Unit 9

Pages 41–46

- A 3 Simon: Do you think these cotton trousers will sell well?
Miss West: I'm not sure if they will sell well. It's possible that they are too wide.
- 4 Samson: Do you think the evening dress will be successful?
Miss West: I'm not sure if it will be successful. It's possible that it is a little old-fashioned.
- 5 Simon: Do you think the velvet hat with the feather will sell well?
Miss West: Yes, I'm certain it will. It's good for the Spring Season in Europe.
- 6 Simon: Do you think the nylon blouse will be successful?
Miss West: I'm not sure. It's possible that it's too loose.
- 7 Simon: Do you think this woollen skirt will sell well?
Miss West: I'm not sure if it will sell well. The style is nice, but it's too long.
- 8 Simon: Do you think the sports shirt will be successful?
Miss West: I'm not sure. (*It has/There are*) too many pockets!
- B 3 Hasan: *Would you be* willing to answer the telephone?
Candidate: Yes, of course I would.
- 4 Hasan: *Would you mind* writing reports?
Candidate: No, of course I wouldn't mind.
- 5 Hasan: *Would you be* willing to help the volunteers?
Candidate: Yes, of course I would.
- 6 Hasan: *Would you mind* making speeches?
Candidate: No, of course I wouldn't mind.
- 7 Hasan: *Would you be* willing to travel all over the city?
Candidate: Yes, of course I would.
- 8 Hasan: *Would you mind* keeping the accounts?
Candidate: No, of course I wouldn't mind.
- 9 Hasan: *Would you be* willing to meet visitors from overseas at the airport?
Candidate: Yes, of course I would.
- 10 Hasan: *Would you mind* representing our organization at conferences?
Candidate: No, of course I wouldn't mind.

- C 3 Ismail: Have the lights been fixed?
Ali: I don't know. I'll ask the electrician if they've been fixed.
- 4 Ismail: Have the costumes been cleaned?
Ali: I'm not sure I'll ask the laundry whether they've been cleaned.
- 5 Ismail: Has the background scenery been painted?
Ali: I don't know. I'll find out from the painter if it's been painted.
- 6 Ismail: Have the programmes been delivered?
Ali: I'm not sure. I'll telephone the printer to ask whether they've been delivered.
- 7 Ismail: Has the hairdresser come?
Ali: I don't know. I'll try to find out if (*he's/she's*) come?
- 8 Ismail: Are any more people needed to help?
Ali: I'm not sure. I'll ask the producer whether there are.
- 9 Ismail: Is the choir ready?
Ali: I don't know. I'll ask the musical director if it's ready.
- 10 Ismail: Have all the books and tapes been collected?
Ali: I'm not sure. I'll find out from the librarian whether they've been collected.
- 11 Ismail: Has the secretary ordered the food?
Ali: I don't know. I'll ask (*him/her*) whether (*he's/she's*) ordered it.
- 12 Ismail: Does anyone need a headache pill?
Ali: I'm not sure. I'll ask the actors (*whether/if*) they do.
- D 3 Mechanic: Do you know how to clean the engine on this car?
Karim: No, I'm not sure. Could you show me, please?
- 4 Mechanic: Do you know how to check the steering wheel on this car?
Karim: No, I'm not sure. Would you mind showing me, please?
Mechanic: Certainly. I'd be happy to.
- 6 Mechanic: Do you know how to repair a tyre on this car?
Karim: No, I'm not sure. Would you mind showing me, please?
Mechanic: No, of course I wouldn't mind. I'd be happy to.

- 7 Mechanic: Do you know how to test the brakes on this car?
Karim: No, I'm not sure. Could you show me, please?
Mechanic: Certainly. I'd be happy to.
- 8 Mechanic: Do you know how to use the gears on this car?
Karim: No, I'm not sure. Would you mind showing me, please?
Mechanic: No, of course I wouldn't mind. I'd be happy to.

Unit 10

Pages 47–51

- A**
- 3 I wish I had remembered to bring my bathing costume!
 - 4 I wish I had remembered to bring my purse!
 - 5 I wish I had not wasted so much time before the examination!
 - 6 I wish I had filled my petrol tank before the journey!
 - 7 I wish I had weighed my luggage before leaving home!
 - 8 I wish I had looked at the prices when I was ordering the meal!
 - 9 I wish I had made another copy of my work!
 - 10 I wish it hadn't climbed up so high!

B (*Choose any suitable time phrase as in the workbook*)

- 3 I hope to fly to London . . .
- 4 I hope to be a vet . . .
- 5 I hope to win a prize . . .
- 6 I hope to climb Everest . . .
- 7 I hope to find a job . . .
- 8 I hope to buy a car . . .
- 9 I hope to be a detective . . .
- 10 I hope to leave hospital . . .
- 11 I hope to play in an orchestra . . .
- 12 I hope to travel around the world . . .

- C**
- 3 Receptionist: Would you rather have a full-day or a half-day tour?
Mrs Pane: We'd rather have a half-day tour, please.
- 4 Receptionist: Do you prefer to pay by cash, cheque or credit card?
Mr Pane: We'd prefer to pay by credit card.
- 5 Receptionist: Would you rather have a room with a telephone or without a telephone?
Mrs Pane: We'd rather have a room without a telephone, please.
- 6 Receptionist: Do you prefer a room with a sea view or without a sea view?
Mr Pane: We'd prefer a room with a sea view.

- 7 Receptionist: Would you rather have a room with air conditioning?
Mrs Pane: We'd rather have a room with air conditioning, please.
- 8 Receptionist: Do you prefer newspapers to be delivered to your room or to be collected from reception?
Mr Pane: We'd prefer them to be delivered to our room.

Unit 11

Pages 52–59

- A 3 Clerk: Do you remember where you got on the bus?
Mrs Umar: No, I'm sorry. I'm not sure where I got on the bus.
- 4 Clerk: Do you remember who you sat next to on the bus?
Mrs Umar: No, I'm sorry. I'm not sure who I sat next to on the bus.
- 5 Clerk: Do you remember how much money you had in your bag?
Mrs Umar: No, I'm sorry. I'm not sure how much money I had in my bag.
- 6 Clerk: Do you remember what else you had in your bag?
Mrs Umar: No, I'm sorry. I'm not sure what else I had in my bag.
- 7 Clerk: Do you remember where you put the bag on the bus?
Mrs Umar: No, I'm sorry. I'm not sure where I put the bag on the bus.

B . . . On the other hand, the District Officer said that there would be less traffic in the town. Furthermore, a bus driver said that he would be able to give a quicker service to passengers because he would be able to get to places faster than before. Moreover, a businessman said that he was certain he would be able to get to work more quickly. However, a doctor said she expected people to drive faster and then there would be more accidents. In addition, a headmistress said that it might be dangerous for the children going to school.

C (Either a letter to Martin, or a letter to Gillian.)

(Student's own address)

(Today's date)

. . . Martin,

. . . Martin Williams . . . your hobbies were football, kite making and hiking and that you liked outdoor activities, Pakistani food and animals. In addition, he told me that your dislikes were rainy days, shopping and loud radios at beaches. He also said that your ambitions were to travel round the world and to own a shop for model makers . . . My name is (students fill in details about themselves) I hope that (students give details of their own ambitions, and finish off the correspondence)

(Student's own name)

. . . Gillian,

. . . Gillian Richards . . . your hobbies were tennis, stamp collecting and cycling and that you like animals and going to the cinema. In addition, he told me that your dislikes were cooking, litter and impatient motorists. He also said that your ambitions were to work abroad and to become a vet . . . My name is (students fill in details about themselves) I hope that (students give details of their own ambitions, and finish off the correspondence)

(Student's own name)

D **Kiran**

We were asked to take an eye test every year.

We were warned to be careful about our weight.

We were reminded to have a check-up once a year.

Jaria

We were asked not to go to bed too late each night.

We were warned not to read in bad light.

We were reminded not to do exercise immediately after meals.

- E 3 *These glasses*, which shine a light to enable the wearer to see in the dark, are unusual.
- 4 This watch, which is also a code breaker, is very useful.
- 5 This box of matches, which records speech within a radius of twenty metres, is convenient.
- 6 This packet of cigarettes, which takes photographs, is well disguised.
- 7 This shoe, which fires bright signals into the air, is very useful in an emergency.

