Guidelines for Teachers

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

COMPREHENSION

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

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

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

1 SETTING THE SCENE

Before allowing students to open the book, either give them a brief introduction to the topic or see if any students already know something about the topic. For example, before the students read the Nature’s Young Volunteers passage in Unit 1, the teacher could ask the students what they already know about them and find out if any of the students
are members or know people who are members. If the comprehension passage is a narrative, the teacher could give the students the title of the passage and then ask them to guess what the passage might be about. The picture(s) accompanying the comprehension passages can also be useful aids in setting the scene. By allowing the students to look at and study these pictures before they read the passage, the teacher prepares the students for the passage. The teacher can develop this further by asking the students a series of questions about the pictures that will act as an introduction to the passage.

2 VOCABULARY

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

3 THE FIRST READING

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

4 QUICK QUESTIONS

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

5 THINK ABOUT IT

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

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

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

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

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

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

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

**SPELLING**

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

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

**DICTATION**

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

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

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

**LANGUAGE PRACTICE**

A number of different types of **skill-getting** exercises are included in Books 1–3. They range from simple mechanical drills to controlled sentence composition, followed later in the unit by various kinds of communicative use. All exercises should be worked orally in the first place. It is suggested that exercises marked *Oral* need not be written out afterwards, though of course the teacher may make exceptions where it is thought necessary. Exercises marked *Oral/Written* are intended to be written out after oral practice though here again the teacher is free to decide, as time may not always permit. The written exercises are suitable for homework provided that they have first been worked orally in class. Few or no mistakes should occur and marking will be easy: students may well mark each other’s work under the teacher’s guidance, which would provide valuable additional practice. *It must be emphasized that in accordance with modern principles of language teaching these exercises are designed to avoid mistakes. They should not be regarded as tests. Their
purpose is to teach, not test, by giving habit-forming practice in using English correctly.

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

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

READING FOR INFORMATION

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

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

Students will also learn and practise the skills of skimming and scanning. Skimming is the ability to glance through a text and understand the gist of it, while scanning is the ability to search quickly through a text to find a particular piece of required information. Both these skills are important in themselves, but are also crucial for note-making and summary writing. This section will also provide the opportunity to follow instructions and to learn how to interpret rules and notices. All of these
skills are useful, not only for passing exams, but are also vitally useful skills for day to day living.

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

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

USING ENGLISH

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

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

Although the emphasis of this section is on oral work, students are asked to write dialogues in many cases. When the students are working on their dialogues (in pairs whenever possible), the teacher can go round the class checking what the students are writing and giving them help if necessary. The students can then practise their dialogues orally. They can also be encouraged to read out or ‘perform’ them in front of the class.
Clearly, only two or three pairs can be asked to do this at any one time, otherwise it would take too long, so the teacher needs to keep a note of which pairs have ‘performed’ so that each pair is given a turn over the course of a series of lessons. If the teacher has a tape recorder, she could occasionally record a pair of students going through their dialogue. After initial shyness, most students enjoy this and benefit from hearing their own voices on tape.

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

GUIDED COMPOSITION

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

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

Separate answer keys for Advance with English 2 and Workbook 2 follow. It should be noted that in certain exercises, there is more than one possible, acceptable answer. In such cases, a sample answer will be given in the answer key but teachers should be prepared to accept alternatives.
Unit 1 Nature's Young Volunteers

COMPREHENSION  Page 3

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

B  1 So that they can fight the destruction of the environment.
   2 By informing a policeman whenever they see anyone doing
      something to harm the environment. They can also learn to keep
      the environment clean.
   3 If you have a clean and safe environment, you will be strong and
      healthy.
   4 They provide you with exercise and fresh air.

NEW WORDS  Page 4

The NYV is a youth organization. Its aim is to encourage young people
to become good citizens. Members are asked to inform the authorities
if they see or hear anything harmful. The rules stress that they should
observe and report, not try to act themselves. The NYV has had a great
deal of success. Members have supplied information which has helped to check pollution. Many members have been awarded certificates for their services. The NYV also provides interesting and healthy activities, which include competitions with some very attractive prizes. NYV members also help charitable organizations and such activities as the Keep Pakistan Clean campaign. You can join by obtaining an application form at the Civic Centre.

LANGUAGE STRUCTURE PRACTICE Pages 5–8

A  PW: Now, then, please tell me exactly what happened.
NYV: Some men lit a fire.
PW: What else did they do?
NYV: Chopped down some trees.
PW: How many men were there?
NYV: Four.
PW: Can you describe them to me?
NYV: Not very well but I’ll try. One was a short, fat man with a beard.
One was a tall, thin man in a striped shirt. One was a big, strong man with curly hair. One was a medium-sized man with no hair.
PW: Good. That’s very helpful. Now which one had an axe?
NYV: The big strong one with curly hair.
PW: Which one lit the matches?
NYV: The tall, thin one in a striped shirt.
PW: Which one gathered the logs?
NYV: The short fat man with a beard.
PW: Which one drove the pick-up?
NYV: The medium-sized man with no hair.
PW: Thank you. What colour was the pick-up.
NYV: The pick-up was blue.
PW: What was its number?
NYV: ISD 2918.
PW: What time did the incidence take place?
NYV: At six o’clock.
PW: Did anyone else see the incidence?
NYV: Yes, there was a family having a picnic. They must have seen it.
PW: What was their name?
NYV: Just a minute. I wrote it down. It was Mr and Mrs Hasan.
C  QUIZ 1

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

QUIZ 2

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

USING ENGLISH  Pages 11–12

A 1 Along Sunset Road.
2 An old lady.
3 Because the old lady was carrying a lot of parcels.
4 ‘I’ll help you carry those.’
5 Yes, she did.
6 ‘Thank you very much.’
7 ‘Let me carry them home for you.’
8 Yes, she did.

B 1 To school.
2 A blind man.
3 Because the blind man was trying to cross the road.
4 ‘Let me help you. I’ll guide you across the roads.’
5 No, he didn’t.
6 ‘It’s all right, thank you.’
C 2
a. He is at the railway station.
b. To meet his uncle.
c. A lot of bags.
d. To help carry the bags.
e. ‘Let me help you carry those bags.’
f. ‘Thank you very much.’

SAMPLE DIALOGUE:
Richard: Hello, uncle. Let me help you carry those bags.
Uncle: Thank you very much, Richard.

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

SAMPLE DIALOGUE:
Salman: I left my money behind this morning. I can’t afford to buy any lunch.
Rehan: I’ll lend you some money/I’ll buy you some lunch.
Salman: Thank you very much.
A Fabulous new Colour

COMPREHENSION Page 15

A 1 A new colour.
   2 In his garden.
   3 Because he got a strange feeling that something was going to happen.
   4 Because he found a ball of new colour.
   5 A round ball.
   6 His parents.
   7 No, they didn’t.
   8 A piece of paper with different colours mixed together on it.
   9 The smooth round ball of new colour.
   10 The News.
   11 Everybody/The whole world.
   12 A silence fell on the world.
   13 They stopped eating.
   14 Because of wonder and surprise.

B 1 No, he didn’t. He was just digging casually at first.
   2 Yes—he is interested in colour; his parents expected him to show them paints mixed together.
   3 The perfect round ball of new colour.
   4 Winter (as it is cold in Russia).
   5 To see the new colour on television.
   6 No, he didn’t. He only dreamt about it.

NEW WORDS Page 16

1 The scientist, Harvey, discovered that the heart pumped blood around the body.
2 When I first walked into the dark cinema, I could not see anything. My eyes, however, gradually adjusted to the dark and I could see better.
3 In the middle of his speech, Richard heard some people whispering and murmuring, so he waited until they stopped.
4 Ayaz did exceptionally well in his exams, so his parents bought him a brand-new camera.
5 The policeman approached the thief casually in order not to be noticed. He then suddenly grabbed him and arrested him.
LANGUAGE PRACTICE  Page 17
A  1 On Fridays he gets up at nine o’clock.
   2 On Sundays and other school-days he gets up at seven fifteen.
   3 He has a bath.
   4 For breakfast he usually has soup, bread, and a cup of tea.
   5 He sometimes has jam on his bread.
   6 He has an egg.
   7 He goes to school at eight o’clock and he has his first lesson at half past eight.
   8 He has something to drink and sometimes he has some crisps.
   9 He sometimes has a game of football.
  10 He has lunch at two o’clock.
  11 He goes home at two o’clock.
  12 He does his homework from three thirty to four thirty.
  13 On Tuesdays and Wednesdays he has a Karate lesson.
  14 He has his supper at eight o’clock and he goes to bed at ten thirty.

USING ENGLISH  Page 23
A  1 To Bangkok.
   2 On Tuesday.
   3 To find out about plane times.
   4 Skylark Travel.
   5 In the morning.
   6 Three. 8.15, 9.30, 11.45.
   7 At 12.35.
   8 4 hours 20 minutes.
   9 The Tuesday morning flight at 8.15.
  10 ‘Could you book me on, on that plane, please?’

B  SAMPLE DIALOGUE:

   S1: Good morning. Skylark Travel.
   S2: Good morning. Could you give me some information about planes to Manila, please?
   S1: Certainly. When do you want to travel?
   S2: On Wednesday, please.
   S1: I see. Do you want to fly in the morning or in the afternoon?
   S2: In the afternoon.
S1: There are three planes on Wednesday afternoon. They leave at 13.30 (1.30), 15.00 (3 o'clock) and 17.00 (5 o'clock).
S2: When does the 15.00 (3 o'clock) plane arrive in Manila?
S1: It arrives at 16.25 (4.25).
S2: Fine. Could you book me on that plane, please?
S1: Certainly. Could you give me your name, please?
Unit 3 The World’s Greatest Inventor

COMPREHENSION Page 28

A  1 Hundreds.
   2 When he was a very young boy.
   3 Thomas Edison.
   4 He was watching the grain pouring in and leant too far over.
   5 To find out how it worked.
   6 A goat pushed him into the nest.
   7 They stung him.
   8 He smelt something burning.
   9 He saw smoke.
  10 He was running as if there was a wild animal after him.
  11 It was an angry farmer.
  12 He had set fire to the farm.
  13 To see what would happen.
  14 He was caned publicly.

B  1 He was very proud of him.
  2 He was an intelligent boy who was keen to know how things worked.
  3 He went to the farm to ask questions about it.
  4 He would have been buried in the grain and suffocated.
  5 He meant that the bees had stung him all over his hands and face, which were very swollen.
  6 He meant that Thomas Edison would be very successful in whatever career he chose.
  7 He meant that he wanted to see what the farm would look like while it was burning and after it had been burnt.
  8 Sam Edison meant that he would publicly cane him to show him that was what happened to boys who set fire to farms.

C  Even when he was still a small boy, Thomas Edison, the famous inventor, was always trying to find out more about how things worked. For example, he once fell into a grain store and was nearly killed. There was another time when he prodded a bees’ nest to see what would happen. A goat pushed him into the nest and he was badly stung. His father was usually pleased with the boy’s wish to know about things and thought that he would do well in life. One day, however, Thomas went too far.
He set a farm on fire to see what would happen. What happened was that his father caned him in the marketplace for all to see.

NEW WORDS  Pages 28–29
1  He thought that the snake was dead but when he prodded it with a stick, it moved.
2  The old woman’s face was covered with wrinkles but she looked happy and healthy.
3  ‘Don’t bother me,’ she said. ‘Please go away.’
4  The teacher brought a projector into the classroom to show the children some films.
5  ‘Don’t sniff,’ said the teacher. ‘Please use your handkerchief.’
6  The small hard seeds of plants like wheat and rice are known as grain.
7  In England the countryside is divided up into fields with hedges around them.
8  Some plants have a round part which is planted under the ground. Roots grow down from it and leaves grow up from it. This is called a bulb and other things with the same shape have the same name. We have electric light bulbs and sometime in science lessons we use glass tubes with bulbs at one end.
9  In the old days, murderers used to be put to death publicly and many people went to watch.
10  When you pack the picnic basket, don’t forget to include something to drink.

LANGUAGE PRACTICE  Page 33
F  Note: Answers are given below but the point of the exercise, of course, is to give the student practice in saying ‘I am not sure which . . . ’ and ‘I don’t know which . . . ’
1  K2.
2  Karachi.
3  Tarbela.
4  Lahore Fort.
5  The African elephant is the biggest land animal in the world. (The Blue Whale is the biggest animal but it lives in the sea.)
6  The Blue Whale.
7  London.
8 The Blue Whale.
9 The ostrich. It cannot fly, however. The biggest flying bird in the world is the African bustard.
10 The cheetah.
11 The tortoise.

READING FOR INFORMATION Pages 36–37

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

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

C The bulb is made of glass and is filled with argon gas. Inside the bulb there is a (tungsten) wire filament that is supported by four filament supports. The wire filament is made of tungsten. It is connected to contacts by connecting wires. The supporting stem holds up the wire filament, the four filament supports and the two connecting wires. The light bulb cap is made of brass. Above the cap there is some cement. Below the cap there is an insulator.
Unit 4 Hong Kong's Spidermen

COMPREHENSION Page 39

A 1 Visitors.
   2 Cloth.
   3 A spider.
   4 The men who construct the buildings.
   5 Strong metal tubes.
   6 With metal bolts.
   7 A kind of screw.
   8 Bamboo.
   9 Strips of thin bamboo.
   10 Because the strips are thin.
   11 It shows that the bamboo scaffolding is stronger than metal scaffolding.
   12 Because it bends and sways with the wind but does not break.

B 1 The visitors are amazed because the bamboo scaffolding does not look very strong and seems too weak to survive a storm.
   2 The bamboo scaffolding they build is very similar to a spider’s web.
   3 Their bamboo scaffolding is compared with the strong metal scaffolding used in the West.
   4 He expects the bamboo scaffolding to be broken up and blown away by the wind and rain.
   5 Bamboo scaffolding.

C The main supports are huge poles about twelve metres long with a diameter across the bottom of about twenty centimetres. The bottoms of these are simply placed on the ground. They carry huge grids of bamboo made up of narrower poles. These poles are usually about 8 cm thick. Each square in the grid measures about 75 cm by 75 cm. They are small enough for the scaffolding builders and the construction workers to climb from one to another. Short bamboo poles about a metre long are used to fasten the whole framework to the outside of the building.

The scaffolding builders work quickly. Often a complete building is clothed in scaffolding in a couple of days. Good workmen can put up or take down over/about 65 square metres in a day! Skilled scaffolding builders are paid well, and the women who work with them are paid
well, too. These women help by passing up the bamboo poles to be tied into the grids. When scaffolding is being taken down the women also skilfully catch the poles as they are thrown down to them, perhaps from a height of ten metres or more!

NEW WORDS  Page 40

1 To weave usually means to make cloth by crossing threads under and over each other. We also say that spiders weave webs. The writer thought that the scaffolding around buildings under construction in Hong Kong looked like spiders’ webs.

2 A screw is used for joining pieces of wood together, but for fastening metal parts, bolts are used. These usually have threads on one end, on to which a nut is threaded.

3 I watched the man climb up the ladder to the top diving-board in the swimming-pool. walked confidently to the end of the board because he trusted in his own ability.

USING ENGLISH  Pages 46–47

A  1 She is going through Customs at Quaid-e-Azam International Airport.
2 A customs officer.
3 No, she hasn’t.
4 Four bottles.
5 Six ruby rings and two beautiful jade necklaces.
6 One hundred.
7 Three (perfume, jewellery, cigars).
A 1 A hiker is a person who takes a long walk for pleasure or exercise.
   2 The first sentence says that picnickers and hikers must not litter the countryside.
   3 The Picnic Warden’s job is to get the cooperation of everyone in avoiding litter.
   4 The Picnic Warden may be the organizer of the outing, or the group may choose any member by general agreement.
   5 The members of the group will always remember who the Picnic Warden is because he or she will wear a badge.
   6 Badges can be obtained at the Civic Centre or the Capital Development Authority Office.
   7 The badges cost nothing.
   8 Before starting, the Picnic Warden must make sure that the group is equipped with enough bags to collect any litter.
   9 The group may be travelling in different ways. For example, they may be travelling on a train, bus, ferry or even on foot.
   10 The Picnic Warden must try to prevent members of the group from dropping (fruit peelings, sweet wrappers, peanut shells) or refuse of any kind.
   11 People who drop litter on the ground may be fined.
   12 On arrival at the picnic spot, the first thing to do is to set up a litter collection point near all your fellow picnickers.
   13 At most official picnic sites there are litter bins provided.
   14 Sometimes the bins may already be full.
   15 If the bins are full, the bags should be tied up and placed carefully beside the bin.
   16 If there are no bins, the bags of litter should be taken away with you.
   17 A badly littered area, or a pile of rubbish, should be noted and reported to the CDA office’s litter hotline on your return.
   18 Litter is not the only concern of the Picnic Warden. He should also be concerned with the risk of fire.
   19 He must make sure that his party obeys the rules about lighting fires.
   20 He should also be concerned with preventing his fellow picnickers from destroying plant and animal life.
Do unto others as you would have them do unto you means that you should behave with other people as you would like them to behave with you. As far as litter is concerned, it means that you should always leave a place free of litter, just as you would wish to find it yourself.

It would not be good advice for picnickers who find a picnic spot very badly littered when they arrive.

It shows no concern for the beauty of the countryside or for other people.

NEW WORDS  Page 50

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

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

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

LANGUAGE PRACTICE  Page 55

1  The Country Code.
2  Vandalism.
3  Pollute.
4  Yes (vegetation).
5  Yes (wildlife)
6  Water catchment areas.
7  Respect the countryside.
READING FOR INFORMATION  Pages 58–59

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

1 a. Six.
   b. Knives.
   c. At about 9 p.m.

2 a. 23.
   b. On holiday.
   c. On Tuesday.
   d. On Thursday.
   e. Yes, he does.
   f. Not known.

3 a. Five.
   b. Thirty-three.
   c. Twenty-one.

4 Near the junction of Chaklala Road and Peshawar Road.

5 a. Four storeys tall.
   b. No, it isn’t.
   c. 17 people (at least).
   d. 16.

6 a. It was higher.
   b. Rs 31.29.

7 a. Mr Tom Drake. 21.
   b. His brother. 20.
   c. A lorry.
   d. Shortly after 9 p.m.
   e. In Sheikh Zayed Hospital.
Unit 6 The Kirthar National Park

COMPREHENSION Page 61

A 1 B  
2 B  
3 B  
4 D/B

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

NEW WORDS Page 62

1 When something is allowed by the law it is legal, but the ibex and many other animals are protected by the law. It is illegal to kill them.  
2 There were extensive herds of wild animals in the Kirthar range. Now there are only a few survivors.  
3 A place where animals are protected from hunters is called sanctuary.  
4 If they are not protected, these animals will die out.  
5 Of the three animals, the ibex is the best acrobat; it can balance itself even if it has a small foothold.  
6 The horns of the urial are almost circular.  
7 The vegetation in the Kirthar range is mostly shrubs.  
8 We should avoid hunting animals.  
9 Grass sprouts in the plains in the rainy season.
LANGUAGE PRACTICE  Page 64

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

USING ENGLISH  Pages 68–70

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

B  S1 SAMPLE DIALOGUE:
   S1: What did Asghar give his sister?  
   S2: He gave her a stool.  
   S1: Why?  
   S2: Because she wanted one.  
   S1: Why did she need a stool?  
   S2: Because she is small and can’t see in the mirror (she needs the stool  
      to stand on).

   S1: What did Asghar give his father?  
   S2: He gave him a pair of tweezers.  
   S1: Why?  
   S2: Because he wanted one.  
   S1: What did he use it for?  
   S2: To pick up stamps with. His father is a stamp collector.

   S1: What did Asghar give his cousin?  
   S2: He gave him some sellotape.
S1: Why?
S2: To tape his mouth up with, because he talks too much.

S2 SAMPLE DIALOGUE:

S2: What did Asghar give his brother?
S1: He gave him a tadpole.
S2: Why?
S1: Because he wanted one.
S2: Why did he want a tadpole?
S1: Because his brother is interested in frogs and wanted to see what a frog grew from.

S2: What did Asghar gave his mother?
S1: He gave her a ball of string.
S2: Why?
S1: Because she wanted one.
S2: What did she use it for?
S1: To tie up her plants.

S2: What did Asghar give his cousin?
S1: He gave him a pair of thick socks.
S2: Why?
S1: Because he wanted one.
S2: Why did he need a pair of thick socks?
S1: Because he is going to England and needs some warm clothes.
Unit 7 The Lady with the Lamp

COMPREHENSION Pages 73–74

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

B 1 D 2 C
3 C 4 C

NEW WORDS Page 74

1 The chief nurse of a hospital is called the Matron. She is in charge of all the other nurses.
2 The soldier had a bad wound which took a long time to heal.
The person in charge of a Government department in many countries is called a Minister. For example, the person in charge of the Army, the Navy, and the Air Force is usually the Minister of Defence.

She went to a college to be trained as a teacher.

When he was ill, he stayed at home at first and his wife looked after him. Then he became worse and had to go to the hospital where they could nurse him properly.

‘I know nothing about it,’ he said, ‘I am completely ignorant.’

He visited many countries and wherever he went, he made lots of friends.

She could not decide which dress to buy but in the end she picked a red and white one.

Nuns live in a convent.

Sick people who are looked after by the doctors or nurses are called patients.

LANGUAGE PRACTICE Page 78

1. a. A nice pair of shoes.
   b. In a shop window.
   c. To buy the shoes.
   d. Rs 400.
   e. Rs 200
   f. The shoes were too expensive for Hasan to buy.
   g. Hasan did not have enough money to buy the shoes.

2. a. To the playground.
   b. To fly their new kite. (It was windy).
   c. It stopped.
   d. For half an hour.
   e. The air was too still for Murad and Zafar to fly their kite.
   f. There was not enough wind for Murad and Zafar to fly their kite.
### B

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1925</td>
<td>Born in Grantham, England.</td>
</tr>
<tr>
<td>1951</td>
<td>Married Dennis Thatcher.</td>
</tr>
<tr>
<td>1953</td>
<td>Became a lawyer.</td>
</tr>
<tr>
<td>1959</td>
<td>Became a politician.</td>
</tr>
<tr>
<td>1979</td>
<td>Became Prime Minister of England.</td>
</tr>
<tr>
<td>1983</td>
<td>Re-elected Prime Minister.</td>
</tr>
</tbody>
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### C

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

<table>
<thead>
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<tbody>
<tr>
<td>1867</td>
<td>Born in Poland.</td>
</tr>
<tr>
<td>1891</td>
<td>Moved to Paris.</td>
</tr>
<tr>
<td>1895</td>
<td>Married Pierre Curie.</td>
</tr>
<tr>
<td>1903</td>
<td>Won the Noble Prize (Physics)</td>
</tr>
<tr>
<td>1906</td>
<td>Became Professor of Physics at University of Paris (the first woman professor).</td>
</tr>
<tr>
<td>1911</td>
<td>Won the Nobel Prize (Chemistry).</td>
</tr>
<tr>
<td>1921</td>
<td>Moved to USA.</td>
</tr>
<tr>
<td>1934</td>
<td>Died (aged 77).</td>
</tr>
</tbody>
</table>
Karim: Did you watch the film about the Olympics on the television last night? I thought you would be watching the men’s races because you’re very interested in running.

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

Karim: What were you doing?

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

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

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

Karim: Why are you taking off your shoes?

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

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

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

Karim: Well, I hope you win every race!

Nadim: Thanks. I’ll try to!
Unit 8 The Road Crossing Code

COMPREHENSION Page 85

A 1 Kerb Drill.
2 No. It was published by the Traffic Department.
3 Parents teaching their children.
4 The increase in speed and volume of traffic.
5 No.
6 Four.
7 A zebra crossing.
8 Stop.
9 You can see the approaching traffic.
10 Marking a crossing place.
11 With great care.
12 No, you should stand back a little.
13 When there is no traffic near.
14 Walk straight across and keep looking and listening for traffic while you are crossing.

B 1 Doing something the correct way to enable others to copy you.
2 Explain it to them and then show them how to do it.
3 They might learn it but not follow it in practice.
4 When to cross a road and how to cross it.

NEW WORDS Page 86

Kerb The stone edge of a raised path or pavement.
Improved Made better.
Studs Large flat pieces of metal sometimes used to mark road-crossing places.
Code A system of rules.
Pamphlet A small paper-covered book especially one on some matter of public interest.
Right of way The legal right to use a part of a road, in this case a crossing, when other users must give way.
Publish Have a book or pamphlet printed and announce that it is for sale.
Volume Amount.
Caution Care.
research  Finding out new facts.
essential  Most important and necessary.
maximum  Greatest possible opportunity to see traffic.
visibility

LANGUAGE PRACTICE  Page 90

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

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

USING ENGLISH  Pages 92–93

A 3 You must all look neat and tidy.
4 Do not forget the worksheets.
5 You must make notes.
6 Do not make too much noise (in the museum).
7 You mustn’t touch anything.
8 Please keep together.
9 Do not keep anyone waiting (for the bus).
10 Bring a little money.

B 2 The nurse is saying ‘You mustn’t (Don’t) smoke in the hospital.’
3 The teacher is saying ‘You mustn’t (Don’t) talk in the library.’
4 The mother is saying ‘You mustn’t (Don’t) play with matches.’
5 The zookeeper is saying ‘You mustn’t (Don’t) feed the animals.’
C SAMPLE INSTRUCTIONS

Tomorrow we are going to the swimming pool. Don’t forget to be at school by eight thirty. You must bring swimming costumes and towels. Also, please bring five rupees for the entrance fee. You must have a shower before going into the pool. Please don’t run around the side of the pool. You must keep away from the divingboard and there must not be any bumping into other swimmers. Non-swimmers must stay at the shallow end. Remember to be ready to leave the pool at eleven o’clock and don’t leave anything behind.
Unit 9 **Cricket at Zaman Park**

COMPREHENSION *Pages 95–96*

**A**
1. In Lahore.
2. Seven years.
3. No.
4. Yes.
5. Eight.
6. Two.
7. No one wanted him on their team.
8. He could not bowl, bat or field well.
9. He would throw tantrums.
10. He could not play well and was a bad loser.
11. His games superintendent, Naseer Mohammad.
12. After school.
13. His sisters, cousins, gardener, and the cook.
14. To carve a name for himself in cricket.

**B**
1. He did not play cricket and was not interested in it for some years.
2. His family had a background of cricket. Eight of his cousins had played first-class cricket.
3. All his family who lived there played cricket of a very high standard. Imran started taking an interest in cricket at Zaman Park.
4. No, they would not choose him on their teams.
5. He changed Imran’s attitude towards cricket. Under his patient guidance, Imran’s batting improved and he started enjoying cricket.
6. His bowling was more of a danger to the fielders. He used to get out only after playing a couple of balls and he was too lazy to field.
7. Yes, he has. He has become one of the most famous cricketers in the world.

**C**
I thought cricket was a boring game with too much standing around. I was good at other sports. By the time I was seven, several things happened which were significant for my cricket career. My family moved to Zaman Park and everyone took part in sports activities. No one wanted me on their team. Naseer Mohammad changed my attitude. My batting improved greatly and I started enjoying the game. It became my ambition to carve a name for myself in the history of world cricket.
NEW WORDS  Page 96

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

READING FOR INFORMATION  Pages 103–104

A 1  b. Australia.
2 a. Forty.
   b. Forty-seven more.
3 Nineteen.
4 One more.
5 a. Three.
   b. Four.
   c. Sri Lanka won more silver medals than Zambia.
7 Five.
8 One hundred and eighty-two.

B 1 a. C. Freeman.
   b. Australia.
   c. 22.25 seconds.
   d. .10 seconds.
2 a. P. Konchellah
   b. Kenya.
   c. 1 minute and 45.18 seconds.
3 a. 2 hours, 11 minutes and 49 seconds.
   b. S. Moneghetti.
   c. Australia.
4 a. Two
   b. Third and fifth.
   d. .58 seconds,
5 a. One.
   b. S. Matete.
   c. Men's 400 m Hurdles.
6 a. Women’s 200 m.
   b. M. Onyali.
   c. Thirteen.
7 a. Six.
   b. Two.
8 a. T. Douglas.
   b. 1.61 seconds.
Unit 10 **Stamp collecting**

**COMPREHENSION  Pages 107–108**

**A**  
1. By collecting stamps.  
2. Portraits, landscapes or historical monuments.  
3. A small *packet* of stamps.  
4. 500.  
5. It is more wasteful.  
6. Because they are clean.  
7. Until the bits of paper fall away.  
8. On clean newspaper.  
10. The year it was issued; its value; whether or not it is a *sleeper*.  
11. Because you can then exchange them with stamps of equal value.  
12. A valuable stamp that has accidentally been mixed in with ordinary ones.  
15. Because it contains pictures of, and information about all stamps ever issued.

**B**  
1. All the countries in the world.  
2. A *packet*.  
3. Stamps.  
4. Dirty stamps.  
5. Dirty stamps.  
6. Bought in a *packet*.

**C**  
1. b., c., a.  
2. b., a., c.  
3. d., b., c., a., e.

**NEW WORDS  Page 108**  
1. The artist painted a very lifelike *portrait* of my uncle which he liked very much.  
2. The Lahore Fort is one of Pakistan's famous *monuments*.  
3. The first stamp, the *Penny Black*, was *issued* in 1840.  
4. The *value* of certain stamps is increasing and they are now worth a great deal of money.
5 Lucy did not enjoy her bath as the water was only lukewarm and she liked it hot.
6 There are some plants that you should only moisten when you water them. If you pour too much water on them and soak them, they can die.
7 The mountainous landscape of Kaghan is very beautiful.
8 Kamran tripped and accidentally knocked over a very valuable vase.
9 Very few shops will give you your money back for an item. Many shops, however, will allow you to exchange one item for another.

LANGUAGE PRACTICE  Page 112
C At seven o’clock Umar washed himself. At seven fifteen Sara washed herself. At seven thirty they both dressed themselves. Their mother asked them, ‘Have you both washed yourselves?’ Sara replied, ‘Yes, we’ve both washed ourselves.’ Their father asked them, ‘Are you sure you’ve both washed yourselves?’ Umar replied ‘I’ve washed myself.’ Then he asked Sara, ‘Have you washed yourself?’ Sara replied, ‘Of course I’ve washed myself.’ As they left, their parents told them to enjoy themselves at school.

USING ENGLISH  Pages 113–115
A 1 The man has cut the grass.
   2 The boy has hit his thumb.
   3 The girl has fallen off her bike.
   4 The woman has seen a robber.
   5 The man has won a race.
   6 The girl has watched a sad film.
   7 The aeroplane has landed at the airport.
   8 The boy has read a funny book.

B

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<tr>
<td>Australia</td>
<td>Philippines</td>
</tr>
<tr>
<td>Thailand</td>
<td>Taiwan</td>
</tr>
<tr>
<td>Burma</td>
<td>Japan</td>
</tr>
<tr>
<td>Hong Kong</td>
<td></td>
</tr>
</tbody>
</table>
C 1  b.  5  g.  
  2  h.  6  d.  
  3  f.  7  a.  
  4  e.  8  c. 

SPELLING Page 116

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

REVISION TEST 2 Pages 116–117

A  1  D  4  D  
  2  D  5  B  
  3  C  

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

40
Unit 11 Stop those Hiccoughs

COMPREHENSION Page 119

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

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

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

NEW WORDS Page 120

The author has tried many ways of curing hiccoughs. One of the feats he had to perform was to whistle in reverse while bent over backwards with his head touching the ground. None of his attempts, however, have been successful. The tension of waiting to see whether his hiccoughs have been cured is always broken after a few seconds by an enormous hiccough. The last thing he tried was to breathe with a paper bag over his head. Unfortunately, his wife and children saw him and he felt very embarrassed as they did not believe his explanation.
A  2  Cycling is not allowed.
    3  Swimming is not allowed.
    4  Cooking is not allowed.
    5  Flying kites is not allowed.
    6  Picking flowers is not allowed.
    7  Climbing trees is not allowed.
    8  Dropping litter is not allowed.
    9  Lighting fires is not allowed.
   10  Music is not allowed.
   11  Rowing a boat is not allowed.

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

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

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

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

The teacher told them to stop talking and to continue working. Then she smiled at me and began explaining what I had to do. When she had finished speaking, she showed me where to sit and I began doing my first work in school. It was easy. ‘I’m going to enjoy being a student,’ I thought.
Verbs marked like this *in the passage can also be followed by to: . . . my mother began to cook my breakfast.
I have always loved to travel on a bus . . . I prefer to cycle.
As the bus began to approach the school, I started to think what . . . Some of them began to talk to each other.
. . . and to continue to work . . . and began to explain what . . . and I began to do my first work in school.

READING FOR INFORMATION  Pages 126–127

A  FURNITURE TABLE

<table>
<thead>
<tr>
<th>Bedroom</th>
<th>Kitchen</th>
<th>Living room</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>fridge</td>
<td>sofa</td>
</tr>
<tr>
<td>bedside table</td>
<td>cooker</td>
<td>armchair</td>
</tr>
<tr>
<td>dressing table</td>
<td>washing machine</td>
<td>sidebar</td>
</tr>
<tr>
<td>wardrobe</td>
<td></td>
<td>dining table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bookcase</td>
</tr>
<tr>
<td></td>
<td></td>
<td>desk</td>
</tr>
</tbody>
</table>

B  1 a. broke.
   b. broken.
  2 The same (fried).
  3 a. Past tense.
      b. Past participle.
  4 a. Peter has broken his ruler, so he can’t use it. He broke it at school.
      b. Yesterday, the policeman investigated the recent murder.
      c. The thieves have stolen my television. They stole quietly into the house late last night.
  5 a. To study it (with a view to solving it).
      b. A person who investigates.
      c. A careful study of something. Both.
  6 a. Three.
      b. To take somebody’s property; to obtain by surprise; to move, come, go secretly and quietly.
Unit 12 Scouting

COMPREHENSION Pages 131–132

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

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

NEW WORDS Page 132

1 We use an umbrella for keeping off the rain.  
We use a sunshade for keeping off the sun.  
We use a tent for keeping off the sun/rain.  
2 Tracking is one way/method of catching bandits.  
Finding out their plans is one way/method of catching bandits.  
Waving flags is one way/method of signalling/passing information.  
Taking messages is one way/method of being useful/passing information.  
Washing away the soil is one way/method of tin mining.
B 1 Rashid happened to mention a story.
2 Rashid did not believe in ghosts.
3 Sara believed in ghosts.
4 The others agreed with him.
5 They laughed at her.
6 Sara dared them to spend a night in the haunted house.
7 The house used to belong to a man who is dead now.
8 Sara said the boys should apologize for laughing at her.
9 Rashid knew that he could depend on Asad and asked if he could rely on Javed.
10 Javed complained of having a lot of homework.
11 He asked them to wait for him.

C 1 While we were talking about badminton, he happened to mention that his brother used to play for Pakistan.
2 People said that the house was haunted by a ghost without a head.
3 ‘I dare you to swim across that wide river,’ the boy said.
4 ‘I must apologize for being late,’ he said. ‘I missed the bus.’
5 She complained of a headache and went to bed early.
6 This rope will not break. You can rely on it.

E 1 Mr and Mrs Khan often had quarrels about money. The trouble was that Mr Khan had a great interest in comets and his hobby was very expensive. He could not see them crossing the night sky without a very powerful telescope. Mrs Khan made many complaints to her husband about his hobby but he refused to listen to them.

2 Salim and Amir had a long argument about which sport Muhammad Ali was famous for. Salim won because he knew it was boxing.
‘Have you made a decision on your topic yet?’
‘Yes, I’m going to give a speech on the topic of frogs. I’m sure the audience will enjoy it. I’ve already had one inquiry about tickets.’

When Rashid and Asad arrived at the meeting-place that they had decided on, Javed was not there.

‘I was afraid of this,’ said Asad. ‘He won’t come. He does believe in ghosts and he’s afraid of spending a night in the house. He didn’t tell us because he was ashamed of being afraid. He thought we would laugh at him.’

‘No,’ said Rashid. ‘I don’t agree with you. I’m sure I can rely on him. Let’s not have a quarrel about it. Let’s wait for him for another ten minutes.’

Just then Javed arrived and apologized for being late. ‘I’m sorry for being late,’ he said. ‘Thank you for waiting for me. I’m very excited about what we’re going to do. Are you both ready?’

‘Yes,’ said Rashid. ‘We were worried about you, but now we can go.’
Unit 13 The Thunder cart

COMPREHENSION Pages 145–146

A 1 In the district of Chi Xian.
2 In an old temple.
3 Someone banging loudly on the temple door.
4 The thunder cart.
5 The King of Chi Xian.
6 To take in the wheat harvest.
7 It was being used.
8 Yes.
9 Five or six ghost-men.
10 Candles.
11 A huge flag.
12 Eighteen.
13 He rushed back to Chi Xian.
14 They laughed at him.
15 He dashed off to his field.
16 He took his wife and children up on to a low hill above the village.
17 A cloud like thick black smoke rose up from behind the mountains.
18 Heavy rain began to fall.
19 They were ruined.
20 They were angry.
21 They thought he had been using black magic to make himself rich.
22 He decided Li Yung was innocent.

B 1 He was afraid that his wheat harvest would be destroyed.
2 A flash of lightning.
3 According to this legend, a thunderstorm is a ghost king destroying a crop in order to have it for himself.
4 Before gathering in his own wheat, he took the time to wake all his neighbours to warn them of the storm.
5 The people of Chi Xian were not right to feel angry because Li Yung had warned them of the storm but they did not take any notice of him.

C While returning home, Li Yung spent a night in a temple. During the night someone banged on the door and asked for the thunder cart to take in the harvest. After some delay, some ghost men appeared and handed over the thunder cart. Behind the cart there were several men with a flag. The flag consisted of separate streamers which flashed like lightning.
Li Yung knew that the thunderstorm would ruin the **harvest** and he ran to warn his neighbours. *They* laughed at him. Li Yung gathered *in* his crop before the thunderstorm began *but* his neighbours’ crops were ruined. They were angry *with* Li Yung *but* a magistrate said that it was not his **fault**.

**NEW WORDS  Page 146**

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

**LANGUAGE PRACTICE  Pages 147–150**

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

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

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

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

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

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

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

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

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

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

E 1 While I was waiting for a bus, I saw my friend Sara.
2 While we were having breakfast, the telephone rang.
3 When I got home last night, my mother was talking to our neighbour.
4 While we were working, he was sleeping.
5 The book I was reading all day yesterday belongs to my brother.
6 The bag he is holding in his hand contains different kinds of fruit.
7 I remember that I had a cold this time last year.
8 I did not know the answer because I did not understand the question.
9 I was looking for some good cloth. I saw some that was very nice.
   It cost thirty rupees a metre.
10 I want a shirt with a low collar. I hate shirts with high collars.
11 That building seems unsafe. I think that it needs attention.
12 I believed him because I saw that he was speaking the truth.
Unit 14 Making Rain

COMPREHENSION Pages 153–154

A 1 Heavy rain.
   2 The annual monsoon.
   3 There would be no more floods.
   4 Tiny drops of water are formed.
   5 The drops become colder.
   6 They fall.
   7 They pick up more drops and become bigger.
   8 To make the bigger drops form and fall before they would normally.
   9 From aeroplanes that fly through the clouds.
   10 Because the rain began to fall after ten to twenty minutes.

B 1 The aims were to reduce the flood damage by causing the rain to fall in smaller amounts and to fall less often.
   2 Because some were more effective when the clouds were warm and others were more efficient when they were cold.
   3 To be effective, six aircraft would be needed for three months every year to seed the clouds from Johore to Baharu.
   4 It would cost less than the cost of the damage caused by floods.
   5 The same process could be used to make rain fall where it was needed, for watering crops, for example, or for human consumption.

C In Malaysia, floods are caused by the annual monsoon bringing rain to the east coast. There would be no floods if all the rain fell in the sea. The NISIR knew that this was impossible but it thought that it might be possible to reduce the number of times it rained and the amount of rain that fell each time. They thought the total amount of rain damage might be reduced by up to fifty per cent.

Rain is caused by air containing water-vapour rising and becoming cooler. Tiny drops of water form and become a cloud. Then the cloud rises, the drops become colder and bigger. They then fall as rain.

‘Seeding’ the clouds with chemicals makes these drops form earlier than they would normally do. The NISIR decided to use a mixture of sodium chloride and silver iodide. In November 1973, an aircraft released these chemicals in monsoon clouds about forty kilometres from the coast at a height of about 3,000 metres and rain soon began to fall.
NEW WORDS Page 154

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

LANGUAGE PRACTICE Pages 155–157

c. Shabnam. g. Hamid.
d. Asifa. h. Sikander.
e. Yasmeen.

2 a. Sikander is as heavy as Jaffer.
b. Kamran is not as heavy as Jaffer.
c. Kiran is as heavy as Shabnam.
d. Asifa is not as heavy as Shabnam/Kiran/Yasmin.
e. Kamran is not as heavy as Hamid/Jaffer/Sikander.
f. Shabnam is as heavy as Kiran.
g. Sikander is not as heavy as Hamid.
h. Jaffer is not as heavy as Hamid.
i. Kiran is not as heavy as Yasmin.
j. Shabnam is not as heavy as Yasmin.
k. Jaffer is as heavy as Sikander.

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

G SAMPLE ANSWER:

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Favourite food</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farah</td>
<td>Chinese (Cantonese)</td>
<td>Plenty of flavour.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not hot and spicy.</td>
</tr>
<tr>
<td>Mina</td>
<td>Pakistani</td>
<td>Hot and spicy.</td>
</tr>
</tbody>
</table>

C

SAMPLE DIALOGUE:

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

D

   b. Six.             g. Two.
   c. No, she didn’t.  h. Eight.
   d. No, he didn’t.   i. Hamid.
   e. No, she didn’t.  j. Mukhtar.

Test Paper

PART 1 Pages 164–166

Section A Reading comprehension

A vacuum flask can be used in two ways. We can use it to keep cold things cold or hot things hot. It is made so that very little heat can get in from the outside or out of the flask from the inside. Do you know how it works?

Heat travels in three ways: conduction, convection and radiation. Conduction takes place when the heat moves through a material.

The vacuum flask has double walls made of very thin glass. All the air has been pumped from the space between the walls to make a vacuum. This is why it is called a vacuum flask. Heat cannot move in a vacuum. Moreover, glass is a very bad conductor of heat so heat escapes by conduction only very slowly.

The inside of the glass wall is ‘silvered’, like a mirror, so that it reflects heat. As a result, not much heat is lost by radiation. The flask is tightly closed with a stopper so that practically no heat is lost by convection. As a result, it takes a long time for the heat to get into or out of a vacuum flask.

Section B Dialogues

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

PART 2 Pages 166–171

Section A Following instructions/Problem solving

1

![Diagram]
   b. Sara.  
   c. Rs 205.00.

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

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

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

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

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

7  a. 20  
   d. Yes  
   g. 40  
   b. 60  
   e. 1.72 metres  
   h. 10  
   c. 36  
   f. 25  
   i. Double 5
Unit 1

Pages 1–3

A 3 A musician is a person who plays music.
4 A dictionary is a book which explains words.
5 Badminton is a game which is played with a shuttlecock.
6 A mechanic is a person who mends machines.
7 A triangle is a shape which has three sides.
8 An island is a piece of land which is surrounded by water.

C 2 A: What is the driver doing?
   B: He’s moving earth.
   A: What kind of machine is he using?
   B: It’s a bulldozer. It’s a machine we use for moving earth.
3 A: What is the driver doing?
   B: He’s lifting something.
   A: What kind of machine is he using?
   B: It’s a crane. It’s a machine we use for lifting something.
4 A: What is the woman doing?
   B: She’s recording something.
   A: What kind of machine is she using?
   B: It’s a tape recorder. It’s a machine we use for recording something.
Unit 2

Pages 4–7

A 4 No, they have it at eight o’clock.
5 He goes to school at eight thirty.
6 No, she goes to school at eight forty-five.
7 He goes home at two o’clock.
8 She goes home at two thirty.
9 No, she goes to bed at nine thirty.
10 Asad goes to bed at nine thirty.
11 They have it at seven thirty.
12 No, she has it at one thirty.
13 He has it at one thirty.
14 They have it at eight o’clock.
15 He has one on Saturdays.
16 No, she goes to work at ten o’clock.
17 He goes to work at eight o’clock.
18 He goes home at six o’clock.
19 No, she goes home at six o’clock.
20 No, he goes to bed at eleven o’clock.
21 She goes to bed at eleven o’clock.

B 1 At seven fifteen.
2 At eight o’clock.
3 On Saturdays.
4 On weekdays.
5 Fifteen.
6 Thirty-five minutes.
7 Five minutes.

C 2 m.
3 b.
4 h.
5 a.
6 o.
7 g.
8 c.
9 e.
10 l.
11 q.
12 k.
13 j.
14 f.
15 d.
16 i.
17 n.

D 1 Look at the caller through the inspection window.
2 If you do not know the caller, ask him to identify himself, with the door still closed.
3 If the caller says he has an identification card, open the door with the chain on.
4 If you are in trouble, shout for help and dial 115. Always have a strong door and a good lock.
Unit 3

Pages 8–11

A 3 Which is the cheaper? The fish is.
4 Who is the oldest? Abid is.
5 Which is the faster? The Toyota is.

6 Which is the longer? The Indus is.
7 Who is the tallest? Shabbar is.
8 Who is the shortest? Nahid is.

B 2 A: Kiran's sister has appeared on television.
B: Whose sister has appeared on television?
A: Kiran's sister has.

3 A: Abid’s father was a teacher at St. Mark’s School.
B: Whose father was a teacher at St. Mark’s School?
A: Abid’s father was.

4 A: Shahid’s dog sometimes follows the children to school.
B: Whose dog sometimes follows the children to school?
A: Shahid’s dog does.

5 A: Tariq’s father has gone to hospital.
B: Whose father has gone to hospital?
A: Tariq’s father has.

C 1 D 2 D 3 B 4 B

D

PUBLICLY
GRAIN
OTHER
J
INCLUDE
CHUCKLE
HATCH
PROD
WRINKLES
A  Keeping Fish

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

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

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

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

3  Sara:  How many oranges have you got?
         Sabeen:  I’ve only got a few.
         Sara:  Well, I’ve got a large number. I’ll give you half of mine.
         Sabeen:  No, that would be too many. Just give me a few, please.
4  Irfan:  How much paper have you got?
    Asim:  I’ve only got a little.
    Irfan:  Well, I’ve got a large amount. I’ll give you half of mine.
    Asim:  No, that would be too much. I’ll give you half of mine.
5  Irfan:  How much money have you got?
    Asim:  I’ve only got a little.
    Irfan:  Well, I’ve got a large amount. I’ll give you half of mine.
    Asim:  No, that would be too much. Just give me a little, please.

C  SAMPLE DIALOGUE:

Azhar:  I must buy some new shirts.
Mazhar:  How many do you want to buy?
Azhar:  I want to buy four.
Mazhar:  That’s a lot of shirts! How much money have you got?
Azhar:  I’ve got two hundred and fifty rupees.
Mazhar:  That’s not enough for four shirts! I haven’t got much but I can let you have some money.
Azhar:  How many rupees can you let me have?
Mazhar:  I can let you have one hundred rupees, or perhaps a few more.
Azhar:  That’s too much. I shan’t need all that. I could buy a lot of shirts with that.
Mazhar:  Not in that shop! They cost too much.
Azhar:  A lot of them are expensive but not all of them. There are some/a few cheap ones. I don’t need many. I need only a few.
Mazhar:  How many did you say you wanted to buy?
Azhar:  Four.
Mazhar:  That’s a large number. The cheapest ones are one hundred and fifty rupees. You’ve got two hundred and fifty rupees and I can let you have one hundred, so you’ll need about two hundred and fifty rupees more.
Mazhar:  That’s a large amount of money!
Azhar:  Well, you want to buy a lot of shirts! The money you have is not enough for four shirts. You can only buy two.
Unit 5

Pages 15–17

A 2 A: I tried to take some photographs yesterday but I forgot to take a film.
B: That’s no good. You must take a film if you want to take some photographs.
A: Yes, I know. I shall remember to take one next time.

3 A: I tried to borrow a book yesterday but I forgot to take a library card.
B: That’s no good. You must take a library card if you want to borrow a book.
A: Yes, I know. I shall remember to take one next time.

4 A: I tried to walk from Anarkali to Gulberg yesterday but I forgot to take a map.
B: That’s no good. You must take a map if you want to walk from Anarkali to Gulberg.
A: Yes, I know. I shall remember to take one next time.

5 A: I tried to have a barbecue yesterday but I forgot to take some matches.
B: That’s no good. You must take some matches if you want to have a barbecue.
A: Yes, I know. I shall remember to take some next time.

6 A: I tried to climb a mountain yesterday but I forgot to take a rope.
B: That’s no good. You must take a rope if you want to climb a mountain.
A: Yes, I know. I shall remember to take one next time.

B 1
3 Four.
4 Ten.
5 The post office is on the east side of Faisal Avenue near where it joins Khayaban-e-Iqbal.
6 Saidpur is to the north of Margalla Road and Nurpur is to the east.
7 The Marriott Hotel is on the corner of Constitution Avenue.
8 If you go on Khayaban-e-Suhrawardy towards the Diplomatic Enclave, the first embassy is of the United States.
9 The Presidency is between the Assembly and the Secretariat.
10 The golf club is near Murree Road.
11 Jinnah Avenue connects Faisal Avenue and Constitution Avenue.
12 Japan.
13 International School is in the lower left-hand corner of the map.
14 Allama Iqbal Open University is between Zero Point and Sharah-e-Islamabad.
15 Shahrah-e-Kashmir goes to Peshawar in the west and to Murree in the east.
Unit 6

Pages 18–20

A

2. To buy some stamps.
3. Why did Mr Ali move his TV aerial? To get a better picture.
4. Why do cats sometimes purr? To show that they are pleased.
5. Why has the bus driver stopped the bus? To let someone get off.
6. Why did Mrs Khan go to the bank? To draw out some money.
7. Why are the people running? To catch the train.
8. Why is a workman going to Mrs Ali’s house? To fix her tap.

B

2. Why did all the children go inside? Because it started to rain.
3. Why did the shopkeeper run after the man? Because he had stolen a camera.
4. Why did the dogs begin to bark? Because they heard someone at the door.
5. Why did she clean the windows? Because they were very dirty.
6. Why did they put away their books? Because the lesson was over.
7. Why did the bus stop? Because there was a tree lying in the road.
8. Why did the cat climb up a tree? Because a dog ran after it.

C

1. West.

3. West.
Unit 7

Pages 21–23

A  2  A: What are the children looking at?
    B: They are looking at the dogs.
    A: Which dog are they laughing at?
    B: They are laughing at the white dog.

3  A: Who is the man talking to?
    B: He is talking to the crowd of people.
    A: What is he standing on?
    B: He is standing on a box.

4  A: What is the woman putting on?
    B: She is putting on the hat.
    A: Which hat is she putting on?
    B: She is putting on the hat with flowers.

5  A: What are the people waiting for?
    B: They are waiting for a bus.
    A: Who is the boy speaking to?
    B: He is speaking to the fat man.
    A: What is the fat man standing on?
    B: He is standing on the boy’s foot.
    A: What is the boy pointing at?
    B: He is pointing at his foot.

B  3  The dress was too dear for her to buy.
    She did not have enough money to buy it.

4  The book was too high for her to reach.
    She was not tall enough to reach it.

5  The shirt was too big for him to wear.
    He was not big enough to wear it.

6  He was too old to join the Police Force.
    He was not young enough to join.

7  He was too young to see the film.
    He was not old enough to see it.

C  2  The box was so heavy that Abid was unable to lift it.

3  The dress was so dear that Simi was unable to buy it.

4  The book was so high that the librarian was unable to reach it

5  The shirt was so big that Tariq was unable to wear it.
6 Mr Haq was so old that he was unable to join the Police Force.
7 Wasim was so young that he was unable to see the film.

D 2 She was big enough to wear her mother’s clothes.
3 We are too late to get to school in time.
4 The box was big enough to hold twenty-four bottles.
5 The children were too excited to get to sleep.
6 The radio was small enough to fit in his pocket.
7 The water was too cold to go swimming.
Unit 8

Pages 24–26

A  O.N.O means ‘or nearest offer’.

**Selling**  **CLASSIFIED POST**  **Leasing**

**Buying**  **CLASSIFIED POST**  **Looking**

Send this coupon to classified post
P.O. Box 47 Karachi

Put your advertisement where 258,000 readers can see it every day.

Simply write your advertisement in Block Letters (one letter to each space)

```
1  C, A, S, S, E, T, T, E, /, R, A, D, I, O, N, L, Y, O, N, E,
2  V, E, A, R, I, O, L, D, I, N, E, X, C, E, L, E, N, T,
4  T, E, N, I, S, R, A, C, K, E, T, O, N, L, Y, O, N, E,
5  M, O, N, T, H, O, L, D, U, S, E, D, O, N, L, Y,
```

Each line represents one line of your advertisement

**Dates of insertion:** Month **OCTOBER**

- **Rate (Local)**
  - Lineage advertisement (min. 5 line) Rs 100 per line
  - Display advertisement (min. 3cm x 1 col.) Rs 400 per s.c.c.

- **Rate (International)**
  - US$10 per line
  - US$40 per s.c.c.

- **Box number:** Daily Rate Rs 105
  - Friday Rate Rs 85
  - Overseas Daily Rate US$27
  - Overseas Sunday Rates US$22

- **Please forward my replies**
- **Please hold for collection**

Please circle:

<table>
<thead>
<tr>
<th>Rate (Local)</th>
<th>Lineage advertisement (min. 5 line)</th>
<th>Display advertisement (min. 3cm x 1 col.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday-Thursday</td>
<td>Rs 100 per line</td>
<td>Rs 400 per s.c.c.</td>
</tr>
<tr>
<td>Friday</td>
<td>Rs 80 per line</td>
<td>Rs 300 per s.c.c.</td>
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<tr>
<th>Rate (International)</th>
<th>US$10 per line</th>
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<tr>
<td>Saturday-Thursday</td>
<td>US$10 per line</td>
<td>US$35 per s.c.c.</td>
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</table>

**Box number:**

- Daily Rate Rs 140
- Cost of 2 insertions Rs 280
- **Total cost Rs 280**

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

**Name:** MISS H. ARIF

**Address:** FLAT 5, GOOD BUILDING, 6 CLIFTON

**KARACHI**  **Tel. No.** 5894436

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

**Morning Post**
B  2  Would you turn the radio down, please?
   3  Would you open the door, please?
   4  Would you take a tape recorder to room 12C, please?
   5  Would you wait for a few minutes, please?

C  2  Peeling onions makes Aurangzeb cry.
   3  A good joke makes Aurangzeb laugh.
   4  A cold bath makes Aurangzeb shiver.
   5  Disco music makes Aurangzeb want to dance.

D  2  Mrs Zia lets her students read magazines.
   3  Mrs Zia lets her students help each other.
   4  Mrs Zia lets her students ask questions.
   5  Mrs Zia lets her students discuss interesting events.
**Unit 9**

*Pages 27–29*

**A**  
2. The inspector asked the guests to check their belongings.  
3. The inspector told the guests to give their names and addresses to Constable Ahmed.  
4. The inspector advised the guests not to worry.

**B**  
2. What’s your address?  
3. Do you like school?  
4. Have you got any brothers?

**C**  
2. I don’t know if there are any seats at the front.  
3. I don’t know if there is a late show tonight.  
4. I’m not sure if there are any shows tomorrow.

**D**  
13. How much does soup cost? Soup costs twenty two rupees a can.  
Unit 10

Pages 30–33

A  2  A: Has Hina finished reading her book?
    B: No, she hasn’t finished yet. She’s still reading it.

3  A: Has Ali finished cleaning his bicycle?
    B: No, he hasn’t finished yet. He’s still cleaning it.

4  A: Has Sana finished mending her dress?
    B: No, she hasn’t finished yet. She’s still mending it.

5  A: Has Abid finished polishing his shoes?
    B: No, he hasn’t finished yet. He’s still polishing them.

6  A: Has Rima finished washing her hair?
    B: No, she hasn’t finished yet. She’s still washing it.

B  2  A: Is Hina still reading her book?
    B: No, she has just finished it.

3  A: Is Ali still cleaning his bicycle?
    B: No, he has just finished cleaning it.

4  A: Is Sana still mending her dress?
    B: No, she has just finished mending it.

5  A: Is Abid still polishing his shoes?
    B: No, he has just finished polished them.

6  A: Is Rima still washing her hair?
    B: No, she has just finished washing it.
When I was a young man, my work was helping to look after a forest. This meant doing a great deal of walking. I enjoy walking and I did not mind travelling long distances. In the summer I avoided walking in the
hottest part of the day, however, because I thought walking in the full heat of the sun too tiring. Sometimes, of course, I could not help doing it, but whenever I could, I stopped walking at eleven o’clock. If I had to go somewhere in the afternoon, I avoided leaving my office until about three o’clock to miss the full heat of the sun.

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

I started managing the factory a month later, and I have continued doing so until now. I intended making a success of my new post for I could not bear thinking of being a failure. I did not like giving orders to so many people, some of whom were elder than I was. I preferred giving advice and making suggestions. When someone made a mistake or was lazy, I always tried speaking to him politely and gently at first. As a result, people seemed to like working for me and did their best. The factory began doing well and has continued doing so ever since.
A
1. Some people believe in ghosts but other people laugh at them.
2. He apologized for being late and complained about/of the heavy traffic.
3. Tom and Peter quarrelled about/over Tom’s bicycle, which Tom said Peter had damaged. Peter objected to this and said that it was not his fault. Some of the boys agreed with Peter and some disagreed with him. I said that it was no one’s fault and tried to stop them from arguing about it. In the end they agreed to forget it.
4. ‘Please don’t go without me,’ she said. ‘Can I rely on you to wait for me?’ ‘You can depend on me,’ I replied. ‘I don’t believe in letting people down. You know that you can count on me to be there.’

B
2. The police are making an inquiry about the missing money.
3. The visitor gave them advice on how to spend their spare time.
4. Players are not allowed to make an objection to the referee’s decisions.
5. He wrote to the newspaper to make a complaint about the noise of the factory.
9. He does not like people to make jokes about the size of his feet.

C
1. No.
2. Yes.
3. By sea.
4. No.
5. Yes.
6. The dates and times of posting indicated are subject to change without notice.
7. 10 a.m.
8. 2 p.m.
9. 4 p.m.
10. 3 p.m.

D
2. He was very pleased with his high marks in the examination.
3. Many people are scared of being alone in the dark.
4. My young brother is very interested in anything to do with electricity.
5. We were all delighted at/by the news of an extra holiday.
6. At the top of the hill, we were all glad of a rest.
7. We were all disappointed at not being able to see the film.
8. The boys were very excited at the chance to fly in an aeroplane.
A 1 No.
   2 Two.
   3 None.
   4 Three.

B 1 a. Six teaspoonfuls.
    b. Two teaspoonfuls.
    c. One teaspoonful.
   2 Ask a doctor for his advice.
   3 Shake well.
   4 No. It should be kept at room temperature.

C 1 Two tablespoonfuls.
   2 Every four hours.
   3 Two tablespoonfuls.
   4 Six teaspoonfuls for a cold and twelve teaspoonfuls for a cough.

D 2 ‘She wants an ice cream now,’ her mother explained. ‘She likes ice cream.’
   3 ‘The ball you are playing with belongs to me,’ he told the footballers.
   4 ‘I am looking for a big jug,’ she told the shop assistant. ‘I want one that holds three litres.’
   5 ‘I think that you are speaking the truth now,’ said the headmaster. ‘I believe you.’

E 2 a. At 10 o’clock on Tuesday morning, Kamran was reading in the library.
    b. At 10 o’clock on Tuesday morning, Parvez was studying French.
    c. While Kamran was reading in the library, Parvez was studying French.
3  a. At 1 o’clock on Wednesday morning, Mr Malik was listening to the radio.
b. At 1 o’clock on Wednesday morning, Mr Latif was writing a letter.
c. While Mr Malik was listening to the radio, Mr Latif was writing a letter.

4  a. At 9 o’clock on Friday evening, Mr and Mrs Khan were watching television.
b. At 9 o’clock on Friday evening, Shiela Khan was making a phone call.
c. While Mr and Mrs Khan were watching television, Shiela Khan was making a phone call.

5  a. At 4 o’clock on Saturday afternoon, Farah and Uzma were playing badminton.
b. At 4 o’clock on Saturday afternoon, Shoaib was fishing.
c. While Farah and Uzma were playing badminton, Shoaib was fishing.
Unit 14

Pages 44–46

A  2 London was as cold as Paris in the winter.
    3 London was not as hot as Hong Kong in the summer.
    4 Paris was not as hot as Hong Kong in the summer.
    5 London was not as warm as Hong Kong in the winter.
    6 Paris was not as warm as Hong Kong in the winter.
    7 Hong Kong was not as cold as London in the winter.
    8 Hong Kong was not as cold as Paris in the winter.
    9 Hong Kong was not as cool as London in the summer.
   10 Hong Kong was not as cool as Paris in the summer.
   11 London was as wet as Paris.
   12 Paris was as wet as London.

B  2 Hadi’s mother was annoyed with him for breaking a glass.
   3 We were all proud of the two boys in the school for saving a man’s life.
   4 Amina’s teacher was angry with her for arriving late at school.

C  2 Mr De Silva had to walk home as he had no money.
   3 Farhat took the dress back as it did not fit.
   4 The Zia family stayed at home since it was raining.
   5 Hamid switched off the TV since the programme was boring.
   6 Shahid did not go to the cinema as the film started too late.
   7 Munir gave up smoking because it was bad for his health.
   8 The police arrested James as he had robbed an old lady.
   9 Mrs Latif was very unhappy because her husband forgot her birthday.
  10 Many people stopped and stared as Wilfred had forgotten to put his trousers on.
  11 Ali was late for work because he woke up late.
  12 Shahnaz turned on the lights because it was getting dark.
  13 Faisal did not take the exam because he was ill.
  14 The doctor gave first aid since it was an emergency.