

NEW ACTIVE ENGLISH

Teaching Notes

5

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General Introduction

In *Book 5* previous work is revised. Revision is, in fact, a feature of this course, and of this book in particular. The first nine pages of the book are devoted to the revision of vocabulary and language structures taught in the previous year. Throughout the book new items taught are revised systematically and there is also a good deal of 'built-in' revision. Each includes a revision section, and there are also oral exercises revising work done in previous years as well as new work introduced in this book.

Oral Work

VOCABULARY. Several new words are introduced. The entire list is given at the end of the Teaching Notes.

LANGUAGE STRUCTURE. Again all the items are thoroughly taught and revised as well as some other less important constructions.

Reading

Introductory Book provided incidental exposure to printed words and some very elementary **phonics** – the association of letters or groups of letters with particular sounds as an aid to reading. This was continued in *Book 1* with more practice using the **Look and Say** approach and more examples of phonics. In *Book 2* the two approaches continued side by side and by the end of the year the pupils should have been firmly on the road to reading accurately and fluently. *Book 3* consolidated and expanded upon this by providing three kinds of reading material: sentence patterns (already practised orally); practice with more advanced examples of phonics; passages for comprehension practice. *Books 4* and *5* provide more passages for **comprehension practice**. The subject matter is varied and is intended to stimulate reading for pleasure and information. Many of the passages have a Pakistani background and are intended to promote a sense of social responsibility.

Writing

All exercises should be worked through orally at first. The teacher should use his or her discretion as to which exercises should also be written out, as time permits. The Workbook provides additional controlled practice in the use in writing of items dealt with in the main book.

Method

General Principles

1. The aim is to produce good language **habits** so that the pupils *use* English correctly.
2. This is done by **practice**, not explanation.
3. Practice should first be **oral** – listening and speaking. Reading and writing follow afterwards. Pupils first hear a new item – a word or a structure. Then they **speak** it. Then they **read** it. Finally they **write** it.
4. Language items must be carefully chosen and presented one at a time. A lesson should not be overloaded: one new sentence pattern or four or five new words in one lesson is quite enough.
5. Vocabulary should not be taught as single words but as part of sentences so that the pupils have practice in **using** the word, not simply trying to remember it.
6. Constant **revision** is essential. Revision has been ‘built into’ this course but the teacher should provide additional revision of those items known to have given difficulties.

Teaching New Items

Presenting and practising a new item, whether it is vocabulary or sentence pattern, can be thought of in four stages.

Stage 1: Listening. The teacher speaks the new item several times until the pupils’ ears have become familiar with the new sound pattern. This should be spoken accurately but naturally, care being given not only to the pronunciation of particular sounds but also to the stress and intonation pattern of the whole sentence. The sentence must be spoken as one unit, not a number of separate words. It is particularly important that the pupils should recognize the words or syllables which receive the main stress (see Lesson Teaching Notes). While this is being done, the meaning should be made clear by any convenient means. In the early stages, real objects or classroom situations should be used whenever possible. Pictures, blackboard drawings, gestures, actions, etc. may also be used.

Stage 2: Imitation. The pupils now repeat the item after the teacher until they are all able to reproduce the sequence of sounds with reasonable fluency. Chorus work is essential if pupils are to get enough practice but this must be firmly controlled by the teacher to avoid chanting. This can be avoided if the pupils are made (a) to speak quietly and (b) to stress only the words or syllables that require emphasis (see Lesson Teaching Notes). The teacher may find it useful to control the pupils’ speech by suitable gestures. Chorus work may be done first with the

whole class, and then with smaller groups. Finally, individual practice should be given, particularly to the weaker pupils.

While this is going on, the meaning of the item should continue to be made clear as described above.

Stage 3: Controlled practice. The teacher now gradually withdraws help. The pupils are asked to use the item, again in groups or as individuals, in response to cues given by the teacher. The teacher signals to the class what to say by pointing to an object or picture, making a gesture or a remark or asking a question. Pupils then produce the appropriate response.

Stage 4: Extended practice. Whenever possible, the pupils should now be encouraged to use the item without any help from the teacher. This should take the form of controlled conversation. This may be between individuals (for example, a conversation chain around the class), between groups, or between individuals or groups and the teacher.

Note:

If this procedure is carried out properly, very few mistakes should occur. If at any stage an unreasonable number of mistakes is made, this means that the previous stage was not practised thoroughly enough, and should be repeated. English is not taught by correcting mistakes. The whole point of this method is to give pupils controlled practice in using English *correctly*.

Do's and Don'ts for Teachers

1. When giving the model, (stage 1), DO speak clearly, but naturally, and at a normal speed. DON'T slow down. DON'T speak one word at a time.
2. DO make sure that all pupils take part. DON'T forget to check individual pupils.
3. DO make sure that the meaning of the construction is always clear.
4. DO keep to the lesson. DON'T introduce new words from future lessons.
5. DON'T talk too much. The more English used by the *pupils*, the more successful the lesson.
6. DON'T continue an activity too long. Young children quickly lose interest.
7. DON'T explain 'grammar'. The aim is to teach pupils to *use* grammatical constructions, not to talk about them.
8. DON'T explain the meanings of words, if this can possibly be avoided. *Show* them the meaning, and give them practice in using the words.
9. DO prepare your lessons. This will take only a few minutes, using the brief Teaching Notes. An unprepared lesson is seldom successful.
10. DO give pronunciation guidance when necessary. Some help is given in the Teaching Notes.
11. DO make sure that all pupils get enough practice.

12. DON'T ask your pupils to spell out words when meeting them for the first time. Learn words by using them orally, and then seeing them in print.
13. DO remember that teaching and testing are two different things.
14. DO remember the importance of revision.
15. DO try to make your lessons interesting and enjoyable. The pupils will learn more in a shorter time.

Speech Guide

Some teachers may welcome a little guidance on pronunciation, stress, and intonation. This is given at the foot of the Lesson Notes. It has been made as simple as possible since it is intended only as a reminder of the major points, and for reference in cases of doubt. The following symbols are used.

STRESS. Syllables on which a main stress falls are printed in capitals.

This is a BOOK.

This is a PEN.

No attempt is made to show lesser stresses.

INTONATION. Again this is made as simple as possible. Rising and falling arrows are placed *before* the syllable to which they refer. The important point to remember is that after the falling and rising arrows, the tone *continues in this direction until the end of the sentence*, or until another arrow shows a change of tone.

This is a ↘ BOOK.

This is an um ↘ BRELLa.

Is this a ↗ BOOK?

Is this an um ↗ BRELLa?

PRONUNCIATION

Consonants

b	—	<i>bag</i>
d	—	<i>desk</i>
dʒ	—	<i>jar</i>
f	—	<i>fan</i>
g	—	<i>girl</i>
h	—	<i>hen</i>
j	—	<i>yes</i>
k	—	<i>cat</i>
l	—	<i>leg</i>
m	—	<i>man</i>
n	—	<i>nose</i>
ŋ	—	<i>string</i>
p	—	<i>pen</i>
r	—	<i>ruler</i>
s	—	<i>saucer</i>
ʃ	—	<i>ship</i>
t	—	<i>table</i>
tʃ	—	<i>chair</i>
θ	—	<i>thin</i>
ð	—	<i>that</i>
v	—	<i>village</i>
w	—	<i>window</i>
z	—	<i>zoo</i>
ʒ	—	<i>measure</i>

Vowels

æ	—	<i>black</i>
a:	—	<i>arm</i>
ə	—	<i>ruler</i>
	—	<i>a book</i>
ə	—	<i>bird</i>
e	—	<i>pen</i>
i	—	<i>pin</i>
i:	—	<i>green</i>
ɔ	—	<i>dog</i>
ɔ	—	<i>saw</i>
u	—	<i>book</i>
u:	—	<i>ruler</i>
ʌ	—	<i>cup</i>

Diphthongs

ai	—	<i>my</i>
au	—	<i>mouth</i>
ei	—	<i>table</i>
ou	—	<i>nose</i>
ɔi	—	<i>boy</i>
iə	—	<i>here</i>
eə	—	<i>hair</i>
uə	—	<i>sure</i>

Note:

The purpose of the revision exercises is to revise the most important constructions dealt with in *Book 4*. It is for the teacher to decide how long should be spent on these exercises. They should all be worked orally. If a particular exercise is found to be easy, it can be gone through quite quickly. When a class experiences difficulty with an exercise, it can be repeated and, if necessary, used for written work as well. Normally, however, these exercises are designed to be done orally only. The Workbook provides some written revision exercises.

Workbook 5

Pages 1-7

Answers to Exercises

Exercise 1:

‘What is that in the grass?’ asked Shan.

‘It looks like a snake,’ said Nadia. ‘Don’t touch it.’

‘No, it isn’t,’ said Nasir. ‘It’s only a piece of rope.’

Exercise 2:

b. The Headmaster let the boys *X* play football in the playground but he asked them not *to* make any noise. c. She wanted *to* wear the red dress but her mother made her *X* wear her blue one. d. The man made the dog *X* go outside. Then he let it *X* come in again. e. He wanted *to* write in pen but the teacher made him *X* use a pencil. f. Mrs Riaz let the children *X* go to the cinema but she made them *X* clean their shoes first.

Exercise 3:

a. Mr Riaz let the children stop work. b. Mrs Riaz made Nasir wash his hands. c. Miss Naz told Uzma to sit down. d. Nadia has less milk than Uzma. e. Shan has fewer pencils than Jamil. f. A car is not as big as a bus. g. The girls have stopped singing now.

Exercise 4:

a. are, pens, is b. are, were c. have, have, have, have d. have, has, have.

Exercise 5:

‘I think it’s going to rain,’ said Mr Hai.

‘Yes, you are right,’ said Mrs Hai. ‘We should have brought our umbrellas.’

‘It’s too late now,’ replied her husband. ‘Let’s hurry home.’

Exercise 6:

a. Someone has opened the window. b. Someone has closed the door.
c. Someone has cleaned the blackboard. d. Someone has cooked the meal.
e. Someone has mended the shoes. f. Someone has posted the letter. g. Someone
has painted the door. h. Someone has torn the shirt. i. Someone has broken
the pencil. j. Someone has written the letter. k. Someone has bought the dress.
l. Someone has lost a purse. m. Someone has eaten the food. n. Someone has
done the work.

Exercise 7:

a. She has already mended it. b. He has already eaten them. c. He has
already read it. d. They have already gone home. e. She has already bought it.
f. He has already written it.

Exercise 9:

Note: The most probable answers are given.

a. No, I've never been to Japan. b. Yes, I've often seen a ship. c. Yes, I've
often had an ice cream. d. No, I've never seen ice. e. Yes, I've often read a
newspaper. f. No, I've never climbed a mountain. g. Yes, I've often bought a
pencil. h. No, I've never driven a car.

Exercise 10:

a. Yes, I've just seen it. b. No, but I've almost written it. c. No, but I've
almost cleaned them. d. Yes, I've just read it. e. No, but I've almost painted
it. f. Yes, I've just cooked it. g. No, but I've almost finished it. h. Yes, I've just
finished it.

Exercise 11:

a. I'm not sure. It may be cold tomorrow or it may not. b. I'm not sure. It
may be wet tomorrow or it may not. c. I'm not sure. It may be dry tomorrow or
it may not. d. I'm not sure. It may be dull tomorrow or it may not. e. I'm not
sure. It may be bright tomorrow or it may not. f. I'm not sure. It may be cloudy
tomorrow or it may not. g. I'm not sure. It may be sunny on Saturday or it may
not. h. I'm not sure. It may be windy next Monday or it may not. i. I'm not sure.
There may be a storm next month or there may not. j. I'm not sure. There may
be a big storm next year or there may not. k. I'm not sure. The temperature may
be low tomorrow or it may not. l. I'm not sure. The temperature may be high
tomorrow or it may not.

Exercise 12:

a. *Note:* All combinations are possible.

b. *Note:* Not all combinations are possible. Some possibilities are:
Every morning I put on my clothes.

Every morning I put on the electric light.
Every morning I take out my book.
Every night I put on the electric light.
Every night I put off the electric light.
Every night I put away my clothes.
Every night I take off my clothes.
Every night I take out my book.

Exercise 13:

a. He took it off. b. Mrs Riaz woke him up. c. The car knocked her down.
d. Please put them away. e. Read them out. f. Blow them up. g. He took them off.
h. The men dug it up. i. She added them up.

Exercise 14:

1. isn't it? 2. isn't he? 3. is she? 4. is he? 5. aren't they? 6. are they?
7. wasn't it? 8. was he? 9. were they? 10. can't you? 11. can they? 12. won't you?
13. will you? 14. hasn't it? 15. has he? 16. haven't you? 17. have they?
18. hadn't she? 19. had they? 20. weren't they? 21. wasn't it?

Exercise 15:

a. Jamil is a boy, isn't he? Yes, he is. b. Uzma isn't a boy, is she? No, she isn't.
c. Oranges are fruit, aren't they? Yes, they are. d. The sun is shining, isn't it? Yes, it is.
e. The man has a book, hasn't he? Yes, he has. f. They haven't any paper, have they?
No, they haven't. g. She was happy, wasn't she? Yes, she was. h. They weren't tired, were they?
No, they weren't. i. He went home, didn't he? Yes, he did. j. They didn't finish, did they?
No, they didn't. k. He runs well, doesn't he? Yes, he does. l. They don't live here, do they?
No, they don't.

Exercise 16:

a. Why is he looking under the desk? He is looking under the desk because he has lost his book.
b. Why did they stand up? They stood up because the teacher came into the room.
c. Why does she want some money? She wants some money because she wants to buy some sweets.
d. Why are they catching a train? They are catching a train because they want to go to Lahore.
e. Why don't the girls want to swim? They don't want to swim because it is too cold.
f. Why did the men stop work? The men stopped work because it was five o'clock.
g. Why was she looking unhappy? She was looking unhappy because she had lost her purse.

- h. Why were they standing at the side of the road? They were standing at the side of the road because they were waiting for a bus.

Exercise 17:

- a. 1. If I am thirsty, I have something to drink. 2. If I am tired, I have a rest.
3. If I am sleepy, I go to bed. 4. If I am cold, I wear a coat. 5. If I am hot, I take off my coat. 6. If my shoes are dirty, I clean them. 7. If my hair is too long, I have it cut. 8. If my hair is untidy, I comb it.
- b. 1. If Jamil sees the thief, he will fetch a policeman. 2. If Uzma tears her dress, she will mend it. 3. If Nasir can't catch a bus, he will walk. 4. If the shop is closed, Nadia will go to another one. 5. If Asim makes his shirt dirty, he will ask his mother to wash it. 6. If Azam breaks his aeroplane, he will ask his father to mend it. 7. If Mr Riaz's car breaks down, he will walk to a garage. 8. If my pencil breaks, I shall sharpen it. 9. If I lose my purse, I shall go to a police station. 10. If the postman cannot find the number, he will take the letter back to the Post Office.

Exercise 18:

- a. A cook is a person/man/woman who cooks food. A person/man/woman who cooks food is a cook. b. A butcher is a man who sells meat. A man who sells meat is a butcher. c. A clerk is a person who works in an office. A person who works in an office is a clerk. d. A typist is a person who types. A person who types is a typist. e. A sailor is a man who sails a ship. A man who sails a ship is a sailor. f. A soldier is a man who fights in an army. A man who fights in an army is a soldier. g. A nurse is a person who works in a hospital. A person who works in a hospital is a nurse. h. A bus driver is a man who drives a bus. A man who drives a bus is a bus driver. i. A train driver is a man who drives a train. A man who drives a train is a train driver. j. A shopkeeper is a person who looks after a shop. A person who looks after a shop is a shopkeeper. k. A taxi driver is a man who drives a taxi. A man who drives a taxi is a taxi driver.

Exercise 19:

- a. Nasir wore a shirt which was orange with blue spots. b. We bought some sweets which we ate in the cinema. c. The soldiers fought a battle which went on for two days. d. She had a little chair which she sat on while she was painting. e. She bought some apples which cost one fifty each. f. The children bought some bread which they gave to their mother. g. The thief entered through a window which was open.

Exercise 20:

- a. He was running for two hours. b. She was reading for ten minutes. c. They were climbing for three hours. d. The soldiers were fighting for three days. e. The Headmaster was speaking for half an hour.

Exercise 21:

Note: All combinations are possible.

Exercise 22:

a. When Mr Riaz arrived home, the children were doing their homework.
b. When the door bell rang, she was having a bath. c. When the visitor called, they were having their dinner. d. When the car hit the tree, it was travelling at 64 kilometres per hour. e. When the policemen arrived, the men were fighting.
f. When the teacher walked into the classroom, the children were talking.
g. When the rope broke, the men were climbing up a high rock. h. When we saw Mrs Riaz, she was wearing a new dress. i. When I met Uzma, she was taking her dog for a walk. j. When it began to rain, the children were sitting on the beach.

Exercise 23:

a. A, D b. A, D c. C, B

Exercise 24:

a. 'Shall we go by train?' 'No, let's go by bus.' b. 'Shall we go on Saturday?' 'No, let's go on Sunday.' c. 'Shall we have a cup of tea?' 'No, let's have a cup of coffee.'
d. 'Shall we have a swim?' 'No, let's have a rest.' e. 'Shall we listen to the radio?' 'No, let's watch television.' f. 'Shall we go for a walk?' 'No, let's play football.'
g. 'Shall we spend our money?' 'No, let's keep it.' h. 'Shall we sit down?' 'No, let's stand up.' i. 'Shall we buy an orange?' 'No, let's buy an apple.'

Exercise 25:

a. I'm not sure. I may swim or I may not.
b. I'm not sure. The bus may be full or it may not.
c. I'm not sure. The shop may be closed or it may not.
d. I'm not sure. I may leave school or I may not.
e. I'm not sure. I may go to the cinema or I may not.
f. I'm not sure. It may be hot tomorrow or it may not.
g. I'm not sure. The ship may sink or it may not.
h. I'm not sure. I may go to school or I may not.
i. I'm not sure. Jamil may help me or he may not.
j. I'm not sure. I may buy it or I may not.

Workbook 5, page 1:

1. out, after 2. in, for 3. off, on 4. with, with 5. back, with 6. out, away
7. from, up 8. down, into, away 9. off, over 10. at, in 11. from, at 12. on, for
13. out, through 14. of, at 15. down/over, over, to, in

Workbook 5, page 2:

1. foolishly 2. clearly 3. greedy 4. softly 5. spelling 6. noisily

7. neatly 8. lucky 9. interesting 10. juicy 11. gently 12. fiercely
13. carelessly 14. enjoyable 15. easily 16. dusty 17. dangerously
18. cheerful 19. tiring 20. exciting 21. meeting 22. painful

Workbook 5, page 3:

(Different pupils may produce different true answers.)

3. Yes, I've often seen a train. 4. No, I've never been in an aeroplane.
5. Yes, I've often been in the sea. 6. No, I've never fallen into a river. 7. Yes, I've
often eaten an egg. 8. No, I've never touched a snake. 9. Yes, I've often helped
my mother. 10. Yes, I've often been to the cinema. 11. Yes, I've often seen the
moon. 12. No, I've never been to England.

Workbook 5, page 4:

3. No, I have not finished reading yet but I have nearly finished. 4. No, she
has not finished sewing yet but she has nearly finished. 5. No, he has not finished
yet but he has nearly finished. 6. No, they have not finished playing football yet
but they have nearly finished. 7. No, they have not finished cleaning the room
yet but they have nearly finished. 8. No, I have not finished cleaning my shoes
yet but I have nearly finished. 9. No, the man has not finished mending the tape
yet but he has nearly finished. 10. No, the girls have not finished painting yet
but they have nearly finished. 11. No, I have not finished this page yet but I have
nearly finished. 12. No, Mrs Riaz has not finished cooking yet but she has nearly
finished.

Workbook 5, page 5:

1. on 2. for 3. go, go 4. to know, tell 5. playing 6. off, up
7. swimming, going 8. doesn't he 9. isn't 10. did she 11. will you
12. haven't you

Workbook 5, page 6:

1. is shining 2. has 3. went 4. write, am writing 5. are going
6. had 7. sat 8. saw 9. have 10. began 11. have eaten 12. was singing
13. knew 14. has written 15. have finished 16. has torn 17. looks, will have

Workbook 5, page 7:

1. likes 2. gets 3. rains 4. that 5. who 6. was raining 7. was driving
8. a lot of 9. a great many 10. Shall 11. How 12. may

UNIT 1

Pages 10-12

Language Structure

Comparisons with *like*, *the same as*, and *different from*

New Words

believe	entrance	lamp post	equal
equally	try	guess	check
false	cigar	cigarette	forest

Teaching Notes

Comprehension Passage: ‘The Same or Different?’ Each chapter in this book contains at least one comprehension passage designed to give the pupils practice in intensive reading. Each passage contains examples of the language structure item being taught in the rest of the chapter. There is more than one way of dealing with a comprehension passage and teachers should decide which method is best suited to the passage, and to their children. The following points, therefore, are merely suggestions.

It is not advisable to begin the lesson by asking pupils to read aloud. They cannot be expected to read aloud until they understand what they are reading. The lesson may begin with the teacher reading the passage to the children in such a way as to bring out the meaning. This is probably the best way of beginning the lesson if the teacher thinks that the class is going to find the passage difficult. Alternatively the teacher may give the children time to read the passage silently themselves, after which the teacher may then read the passage to the children or may begin discussion.

The next step is for the teacher to go through the passage with the children, to make sure the passage is understood, by discussion, anticipating difficulties and asking as many questions as necessary. Questions should be general at first to see if the main ideas have been understood, and then more detailed questions may be asked. Not until then should the questions in the book be attempted. They should be answered orally at first, and then, if the teacher wishes and if time permits, they may be answered in writing.

Reading aloud, as we have stated before, should not be attempted until this stage of the lesson has been reached. Reading aloud is a useful exercise since it enables the teacher to check the pupils’ pronunciation and, indeed, understanding. However, it is by no means essential and may be omitted altogether.

Work through exercises 2,3,4, and 5 orally until as many pupils as possible have taken part. The exercises are also suitable for written work if time permits.

Workbook 5

Pages 8-9

All workbook exercises should be gone through orally first. They should then be done in writing by the pupils either in class or for homework. The aim should be to *avoid* mistakes by careful preparation.

Answers to Exercises

Exercise 1:

- a. True b. False c. False d. True e. True f. True g. False h. True

Exercise 2:

- A tree is like a bush but it's bigger.
A kitten is like a cat but it's smaller.
A cigar is like a cigarette but it's bigger.
A horse is like a donkey but it's bigger.
A forest is like a wood but it's bigger.
A river is like a stream but it's bigger.

Note: If more practice is required, the order of the words may be changed, e.g. A bush is like a tree but it's smaller.

Exercise 3:

- a. A jacket is like a short coat.
A blouse is like a short shirt.
A bamboo is like a stick.
A desk is like a table.
A kitten is like a cat.
A bus is like a train.

Note: Any other combinations may be used with *is not like a*.

- b. He/She swam like a fish.
He/She ate like a horse.
He/She sang like a bird.
He/She climbed like a monkey.
He/She ran like the wind.
He/She cried like a baby.

Exercise 4:

Note: Any other number may be used to complete the sentences.

- No. 4 is the same as No. 2 but it is different from...
No. 5 is the same as No. 10 but it is different from...
No. 6 is the same as No. 12 but it is different from...
No. 7 is the same as No. 8 but it is different from...
No. 8 is the same as No. 7 but it is different from...
No. 9 is the same as No. 11 but it is different from...
No. 10 is the same as No. 5 but it is different from...
No. 11 is the same as No. 9 but it is different from...
No. 12 is the same as No. 6 but it is different from...

No. 13 is the same as No. 14 but it is different from...

No. 14 is the same as No. 13 but it is different from...

Exercise 5:

After completing the previous exercise, this one can be done easily after carefully looking at the variations of the picture.

Workbook 5, page 8:

Some possibilities:

is the same as		is different from	
No. 1	No. 3	No. 1	No. 2
No. 2	No. 6	No. 2	No. 3
No. 3	No. 1	No. 3	No. 4
No. 4	No. 8	No. 4	No. 5
No. 5	No. 7	No. 5	No. 6
No. 6	No. 2	No. 6	No. 7
No. 7	No. 5	No. 7	No. 8
No. 8	No. 4	No. 8	No. 9
No. 9	No. 10	No. 9	No. 1
No. 10	No. 9	No. 10	No. 2

- 2. A ship is like a boat but it's bigger.
- 3. A road is like a street but it's longer.
- 4. A bush is like a tree but it's smaller.
- 5. A hut is like a house but it's smaller.
- 6. A town is like a village but it's bigger.

Workbook 5, page 9:

- 2. The little girl cried like a baby.
- 3. Uzma sang like a bird.
- 4. The ship sank like a stone.
- 5. The boys climbed like monkeys.

Ambulance	Lorry	Ice cream	Valley	Egg	ALIVE
Glass	Leaf	Aeroplane	Sailor	Scissors	GLASS

UNIT 2 **Pages 13-15**

Language Structure *since and ago*

New Words	nightingale	cage	key	wind up
	repair	screw	screwdriver	again

Teaching Notes

After working through Exercise 1 orally, ask each pupil to make up two true sentences beginning:

I have lived in my flat since... and *I have lived in my flat for...*

Then work Exercises 2 and 3 orally and afterwards in writing, if time permits. Read the passage on Page 14 and deal with the questions.

Speech Guide

The difference between *men* and *man*, /men/ and /mæn/ is mainly a question of opening the mouth wider for the /æ/ sound. The /e/ sound is made with the mouth slightly open, almost in a smiling position. Pupils tend to make both sounds like this. In Exercise 6, Revision, do not let them say /ket/ for /kæt/, /kep/ for /kæp/ or /dzekit/ for /dzækit/.

Workbook 5

Pages 10-11

Answers to Exercises

Exercise 2:

a. since b. for c. since d. for e. since f. for g. since h. for i. since
j. for k. for l. since

Exercise 3:

a. She began drawing one hour ago. b. They began playing football two hours ago. c. Jamil began working half an hour ago. d. The men began working two days ago. e. We began living here eleven years ago. f. We began doing the exercise ten minutes ago. g. They began building the new school seven months ago. h. They began eating a quarter of an hour ago.

Exercise 4:

a. False b. False c. True d. True e. True f. True g. True h. False
i. False j. True

Exercise 5:

A nightingale is a bird. It lives in a forest. It sings beautifully. The nightingale in the story lived in a forest in China. The King of China heard it singing. He wanted the bird to live with him.

Exercise 7:

- a. Yes. A cat is like a kitten but it's bigger.
- b. Yes. A jacket is like a coat but it's smaller.
- c. Yes. A cap is like a hat but it's smaller.
- d. Yes. A stream is like a river but it's smaller.
- e. Yes. A forest is like a wood but it's bigger.
- f. Yes. A tree is like a bush but it's smaller.
- g. Yes. A blouse is like a shirt but it's shorter.

Exercise 8:

- a. He swims like a fish.
- b. She ran like the wind.
- c. He climbed like a monkey.
- d. The boys eat like horses.
- e. The girl sings like a bird.
- f. He cried like a baby.

Workbook 5, page 10:

- 3. He has had the car since September.
- 4. She has not seen him since last year.
- 5. She has not visited her mother since 1984.
- 6. He has not been home since seven o'clock.
- 7. He has had the book since last Thursday.
- 8. She has been ill since last December.
- 9. She has used that pencil since January.
- 10. She has carried that bag since four o'clock.
- 11. He has collected stamps since he was a boy.

Workbook 5, page 11 (bottom of the page):

- 1. for
- 2. since
- 3. for
- 4. for
- 5. since
- 6. for
- 7. since
- 8. for

UNIT 3

Pages 16-18

Language Structure

have: obligation

New Words

airport exciting passenger crash
landing take-off leader reader
runway

Teaching Notes

Work Exercises 2, 3, and 4 orally, repeating them until no mistakes are made. Then practise the conversation in Exercise 5. At first the teacher reads the part of A and chooses a pupil to reply. Pupils may use any of the words given. The exercise may then become a chain conversation. The teacher calls upon one pupil to begin. He takes the part of A and directs the question to any pupil of his own choice, who has to answer. This pupil then asks a second pupil, who answers. It is then the turn of the second pupil to put the question to another pupil, and so on. When

the children become proficient in this, they may be allowed to provide their own answers.

Workbook 5

Pages 12-13

Answers to Exercises

Exercise 1:

- a. Sometimes we may have to pay a small amount to enter an airport.
- b. The people who travel by plane, by bus, or by train are called passengers.
- c. They will go home by a car or a bus or a train.
- d. They buy books to read on the plane or talk to their friends or relatives.
- e. They come to meet passengers who are arriving or to say goodbye to friends or relatives who are leaving.
- f. Persons related to each other are known as 'relatives'. Father, mother, brother, sister, cousin, uncle, etc., are examples of relatives.
- g. A 'landing strip' may also be called an 'airstrip'.
- h. This is because planes have to take off and land into the wind.
- i. The planes sometimes fly in circles, because they wait for their turn to land.
- j. The men who control the planes sit in the control tower.

Exercise 2:

- a. I have to go home now.
- b. He has to stop now.
- c. She has to do it again.
- d. They have to wait.
- e. You have to pay.
- f. He has to clean the blackboard.
- g. She has to do her homework.
- h. We have to be careful.
- i. I have to buy a ticket.
- j. She has to pay for it.
- k. He has to wait for Jamil.
- l. She has to help her sister.
- m. They have to do some work.
- n. We have to write carefully.

Exercise 3:

- a. I shall/will have to finish my homework tomorrow morning.
- b. We shall/will have to buy another ball tomorrow.
- c. She will have to help her mother on Saturday.
- d. He will have to leave school next year.
- e. We shall/will have to go to school tomorrow.

Exercise 4:

- a. I had to sweep the floor yesterday.
- b. I had to clean the windows yesterday.
- c. I had to work through an exercise.
- d. I had to cook a meal.
- e. I had to stay indoors.

Workbook 5, page 12:

4. I have to wait for my mother now.
5. I shall have to help my father tomorrow.
6. I had to stay in bed yesterday.

7. I have to go to school now.
8. I shall have to go to see a doctor tomorrow.
9. I had to go to Peshawar yesterday.
10. I have to go home now.
11. I shall have to leave school one day.
12. I had to do a lot of work yesterday.

Workbook 5, page 13:

1. 'Look at me,' said the teacher. 'What am I holding in my hand?'
Nasir put his hand up. 'I think it's a flower,' he said.
'Well done,' said the teacher. 'What kind of flower is it?'
'It isn't a real flower,' said Uzma. 'It's made of paper.'
2. A number of people were standing by the side of the road.
'What has happened?' a policeman said to them.
'I can't see,' one of the people said. 'I think there has been an accident.'
'Move away, please,' the policeman said. 'Let me have a look.'

UNIT 4

Pages 19-21

Language Structure

enough, too

New Words

shelf	a crossing	past	only
direction	lane (of traffic)		separate
strongly	steel		

Teaching Notes

The sentences in Exercises 1 and 2 should be practised first using real objects in the classroom. Then work Exercises 1, 2, and 3 orally. Exercise 3 is also suitable for written work if required.

Workbook 5

Pages 14-15

Answers to Exercises

Exercise 3:

a. too many b. too much c. too many d. too many e. too much

4. *Answer the questions:*

- a. The first bridges were made of pieces of wood.
- b. If too many people tried to cross at one time the bridges broke.

- c. The bridges broke because there was too much weight on them.
- d. The Romans used to make bridges of stone.
- e. Sometimes people were unable to build a bridge across a river because the river was too wide and too deep and the water was too strong.
- f. If there was no bridge the people had to use boats to cross.
- g. We know that the first iron bridge is very strong because cars and lorries use it even today.
- h. 'Suspension' means 'hanging'. The bridge that hangs down from the cables is, therefore, termed as a suspension bridge.
- i. The Golden Gate Bridge is 2,725 metres long.
- j. The Forth Bridge is used as a railway bridge.

Workbook 5, pages 14-15:

- 2. There is too much water in the bucket.
- 3. There are too many apples in the plate.
- 4. There are not enough wheels on the car.
- 5. There are too many people in the car.
- 6. There is too much water in the boat.
- 7. There is not enough water in the glass.
- 8. There is too much ink in the bottle.
- 9. There are too many books on the desk.
- 10. There is not enough rice in the plate.
- 11. There are too many pens in the pocket.
- 12. There are too many rings on the hand.
- 13. There are too many people on the ship.
- 14. There is too much tea in the cup.

1. not enough 2. too many 3. enough 4. too much 5. too many
6. enough

UNIT 5

Pages 22-25

Language Structure

too...to

New Words

sail (n. & v.) discovery shore bow
arrow shoot platform customer
dozen

Teaching Notes

Teach the structure *too ... to* using classroom objects or blackboard pictures e.g.

The box is too big to go into the desk.
The desk is too heavy to lift.
The tea is too hot to drink.

Then work Exercise 2 orally until the pupils are able to produce this structure without error.

Then practise the structure in Exercise 3 using classroom situations:

The desk is too heavy for me to lift.
The ceiling is too high for Jamil to touch.

Then practise the sentences in Exercise 3. Every combination makes good sense. Work Exercise 4 orally and then, if time permits, and the teacher thinks it necessary, this exercise may be used for written practice, but note that the workbook also provides written practice.

Exercise 5 provides plenty of material for listening practice in this common speech difficulty (see Speech Guide below). For speaking practice, the pupils should read across the page.

Exercise 6 should be learnt by heart if time permits. If not, several readings with different pupils taking the parts of the Customer and Shopkeeper will be found beneficial.

Workbook 5

Pages 16-17

Speech Guide

In making the /θ/ sound, place the tip of the tongue lightly against the edge of the upper front teeth and blow. If special difficulty is met with, it may be found useful to exaggerate this at first by placing the tongue between the front teeth. Both /θ/ and /t/ sounds are unvoiced: that is to say the vocal cords are open and there is no vibration.

The /ð/ and /d/ sounds are made in the same way as /θ/ and /t/ except that /ð/ and /d/ are voiced: the vocal cords vibrate.

Answers to Exercises

Exercise 1:

a. True b. Untrue c. Untrue d. Untrue e. Untrue f. True g. True
h. True i. True j. True

Exercise 2:

a. He was too sleepy to keep his eyes open.
b. She was too old to go to school.

- c. The boy was too young to go to school.
- d. The man was too tired to run.
- e. We were too late to see the football match.
- f. The desk was too heavy to lift.
- g. The book was too big to go into the desk.
- h. The tea was too hot to drink.

Exercise 4:

- a. The box was too heavy for us to lift.
- b. The book was too long for me to finish.
- c. The word was too long for me to say.
- d. The work was too hard for them to do.
- e. The man was too heavy for us to lift.
- f. The water was too cold for Nasir to swim.
- g. The shirt was too small for Jamil to wear.
- h. The waves were too big for them to swim in the sea.
- i. The dog ran too fast for Jamil to catch.
- j. The aeroplane flew too high for him to see.

Workbook 5, page 16:

- 2. He is too fat to go through the door.
- 3. The stick is too thick to break.
- 4. He was too lazy to work.
- 5. He was too small to see over the wall.
- 6. He was too clever to make a mistake.
- 7. The box is too big to go under the table.
- 8. The piece of paper is too wide to go into the desk.
- 9. The ruler is too long to go into my bag.
- 10. The bag is too heavy to carry.
- 11. The question was too hard to answer.
- 12. They were too frightened to speak.

Workbook 5, page 17:

- 2. The chair was too big for Uzma to lift.
- 3. The writing was too small for us to read.
- 4. The shirt is too small for me to wear.
- 5. The sum was too difficult for the children to do.
- 6. The book was too difficult for him to read.
- 7. The stick is too thick for her to break.
- 8. The box was too wide for us to carry through the door.
- 9. The dot was too small for us to see.
- 10. The bag was too heavy for them to carry.
- 11. Her writing was too bad for the teacher to read.

12. There were too many books for us to count.

UNIT 6 **Pages 25-27**

Language Structure

...*enough to*...

New Words

motor car

torch

guard

officer

temple

creep

war

enemy

Teaching Notes

Practise the new structure using classroom situations:

Nasir is strong. He can lift the desk.

Nasir is strong enough to lift the desk.

Uzma is tall. She can touch the picture.

Uzma is tall enough to touch the picture.

Then work Exercises 1 and 2 orally.

Practise the conversation in Exercise 3 using classroom situations:

Teacher: *Please touch the picture, Zeb.*

Zeb: *I can't.*

Teacher: *Why can't you touch the picture?*

Zeb: *I'm not tall enough.*

Then work Exercise 3 orally.

Workbook 5

Pages 18-19

Note: Some explanation, and blackboard demonstration, may be necessary before allowing the pupils to write the answers on Page 19. These punctuation points are very important. Do not introduce the possessive apostrophe after plural nouns at this stage.

Speech Guide

/s/ is made with the lips unrounded, while */ʃ/* is made with rounded lips and the tongue much further back.

Answers to Exercises

Exercise 2:

- a. He is strong enough to lift a horse.
- b. The city was big enough to hold a million people.
- c. The football was small enough to go inside a desk.
- d. The library is big enough to hold ten thousand books.
- e. The man was strong enough to lift a big rock.
- f. The glass is big enough to hold a litre of water.
- g. The bridge is strong enough to carry two hundred cars.
- h. The room is big enough to hold three hundred people.
- i. The bow is strong enough to shoot an arrow a long way.
- j. The horse was big enough to carry three men.

Exercise 3:

- a. She can't. She's not tall enough. b. I can't. I'm not strong enough. c. He can't. He's not old enough. d. He can't. He's not brave enough. e. She can't. She's not small enough. f. He can't. He's not big enough. g. I can't. I'm not clever enough. h. He can't. He's not big enough. i. He can't. He's not strong enough. j. He can't. He's not small enough.

Exercise 4:

- a. He lived in the big city. b. It had to be big enough to carry Gulliver.
c. The guards. d. No house was big enough for Gulliver to sleep in. e. The King told them to make a bed big enough for Gulliver. f. He was sad because there was going to be a war. g. He wanted to pull the ships back across the sea to his friends. h. He asked Gulliver to bring back some more enemy ships. i. Some of the little people wanted to kill Gulliver. j. He found a boat and sailed out to sea in this. A ship found him and took him to England.

Exercise 6:

- a. The book is too difficult for me to read.
- b. The apples are too green for us to eat.
- c. The chair is too small for Jamil to sit on.
- d. The car is too big for us to push.
- e. The mountain is too high for them to climb.

Workbook 5, page 18:

2. The girl was small enough to get through the window.
3. The horse was fast enough to win the race.
4. He was not big enough to carry the box.
5. The rope was strong enough to hold four men.
6. The room was not big enough to hold fifty people.

7. The boat was big enough to hold twenty people.
8. The boat was not big enough to go far out to sea.
9. The clothes were not thick enough to keep the children warm.
10. Amir was not tall enough to reach the window.
11. Zeb was not old enough to go to school.
12. The parcel was small enough to go into the letter box.

Workbook 5, page 19:

2. It belongs to Uzma. 3. It belongs to Mr Riaz. 4. They belong to my brother. 5. They belong to the farmer. 7. It is Zeb's shoe. 8. It is the little girl's money. 9. They are my brother's flowers. 10. It is the teacher's pen.

2. 'She's running,' he said.
3. 'You're tall,' said Uzma.
4. 'They're reading,' she said.
5. 'It's raining,' he said.
6. 'We're coming,' they shouted.

UNIT 7

Pages 28-30

Language Structure

The Passive (without agent)

New Words

destroy	life	wire	allow	parent
rescue	passage	healthy	strength	weekly
vegetable	ran			

Teaching Notes

Since this structure is mainly a question of using the right form rather than understanding the meaning, classroom demonstration is not essential.

Exercises 1 to 7 should be worked orally and Exercises 6 and 7 are particularly useful as written exercises, if time permits. The workbook in any case provides more written practice.

The conversation in Exercise 8 should be learnt by heart. As usual at the beginning the teacher should read the part of A and the pupils give the reply of B. The pupils may afterwards work in pairs. Finally, if time permits, the teacher can make up more examples.

Exercise 9 is a particularly useful exercise in comprehension and composition. Like all exercises it should be worked orally first but may then be used for written work if the teacher wishes.

All combinations are correct but please note that in some cases a question mark is needed.

Speech Guide

Notice the stress and intonation pattern of the conversation in Exercise 8:

Can you tell me what to ↘ DO?

I'm ↘ SORry. I ↘ CAN'T. I don't ↘ KNOW what to do.

Exercise 10 practises another very common difficulty. The pupils' vocabulary at this stage does not make the usual listening discrimination exercises possible as there are not enough suitable words. Exercise b. should therefore be used for repetition by the pupils after the teacher's reading. The teacher should listen carefully to the pupils' imitation and correct when necessary. It is useful for this purpose for the pupils to respond first as a class, then in groups, and then as individuals. The simplest way to help pupils to distinguish between these two sounds is to see that for the /v/ sound the pupils' teeth rest on the lower lip.

Answers to Exercises

Exercise 1:

a. Untrue b. True c. True d. Untrue e. Untrue f. Untrue g. True
h. Untrue i. True j. True

Exercise 3:

a. I don't know what to wear. b. I don't know what to take. c. I don't know what to bring. d. I don't know what to write. e. I don't know what to read. f. I don't know what to make. g. I don't know what to draw. h. I don't know what to paint. i. I don't know what to carry. j. I don't know what to eat.

Exercise 4:

a. Please tell me when to start. b. Please tell me when to finish. c. Please tell me when to come back. d. Please tell me when to leave. e. Please tell me when to go home. f. Please tell me when to do it. g. Please tell me when to bring it. h. Please tell me when to tell her. i. Please tell me when to buy it. j. Please tell me when to read it.

Exercise 5:

a. Please show me where to put the picture. b. Please show me where to put the desks and the chairs. c. Please show me where to take the visitor. d. Please show me where to buy the paintbrush. e. Please show me where to leave the dog.

f. Please show me where to put the bucket of water.

Exercise 6:

- a. Mrs Riaz showed Zeb how to sew.
- b. Mrs Riaz taught Jamil how to cook.
- c. Mr Hai showed Shan how to look after a shop.
- d. Samad taught Rehan how to play football.
- e. Miss Naz showed Uzma how to draw a map.
- f. Mr Amin taught Asim how to paint.
- g. Haseeb showed Nasir how to make a kite.

Exercise 7:

- a. Nasir did not know what to say.
- b. Uzma did not know when to bring the book to school.
- c. Farida did not know where to put the cup of tea.
- d. Asim did not know how to mend the broken chair.
- e. Nadia did not know what to write.
- f. Zeb did not know when to ring the bell.
- g. Shan did not know where to put the bicycle.
- h. Asad did not know how to mend the radio.
- i. Seema did not know where to put the flowers.
- j. Mansoor did not know what to draw.

Exercise 9:

C. A. D. B. E.

UNIT 8

Pages 32-35

Language Structure

I think that..., He said that... etc.

New Words

watchman
reply

robber
crowd

stupid

amusing

Teaching Notes

Read the dialogue in Exercise 2 and answer the questions in Exercise 3. For further practice, the game can be played again with either the teacher or one of the pupils taking the part of Nasir. The children are not allowed to see what is put in the box and are invited to guess using the construction: *I think it's...* When one of the pupils has guessed correctly, the teacher can then ask questions like those in Exercise 3.

Exercises 4, 5, and 6 should be worked orally. Exercises 5 and 6 are particularly

suitable for written work if the teacher wishes and if time permits, but please note that the workbook provides more practice.

The punctuation practice in Exercise 7 should be worked as in previous chapters, i.e. first on the board. Pupils should not be allowed to write it out until there is little chance of their making mistakes.

Workbook 5

Pages 22-23

Speech Guide

The sounds /l/ and /r/ have been practised before but here they are dealt with in combination with various consonants. If the pupils find real difficulty in pronouncing the consonant combinations *cl, cr, gl, gr, pl, etc.*, ask them to say them slowly as if they were separate sounds. These should then be gradually speeded up until each one is pronounced as one sound.

Answers to Exercises

Exercise 1:

- a. A watchman b. send a letter to his brother c. badly d. clever e. clever

Exercise 3:

- c. Zeb thought that it was an orange.
d. Shan thought that it was a knife.
e. Nadia thought that it was an apple.
f. Imran thought that it was a rubber.
g. Nasir said that it was a rubber.

Exercise 5:

- a. is b. was c. is, was d. is, was e. is f. are, were g. was, is

Exercise 6:

- a. Jamil said that it was cold.
b. Nasir said that it was raining.
c. Shan said that he liked swimming.
d. Uzma said that she wanted to see it.
e. Zeb said that she wanted to go home.
f. Asim said that he wanted a drink.
g. Nadia said that she liked walking.
h. Jamil said that he knew the answer.

Exercise 7:

Nasir said, 'It is going to rain.'
'I don't think it will rain,' said Uzma.
'Look at those dark clouds,' said Nasir.
Uzma said, 'Perhaps you're right.'

Exercise 9:

a. Asif told Tania when to begin. b. Zeb told Asim how to tie the parcel.
c. Uzma told Zeb where to put the flowers. d. Mr Riaz told Jamil how to measure the desk.
e. Miss Naz told the children when to come to school. f. Mr Riaz told Shan where to put the desk.

Workbook 5, page 22:

1. is 2. was 3. were 4. are 5. was 6. wanted 7. knew 8. felt 9. is
10. was 11. is 12. were 13. is 14. was 15. wanted 16. wants

Workbook 5, page 23:

3. Uzma said that it was very nice. 4. Jamil said that the water was warm.
5. Zeb said that she wanted to go home. 6. Shan said that he liked sweets.
7. Jamil said that it was ten o'clock. 8. Uzma said that she wanted to have another drink.
9. Nasir said that it was going to rain. 10. The boys said that they liked swimming.
11. The girls said that they did not like walking. 12. Zeb said that she felt cold.

UNIT 9

Pages 36-39

Language Structure

Tell me what you want, etc.

New Words

habit	advice	wealth	wise
mean	need	properly	daylight
exercise (physical)		brain	fresh
breathe	thread		

Teaching Notes

Exercise 2 practises the use of a new verb: *need*. All the other exercises are concerned with one point: the order of subject and verb in indirect questions. These examples will make it clear.

	He	is	a farmer.
What	is	he	?
I don't know what	he	is	.

What
I don't know what

She	wants	something. ? .
does	she want	
she	wants	

After working Exercises 3 to 6 thoroughly, it should be possible to practise the conversation in Exercise 7 freely around the class.

Workbook 5

Pages 24-25

Page 24 gives plenty of practice in writing the above point. The punctuation exercise at the top of page 25 should be regarded as a test to enable the teacher to find out the pupils' difficulties in punctuation. Spaces have been left for punctuation marks to be inserted, and if mistakes occur they indicate difficulties. More explanation and practice would then need to be provided. The second exercise on page 25 is revision.

Speech Guide

Exercise 8 practises another common difficulty. The /θ/ sound was practised in Unit 5 in contrast with the /t/ sound, which is often substituted for it. The sound /f/ is also sometimes used instead of /θ/. If real difficulty occurs, ask the pupils to place the tips of their tongues between their teeth for /θ/ in order to emphasize the difference. The sound /f/ is made like /v/, with the upper teeth touching the lower lip, except that it is unvoiced.

Answers to Exercises

Exercise 1:

a. very often b. early and get up early c. ten hours' sleep d. it is dark
e. strong f. helps the blood to move.

Exercise 2:

a. The body needs exercise. b. We need clean homes and clean streets.
c. A child needs about ten hours' sleep every night. d. A healthy person needs fresh air to breathe. e. We need food to eat and water to drink. f. Many countries need more food. g. A schoolboy or schoolgirl needs books to read. h. We need a pen and some paper to write a letter. i. Most cars need petrol, oil, and water.

Exercise 3:

a. I don't know what she is. b. I don't know what her name is. c. I don't know what she is doing. d. I don't know what he is saying. e. I don't know what she is drawing. f. I don't know what the time is. g. I don't know what they are doing. h. I don't know what they are singing. i. I don't know what the girls are

holding. j. I don't know what the boys are reading. k. I don't know what the children are writing. l. I don't know what the men are doing.

Exercise 4:

a. I don't know what he has done. b. I don't know what she can sing. c. I don't know what he can draw. d. I don't know what they have done. e. I don't know what he will do. f. I don't know what she will say. g. I don't know what they can write. h. I don't know what the girls can sing. i. I don't know what the boys have drawn. j. I don't know what the men will do.

Exercise 5:

a. I don't know what he wants. b. I don't know what she thinks. c. I don't know what he likes. d. I don't know what she said. e. I don't know what he did. f. I don't know what they want. g. I don't know what they brought. h. I don't know what they carried. i. I don't know what the girls do. j. I don't know what he likes to read.

Exercise 6:

a. Please tell me what he is doing. b. Please tell me what her name is. c. Please tell me what the girls are reading. d. Please tell me what she can draw. e. Please tell me what the girls will sing. f. Please tell me what he wants. g. Please tell me what the girls want. h. Please tell me what Nasir said. i. Please tell me what the children did. j. Please tell me what boys like to read.

Exercise 9:

- b. Uzma thought that it was a box of fruit.
- c. Zeb thought that it was a box of oranges.
- d. Nasir thought that it was some new glasses.
- e. Shan thought that it was some new shoes.
- f. Mrs Riaz said that Uzma was right.
- g. Mrs Riaz said that it was a box of fruit.

Workbook 5, page 24:

5. I will find out what it is. 6. I will ask her what her name is. 7. I don't know what they are doing. 8. I don't know what he is saying. 9. I can't see what they are reading. 10. No one knows what he has done. 11. I will ask them what they have written. 12. No one knows what he will do. 13. No one knows what they will find. 14. I don't know what we can do. 15. Ask them what they can see. 16. I will ask him what he wants. 17. I don't know what they want. 18. I don't know what he found. 19. He won't tell me what he made. 20. I will ask them what they sang. 21. I don't know what he did. 22. Can't you see what she is doing? 23. I can't hear what she is saying. 24. I don't know what I will do.

Workbook 5, page 25:

1. 'That is Zeb's desk,' said the teacher.
2. 'What are you looking for?' asked his mother.
3. 'The money is on the table,' said his mother.
4. Asim said, 'Where are you going?'
5. 'We're going home now,' they said.
6. Uzma said to Asim, 'Where did you put the rubber?'
7. 'That's my pen,' said Nadia. 'I've lost mine,' said Sana.
8. 'You're late,' said the teacher. 'Where have you been?'
9. 'It's four o'clock,' said Mr Riaz. 'It's time to go home.'
10. 'What's the man's name?' he asked.

1. liked 2. has finished 3. wasn't it 4. is 5. too many 6. yet

UNIT 10

Pages 40-43

Language Structure

I asked him how he did it, etc.

New Words

illness	disease	dirt	microscope
germs	sour	ache	drain
rubbish	spit	brackets	price
advise			

Teaching Notes

See Unit 9. If time permits, Exercise 5 is particularly suitable for written work since it revises the previous lesson.

Workbook 5

Pages 26-27

Speech Guide

The speech organs are in the same position for /s/ and /z/ sounds but /s/ is unvoiced and /z/ is voiced. The pupils can feel the difference for themselves by placing the tip of a finger at the front of their throats. They will feel the vibration of the vocal cords when they say a word containing the /z/ sound.

Answers to Exercises

Exercise 1:

- | | | | |
|--------------------|--------------------------|---------------|--------------|
| a. disease | b. are very small | c. become bad | d. the mouth |
| e. brush our teeth | f. into rubbish baskets. | | |

Exercise 2:

Note: All answers begin *I don't know...*

a. ...how old he is. b. ...how tall she is. c. ...how big it is. d. ...how long it is. e. ...how wide it is. f. ...how strong it is. g. ...how deep it is. h. ...how deep the sea is. i. ...how big the school is. j. ...how many boys there are. k. ...how many men and women there are. l. ...how many pencils there are in the box. m. ...how many books there are in the desks. n. ...how many people there are in the room.

Exercise 3:

a. Tell me how they do it. b. Ask them how they come to school. c. Ask him how he knows. d. Tell me how she makes a cake. e. I don't know how they grow vegetables. f. Tell me how he found the house. g. Ask them how they caught the dog. h. Ask him how he knew the answer. i. I don't know how she fell into the sea. j. Tell me how they went to London.

Exercise 4:

a. Nasir asked Uzma how she cooked it. b. Jamil asked Shan how he did it. c. Nasir asked Jamil how he came to school. d. The man asked the boys how they climbed the tree. e. Mrs Hai asked Nadia how she lost her handkerchief. f. The teacher asked Zeb how she got the wrong answer. g. Mr Hai asked Nasir how he broke the window. h. Seema asked Tahira how she dropped the glass.

Exercise 5:

a. I asked Uzma how old she was. b. I asked Jamil what he was doing. c. I asked Seema what she was making. d. I asked Asim how big the box was. e. I asked Shan how long the string was. f. I asked Tania what she was sewing. g. I asked Mr Riaz how wide the road was. h. I asked Shan what he was drawing. i. I asked Mansoor how many desks there were in the room. j. I asked Shahid how many people he saw. k. I asked Hamid what he was doing with the knife. l. I asked Nadia what Uzma was reading. m. I asked Mr Hai how many books there were in the library.

Exercise 6:

'What is it?' Uzma asked.

'It's a pen,' replied Jamil. 'I bought it yesterday.'

'How much did you pay for it?' said Uzma.

'Fifty,' said Jamil. 'It was very cheap, wasn't it?'

Exercise 7:

C, A, D, B.

Exercise 9:

a. ...his name is. b. ...she is saying. c. ...they are carrying. d. ...he has done. e. ...they will buy. f. ...she wants. g. ...he said. h. ...they sang. i. ...the men did. j. ...Jamil wanted to draw.

Workbook 5, page 26:

2. We asked him how he made it. 3. She asked him how he fell down. 4. We asked her how she went there. 5. He told her how he tore his shirt. 6. The teacher wanted to know how he cut his finger. 7. Her mother wanted to know how she knocked over the glass. 8. The policeman tried to find out how the man stole the money. g. We asked (him) how he could carry the big box. 10. She told us how she joined the pieces together. 11. He told us how he found it. 12. They wanted to know how it got there.

Workbook 5, page 27:

3. Nadia asked Asma how old Shan was. 4. Mr Hai asked Shan how long the ruler was. 5. Nasir asked Jamil how big the boat was. 6. Shan asked Mr Hai how wide the river was.

3. Uzma asked her mother how she made the cake. 4. Mrs Riaz asked Nadia how she lost her bag. 5. We asked Uzma how she found the shop. 6. They asked Shan how he broke his arm.

UNIT 11

Pages 44 - 47

Language Structure

She wants to know when we are leaving, etc.

New Words

beef	mutton	pea	bean
potato	peanut	cabbage	lemon
melon	peach	pineapple	orange
seed			

Teaching Notes

For Exercises 2 to 4, please see Unit 9. Exercises 5 and 6 are for general revision of work done in previous years. Exercise 8 is revision of the last two lessons.

Workbook 5

Page 28

Speech Guide

The sound /t/ is unvoiced and /d/ is voiced. Here these two sounds are practised in the final position, that is, at the ends of words.

Answers to Exercises

Exercise 1:

a. True b. Untrue c. Untrue d. Untrue e. Untrue f. True g. True
h. Untrue (Mutton comes from sheep only.) i. True j. Untrue

Exercise 2:

a. Ask her when she is coming. b. Please tell me when he is arriving.
c. I don't know when they are arriving. d. Can you tell me when the bus is leaving?
e. Do you know when they are going home? f. Ask him when the children are going to sing.
g. Please find out when the men are going to mend the road. h. Please tell me when the boys are going to play football.

Exercise 3:

a. ...when he gets up? b. ...when he goes to school? c. ...when he reads the newspaper?
d. ...when they have a meal? e. ...when they do their English homework? f. ...when they usually listen to the radio?
g. ...when they usually watch television?

Exercise 4:

a. I don't know when she arrived. b. Please find out when Nasir went home. c. Can you tell me when she left home?
d. Do you know when the accident happened? e. I don't know when the game began. f. Do you know when Mr Hai came to this town?
g. Can you tell me when the rain stopped? h. I don't know when the lesson began. i. Find out when the man reached the town?
j. Can you tell me when the ship arrived?

Exercise 5:

a. A pea is a vegetable. b. An apple is good to eat. c. A cow gives us milk. d. A sheep gives us mutton. e. We write with a pen or a pencil. f. A cat is an animal. g. A fireman puts out a fire. h. A melon is bigger than an orange. i. A boy wears a shirt. j. A girl wears a dress.

Exercise 6:

a. I want to buy *a* newspaper, *a* pencil, *an* apple, *an* orange and *a* pair of shoes.
b. She gave me *a* piece of paper, *a* bottle of ink and *a* pen, but *the* pen was broken.
c. I live in *a* street called New Street. There is *a* fire station at *the* end of *the* street.
d. My sister works in *a* shop in Karachi. *The* shop sells shoes. Yesterday was *a* holiday and *the* shop was closed.
e. I want *a* book to read. I have read *the* one that you gave me.
f. It was *a* very hot day. *The* sky was blue. There was not *a* cloud in *the* sky. *The* sun shone all day.

- g. There is *a* big picture on *the* wall at *the* back of our classroom. When we were having *an* English lesson, our teacher took *the* picture off the wall and pinned it to *the* blackboard.

Exercise 8:

- a. ...what your name is. b. ...how old you are. c. ...how heavy you are.
d. ...how tall your father is. e. ...what your friend's name is. f. ...what you are doing.
g. ...how many children there are in your class. h. ...how many people there are in your family.
i. ...what you are reading. j. ...how you come to school.

Workbook 5, page 28:

3. They cannot tell us when they are coming back. 4. I will tell you tomorrow when I can come to see you. 5. He is not sure when he will do it. 6. We don't know when she is going to stop singing. 7. I will find out when the sun rises. 8. I cannot tell you when the postman comes to the school. 9. Ask your teacher when the holidays will begin. 10. You must ask my mother when I am going to have a new coat. 11. I will ask him what time he gets home. 12. I don't know when she will tell us a story.

UNIT 12

Pages 48-51

Language Structure

She told us where it is, etc.

New Words

successful deaf repeat cough
lean earn excellent

Teaching Notes

For Exercises 2 to 5 please see Unit 9. Exercise 6 is general revision of earlier work.

Workbook 5

Page 29

Speech Guide

Please see note to Unit 11.

Answers to Exercises

Exercise 1:

- a. made the King laugh for many years. b. Mat was too old. c. forgot

the new ones he heard. d. a little money. e. to buy food for Wanda. f. very pleased.

Exercise 2:

a. ...where Nasir is. b. ...where Uzma is. c. ...where the girls are.
d. ...where Jamil is going. e. ...where Zeb is staying. f. ...where the boys are going.
g. ...where the girls are playing. h. ...where the noise is coming from.
i. ...where the people are going. j. ...where the bus is going.

Exercise 3:

a. Find out where Nadia lives. b. Do you know where Nida goes to school?
c. I don't know where Jamil keeps his stamps. d. Please tell me where the birds build their nests.
e. Do you know where Mrs Riaz buys her bread?

Exercise 4:

a. ...where she went? b. ...where they put it? c. ...where he lost it?
d. ...where she found it? e. ...where you left it? f. ...where they found the money?
g. ...where they had the accident? h. ...where the lorry turned over?
i. ...where the ship hit the rock? j. ...where the policeman caught the thief?

Exercise 5:

a. ...where she is? b. ...where Mr Riaz is? c. ...where she lives?
d. ...where they play? e. ...where he works? f. ...where he kicked the ball?
g. ...where the teacher put the picture? h. ...where the dogs are? i. ...where they keep the snakes?
j. ...where she took the letter?

Exercise 6:

c. A desk is often made of *X* wood and *X* metal.
d. When *the* weather is hot, we drink lots of *X* water.
e. At *the* beginning of *the* week, Miss Naz gives us all *the* things we need. She gives a pen and a pencil to every child. She tells us that there is *X* ink in the cupboard if we want it.
f. Do *X* oranges grow on *X* trees or under *the* ground?
g. There was an accident in *X* Front Street this morning. A truck hit *the* front of a bus. *The* truck was not damaged but *the* front of *the* bus was badly bent and it could not move. One of *the* passengers was hurt and someone sent for *an* ambulance. When *the* ambulance arrived, there was a long line of *X* cars and at first *the* ambulance could not reach *the* bus.
h. When *the* end of *the* lesson came, Miss Naz told *the* children to put away *the* books and go out into *the* playground.
i. There was *an* apple and *an* orange on *the* floor.
j. We must not throw *X* rubbish on *the* ground. We must put it in *a* basket.

Exercise 8:

- a. ...what her name is. b. ...what he is doing. c. ...what colour the car is.
d. ...how tall the building is. e. ...how wide the river is. f. ...when the lesson began.
g. ...when the first person arrived. h. ...when the meeting began.
i. ...when the men finished. j. ...when the children went to bed.

Workbook 5, page 29:

2. I don't know where Jamil is. 3. I'll ask someone where the bus is going.
4. Do you know where the books are? 5. I don't know where she goes to school.
6. Ask him where he keeps his bicycle. 7. Please tell me where the children play.
8. Does anyone know where Jamil went? 9. I don't know where they found the little boy.
10. Did you see where the car went? 11. Does anyone know where I can find a doctor?
12. I don't know where they will go tomorrow.

UNIT 13

Pages 52-55

Language Structure

We don't know why he did it, etc.

New Words

fold
argue

chest
forgive

candle
absent

upon

Teaching Notes

For Exercises 2 and 3 please see notes to Unit 9.

Exercise 4 continues the general revision of early work.

Exercise 5 gives further practice with *Why* in indirect questions and revises other indirect questions. If time permits conversations should be learnt by heart and acted.

Workbook 5

Pages 30-31

Speech Guide

Exercise 7 gives more practice with /d/ and /t/ in the final position.

Answers to Exercises

Exercise 1:

- a. the King believed that Wanda was dead. b. to make her seem to be dead.
c. Mat was dead. d. Mat and Wanda were dead. e. surprised.

Exercise 3:

a. Ask someone why the little boy is crying. b. Please tell me why the children are hurrying. c. No one knows why she always sits at the back. d. I know why they get up early in the morning. e. I wonder why it rains in the summertime. f. Try to find out why she has sold her books. g. I want to know why they have all gone home. h. No one knows why the man fell off the ship. i. I know why the policeman jumped into the sea. j. Please tell me why they have put up a red flag.

Exercise 4:

3. is b. does c. Do, are d. have e. have f. has g. is h. Does
i. Does, are j. have, have k. Do, are l. Has.

Exercise 6:

‘Why is your little sister crying, Nadia?’ said Shan.

‘She fell down and cut her knee,’ replied Nadia. ‘It’s only a little cut. It will soon be better.’

Exercise 8:

a. ...where my book is. b. ...where the rulers are. c. ...where she puts the tea. d. ...where the animals are. e. ...where the cinema is. f. ...how he did it. g. ...why he did it. h. ...what colour the roof is. i. ...when the new school will open. j. ...what Miss Naz said.

Workbook 5, pages 30-31:

Note: All combinations are possible. Sentences which begin: *Can anyone tell me...* should end with a question mark.

UNIT 14

Pages 56-59

Language Structure

which and who

New Words

wish spread wing fail
crash height gently travel
cigar steer lock log
programme

Teaching Notes

For Exercises 2 to 4 please see notes to Unit 9.
Exercises 5 and 6 are general revision exercises.

Speech Guide

The sounds /k/ and /g/ are made in the same way except that /k/ is unvoiced and /g/ is voiced. Again ask your pupils to feel the vibration in their throats when making the voiced sound. These two sounds are very commonly confused and the teacher is advised to give plenty of listening practice.

Answers to Exercises

Exercise 1:

a. none of them succeeded. b. hot air c. 25 m. d. could not be steered e. caught fire easily.

Exercise 2:

a. ...which class you are in. b. ...which bus you catch. c. which desk you use. d. ...which street you are living in. e. which newspaper you read. f. ...which book you are going to buy. g. ...which drawing you did. h. ...which word you wrote. i. ...which window you broke. j. which shirt you are wearing.

Exercise 3:

a. I don't know which brush he is using. b. Ask her which book she lost. c. Ask them which film they saw. d. Do you know which programme she is going to listen to? e. I don't know which dress she bought. f. Ask them which beach they are going to. g. Find out which class she is in. h. I know which flat they live in. i. Ask her which book she likes the best. j. Did they tell you which kite they bought.

Exercise 4:

a. Do you know who it is? b. I don't know who the girl is. c. Can you tell me who the two men are? d. I wonder who the tallest boy is. e. Does anyone know who the shortest girl in the class is? f. Do you know who the women talking to the Headmaster are? g. I wonder who the boy in the blue shirt is.

Exercise 5:

c. are d. is e. is f. are g. are h. are i. is j. Are

Exercise 6:

a. He is. b. He has. c. He is. d. He did e. He did. f. He is. g. He can. h. He will. i. He did. j. He did.

Exercise 8:

- a. ...why she is unhappy. b. ...why she is crying. c. ...why she did it.
d. ...why they went there e. ...why he told her. f. ...why he is going to Multan.
g. ...why she is sitting on the floor. h. ...why they are running away. i. ...why
he was laughing. j. ...why they were talking to the policeman.

Workbook 5, page 32:

3. I am not sure which girl has the longest hair.
4. I am not sure which one is the best.
5. I will find out which shop sells toys.
6. He has forgotten which book he read last week.
7. She did not tell me which book she is reading.
8. I am not sure which one I would like.
9. No one knows which dog bit the postman.
10. I will ask that man which bus is going to Landhi.
11. No one told me which boy finished first.
12. I don't know which car is the fastest.

Workbook 5, page 33:

2. I want to know who wrote on the board.
 3. The teacher wants to know who has read the book.
 4. The teacher does not know who opened the window.
 5. I am trying to find out who has my book.
-
3. I don't know who it is.
 4. I can't tell you who she is.
 5. I did not see who that was.
 6. I don't know who it was.
 7. No one knows who they were.
 8. I cannot tell you who they are.
 9. We don't know who he is.
 10. I will find out who she was.
 11. My brother knows who he was.
 12. Everyone knows who she is.

UNIT 15

Pages 60-63

Language Structure

Revision of Items 9-16.

New Words

successfully	modern	difference	skilful
skill	glider	without	success
speed	airport	cargo	airmail

Teaching Notes

This unit is concerned with reinforcing two points in indirect speech: the order of verb and subject, and the use of the past tense. Examples are set out in such a way as to make this clear.

Workbook 5

Pages 34-35

Speech Guide

Exercise 5 gives more practice with /k/ and /g/.

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. The Wright brothers' plane was much smaller. It had only one small engine. It did not fly very high. It did not fly very fast. It could not stay in the air very long. It could carry only one man.
b. A glider does not have an engine.
c. It reached a height of a few feet.
d. It was made bigger because it had to be big enough for big planes to land. It had to be big enough to look after hundreds of passengers and their bags, and cargo.
e. Cargo is anything carried from one place to another by a ship or an aeroplane.
f. Airmail means letters or parcels carried in an aeroplane.

Exercise 3:

- a. 1. Jamil said that it was hot. 2. Uzma said that it was cold. 3. Rehan said that Uzma was reading a book. 4. Asim said that Shan was helping his father. 5. Zeb said that Rehan was at home.
b. 1. Amir said that he was hot. 2. Seema said that she was tired. 3. Nadia said that she was ready. 4. Raza said that he was working. 5. Shan said that he was twelve. 6. Rani said that she was Seema's sister. 7. Jamil said that he was Uzma's brother. 8. Zeb said that she was going home. 9. Mona said that she was thirteen. 10. Asim said that she was ready.
c. 1. Shan said that the men were working. 2. Asim said that the girls were singing. 3. Mona said that the people were arriving. 4. Raza said that the ships were leaving. 5. Uzma said that the birds were flying towards the tree.

- d. 1. Uzma said that she liked sweets. 2. Rehan said that he wanted to go to the cinema. 3. Jamil said that he did his homework in the evening. 4. The boys said that they liked playing football. 5. The little girls said that they played games every day. 6. Mrs Hai said that she went to the market every day. 7. Nasir said that he thought it was very cold.

Exercise 4:

- a. Shan asked Zeb what she was reading.
- b. Nadia asked Asim when the people were arriving.
- c. Miss Naz asked Shan which book he wanted.
- d. Miss Naz asked Uzma how her father was.
- e. Amir asked Jamil where he was going on Saturday.
- f. Mrs Riaz asked Jamil why he wanted some money.
- g. Uzma asked Jamil who the boy in the green shirt was.
- h. Mrs Riaz asked the girls what they were doing.
- i. Mr Hai asked Jamil how his father and mother were.
- j. Zeb asked Jamil who the children playing football were.

Exercise 6:

- a. ...which shirt you are wearing. b. ...which school you go to. c. ...which book you are reading. d. ...which exercise you did. e. ...which pen you are using. f. ...who that man is. g. ...who the woman in the car is. h. ...who the two strangers are. i. ...who the cleverest boy in the school is. j. ...who the visitors were.

Workbook 5, page 35:

- 3, 1, 5, 2, 7, 8, 4, 11, 12, 9, 6, 10, 14, 13, 16, 15, 18, 17.

UNIT 16

Pages 64-67

Language Structure

Indirect questions with *whether/if*.

New Words

famous	even	protect	knights
strange	centre	appear	lovely
church	wedding	hall	truth

Teaching Notes

Previous chapters dealt with indirect questions which began with a question word: *what, how, when*, etc. In this chapter the questions do not begin with a question word. They are questions that expect a *Yes* or *No* answer. When they become indirect questions, the order of subject and verb changes as with other

indirect questions but we add the word *If* or *whether*. *If* is more common and is used in all exercises in this chapter, but *whether* may be used in place of *if* in all examples. Notice the change of tense. It is not possible to give a fixed rule for tense changes but usually a present tense in a direct question becomes a past tense in the indirect form. Notice that in Exercise 2d *will* becomes *would*, and *can* becomes *could*. In Exercise 2e *Do you like*, the present tense, becomes *he liked*, the past tense.

Workbook 5

Pages 36-37

These exercises give practice in all forms of indirect speech which the pupils should be capable of producing at this stage. However, these constructions are not easy and plenty of oral preparation will be necessary.

Answers to Exercises

Exercise 1:

- a. many of the stories are untrue b. a sword c. friend d. an arm
e. one hundred and fifty-three people.

Exercise 2:

- a. 1. I asked if it was hot. 2. I asked if the cup was empty. 3. I asked if the glass was full. 4. I asked if Uzma was well. 5. I asked if Jamil was working. 6. I asked if the bus was coming. 7. I asked if Nasir was reading a book. 8. I asked if Mr Riaz was going to the meeting. 9. I asked if anyone was using the telephone. 10. I asked if anyone was feeling tired.
- b. 1. I asked if they were empty. 2. I asked if they were ready. 3. I asked if the plates were clean. 4. I asked if the windows were dirty. 5. I asked if the eggs were old. 6. I asked if the boys were coming. 7. I asked if the men were mending the window. 8. I asked if the women were buying fish. 9. I asked if the cars were moving. 10. I asked if the boys and girls were dancing.
- c. 1. I asked Jamil if he was hot. 2. I asked Nasir if he was cold. 3. I asked Uzma if she was ready. 4. I asked Safia if she was going home. 5. I asked Sarah if she was feeling tired. 6. I asked the children if they were ready. 7. I asked the girls if they were all right. 8. I asked the boys if they were getting wet. 9. I asked the boys and girls if they were listening. 10. I asked the boys and girls if they were going to swim.
- d. 1. I asked Jamil if he would close the door. 2. I asked Uzma if she would open the window. 3. I asked Asim if he would clean the blackboard. 4. I asked Rehan and Amir if they would give out the books. 5. I asked Nadia if he could see the picture. 6. I asked Asad if he could lift the box. 7. I asked the girls if they could hear the music. 8. I asked the boys if they would wait outside. 9. I asked Amir if he could see the boat. 10. I asked the

boys if they could swim.

- e. 1. I asked Zeb if she liked sweets. 2. I asked Seema if she liked swimming. 3. I asked Raza if he went to the cinema. 4. I asked Jamal if he sat at the back of the class. 5. I asked Asim if he lived in Karachi. 6. I asked Zeb if she went to school on Saturdays. 7. I asked Rehan if he wrote with his left hand. 8. I asked Rani if she ever read a book. 9. I asked Nadia if she ever helped her mother. 10. I asked Nasir if he liked going to school.

Exercise 3:

- a. Zeb said that she was reading an exciting book. b. Jamil said that he thought it was very cold. c. Uzma asked Nasir what he was drawing. d. Nasir asked Shan where the glasses were. e. Zeb asked Nadia which book she liked best. f. Jamil asked Zeb why the bus was stopping. g. Nida asked Sarah who the girl with the long hair was. h. Nasir asked Zeb how her sister was.

Workbook 5, page 36:

Note: In this exercise, *said to* may be used instead of *asked* or *told*.

1. 'What do you want?' the man asked him.
2. 'I will not do it,' he said to his sister.
3. 'What can I buy?' he asked his mother.
4. 'I don't know the answer,' he told his teacher.
5. 'Put down your pens,' the teacher told the class.
6. 'It is raining,' he told his mother.
7. 'Which one do you want?' he asked her.
8. 'Are you going to leave school?' he asked his friend.
9. 'Would you like to have the book?' she asked him.
10. 'Do you like bananas?' she asked him.

Workbook 5, page 37:

1. She asked him if he played football.
2. She told him to put the book away.
3. She said that she did not think it was the right answer.
4. He asked his mother if she would buy him a new pen.
5. I asked him how he did it.
6. She asked him what he wanted.
7. She asked me where I lived.
8. The teacher asked him why he always came to school late.
9. He wanted to know if he was the oldest boy in the class.
10. He asked her which one she liked.
11. She told him (or *She said to him*) that it was very kind of him to help her.

Language Structure

Adverb clauses with *before* and *after*

New Words

motorcycle	goods	die	fault
improve	corner	improvement	flyover
future			

Teaching Notes

Demonstrate the use of *before* and *after* using classroom actions. For example, a child can be told to close the door and clean the blackboard:

After he closed the door, he cleaned the blackboard.

He cleaned the blackboard after he closed the door.

Eventually the pupils should be able to produce sentences like these on their own in response to actions performed.

Exercises 6 and 7 are general revision.

Workbook 5

Pages 38-39

Speech Guide

Note the long vowel /ɔ:/ in *before*. Pupils will tend to shorten this and should be corrected. They must say /bɪfɔ:/ not /bɪfɒ/.

Exercise 8 practises the /s/ and /z/ sounds after /k/ and /g/. As in the previous chapter, the letter *s* is unvoiced after the unvoiced consonant /k/, and voiced after the voiced consonant /g/.

Answers to Exercises

Exercise 1:

a. Untrue b. True c. True d. Untrue e. True f. Untrue g. True
h. True i. Untrue

Exercise 2:

- There are many accidents in cities because there is a great deal of traffic.
- Corners are dangerous because drivers cannot see other cars coming around corners.
- Traffic lights are put at crossroads to stop the cars in one road and let the cars

in the other road go on. Then they do not crash into each other.

- d. They are safer because when one road comes above the other road, the cars cannot hit each other.

Exercise 3:

Note: All combinations are possible.

Exercise 4:

a. He listened to the radio before he went to bed. b. She finished the page before she closed the book. c. Mr Riaz put some polish on the car before he drove off. d. She put a stamp on the envelope before she posted the letter. e. He reached school before the first lesson began. f. There were many accidents before they improved the road. g. They waited ten minutes before they went home. h. They had a swim in the sea before they had something to eat.

Exercise 5:

a. After she broke her ruler, she bought another one. b. After she washed the dress, she hung it up to dry. c. After he blew his whistle, the game started. d. After he bought the watch, he showed it to his friend. e. After the music stopped, he switched off the radio. f. After the thief stole the money, he ran away. g. After she broke her arm, she wrote with her left hand. h. After he finished the exercise, he put down his pen.

Exercise 6:

- a. I want *some* ink. I have *a* bottle but there isn't *any* ink in it.
b. Would you like *some* fruit? I have *an* apple and *some* oranges but I haven't *any* bananas.
c. 'Are there *any* animals in the picture?' 'Yes, there are *some* dogs and *some* cats but there aren't *any* monkeys.'

Exercise 7:

a. anyone/anything, someone/something b. anyone, something c. someone, anyone d. anything, anything, something e. anything/anyone, anything/anyone, something/someone f. anything, anything, something.

Exercise 9:

a. Mrs Riaz asked Uzma if the tea was ready. b. Nasir asked the man if the snake was dead. c. Zeb asked Nadia if she was asleep. d. The teacher asked the girls if they were listening. e. Mr Hai asked Jamil if he would open the door. f. Nadia asked Nasir if he could help her. g. Miss Naz asked Uzma if she lived in Saddar. h. Miss Naz asked the girls if they liked singing. i. Zeb asked Rehan if he enjoyed fishing. j. The woman asked Jamil if he would help her.

Workbook 5, page 38:

2. After she read one book, she got another from the library.
3. He finished reading the newspaper before he went to sleep.
4. After he finished reading, he sat down.
5. He ate his dinner before he went out to play.
6. After the teacher went outside, the children began to talk and play.
7. He did his work before he went to see his friend.
8. After the teacher drew a picture on the board, the class copied it into their books.
9. After the examination began, she felt much better.
10. They swam for half an hour before they felt tired.
11. She went to sleep before her father came home.

Workbook 5, page 39:

2. fearless 3. careless 4. childless 5. untrue 6. unhappy 7. unkind
8. truthful 9. colourful 10. careful 11. beautiful 12. wooden 13. woollen
14. golden 15. musical 16. accidental 17. dishonest 18. disobedient

UNIT 18

Pages 72-75

Language Structure

Adverb clauses with *until*

New Words

pedestrian	footbridge	subway	obey
zebra crossing		signal	sign
law	rush	cap	film

Teaching Notes

Work Exercises 2 and 3 orally, and Exercise 3 in writing if time permits.

Exercises 4, 5, and 6 are general revision. They should be worked orally at first. If pupils are seen to have difficulties with Exercise 6, it may also be set as a written exercise.

Workbook 5

Page 40

Speech Guide

Exercise 7 again deals with the letter *s*, voiced or unvoiced. It is unvoiced after the unvoiced consonant /p/, and voiced after the voiced consonant /b/.

Answers to Exercises

Exercise 1:

a. True b. True c. Untrue d. Untrue e. True f. Untrue g. Untrue
h. Untrue i. True j. Untrue k. True l. True m. Untrue

Exercise 2:

Note: All combinations are possible.

Exercise 3:

- a. He did not see his sister until she came home from school.
- b. She did not get off the bus until it stopped.
- c. They did not cross the road until the light turned green.
- d. The men did not go home until they finished the work.
- e. He did not put down his pen until he finished writing.
- f. They did not reach home until it was dark.
- g. The boat did not come back until it was full of fish.
- h. They did not eat the sweets until they got home.

Exercise 4:

a. my, your b. her, his c. our d. their e. Our, your.

Exercise 5:

a. mine, yours b. hers c. his, mine d. ours, yours.

Exercise 6:

a. Shan is thinner than Raza. b. Zeb is more careful than Nadia. c. Uzma is happier than Rani. d. Rehan is cleverer than Rehman. e. Exercise 6 is easier than Exercise 5. f. Nadia's marks are better than Seema's marks. g. Nasir's marks are worse than Amir's marks.

Exercise 8:

a. After she looked carefully, she crossed the road. She looked carefully before she crossed the road. b. After the light turned red, the car stopped. The light turned red before the car stopped. c. After they looked both ways, they crossed the road. They looked both ways before they crossed the road. d. After the bus moved off, Uzma crossed the road. The bus moved off before Uzma crossed the road. e. After he rushed out into the road, he saw the car. He rushed out into the road before he saw the car. f. After Shan finished the exercise, he gave it to Miss Naz. Shan finished the exercise before he gave it to Miss Naz. g. After they arrived at the cinema, the film began. They arrived at the cinema before the film began. h. After the Headmaster spoke to the boys and girls, they went to their classrooms. The Headmaster spoke to the boys and girls before they went to their

classrooms.

Workbook 5, page 40:

Note: All combinations are possible.

UNIT 19

Pages 76-79

Language Structure

should, ought

New Words

accidentally

housewife

drag

cry

liquid

kerosene

stupidly

fright

grown-up

swallow

slippery

Teaching Notes

Work Exercises 2 to 3 orally.

Exercise 4 is revision.

Exercise 5 gives useful practice in comprehension and composition. It should be worked orally at first and may be written out afterwards if time permits.

Workbook 5

Pages 41-43

Page 42 gives more practice with *should* and *ought to*. Pages 41 and 43 are general revision exercises.

Speech Guide

Please note that in all the examples in Exercise 7, the letter *s* at the ends of words is voiced; that is to say, it is pronounced /z/.

Answers to Exercises

Exercise 1:

- a. woman b. careful c. burns easily d. electricity e. make people slip.

Exercise 2:

- a. 1. You ought to try to stop accidents. 2. We ought to keep hot water away from small children. 3. We ought to put a kerosene heater in a safe place. 4. We ought to keep sharp things away from children. 5. We ought to keep electric heaters away from children. 6. We ought to put medicine away in a safe place. 7. We ought to keep passages clear.
- b. 1. We ought not to put hot water in the reach of children. 2. We ought not

to put kerosene heaters in dangerous places. 3. We ought not to let children play with knives or scissors. 4. We ought not to be careless with electricity. 5. You ought not to leave medicine near small children. 6. You ought not to throw fruit skins on to the floor. 7. We ought not to leave things in dark passages.

Exercise 3:

a. Yes, we ought. b. Yes, we should. c. No, we shouldn't. d. Yes, we ought.
e. No, we oughtn't. f. Yes, they ought. g. No, they shouldn't. h. No, we oughtn't.
i. Yes, they should. j. Yes, they should.

Exercise 4:

a. Here is an orange for you to eat. b. Here is a cup of tea for you to drink.
c. Here is a book for your brother to read. d. Here is some work for you to do.
e. Here is a dress for your sister to wear. f. Here is a pen for you to write with.
g. Here is some money for you to spend.

Exercise 5:

C, A, E, B, D.

Workbook 5, page 41:

- Nasir's desk is bigger than Jamil's (desk).
- Mr Riaz let the boys go outside.
- Zeb said that she wanted an ice cream.
- We will start when they are ready.
- Jamil asked Nadia where she was going.
- He asked them what they wanted.
- The teacher told them not to do it.
- It was too heavy for us to lift.
- He asked her if she knew what to do.
- The window was too small for him to get through.
- She asked him when he was going.

Workbook 5, page 42:

- He should speak more slowly.
- They should not make so much noise.
- The school ought to have a bigger playground.
- We should not put hot things where children can reach them.
- We should brush our teeth twice a day.
- Children ought not to play in the street.
- Children should not play with sharp things.
- We ought to help other people when we can.
- Accidents ought not to happen.

12. We should not throw rubbish on the ground.

Workbook 5, page 43:

1. B 2. E 3. D 4. D 5. D 6. B 7. C

UNIT 20

Pages 80-83

Language Structure

Adjectives with infinitives: *glad to see you, afraid to tell him, etc.*

New Words

fun	enjoyment	lucky
public	shallow	risk
lifeguard	stomach	

Teaching Notes

Practise making sentences using the table at the bottom of Page 81. All twelve combinations are possible. Then work Exercise 3 orally and in writing if time permits.

Exercise 4, 5, and 6 are general revision exercises to be worked orally.

Workbook 5

Pages 44-45

Page 45 is a revision exercise.

Speech Guide

In Exercise 7 once again the final letter *s* is, in every example, pronounced /z/.

Answers to Exercises

Exercise 1:

a. Untrue b. Untrue c. True d. True e. True f. Untrue g. Untrue
h. True i. True j. Untrue

Exercise 2:

a. We may not live near the sea but there is usually a public swimming pool or public swimming bath that we can use. b. They become frightened. Then they sink, and swallow water. c. If one person gets into difficulty, the others can help him/her. d. The red flag means that it is dangerous to swim. e. If people swim when their stomachs are full of food, they often become ill.

Exercise 4:

a. We were pleased to see him. b. I was sorry to hear that he was ill. c. I was happy to see that he was better. d. They were glad to get the good news. e. I was glad to hear that you would help us. f. I was sorry to hear the bad news. g. I was sorry to hear that the money was not there. h. I was glad to hear that the policeman caught the thief.

a. She is afraid to climb down the ladder. b. The little girl is afraid to go into the water. c. The dog is afraid to touch the cat. d. Uzma is afraid to go near the snake. e. The firemen are not afraid to go into the burning building. f. The man is not afraid to go near the lion. g. Asim is afraid to climb the tree. h. Some people are afraid to go out after dark.

Exercise 5:

a. Mr Riaz told the children to put down their pens. b. Mrs Hai told the children not to forget to wipe their shoes. c. Jamil told Uzma to put her books on the table. d. The teacher told Jamil not to stand on his chair. e. Nadia told Nasir to put on his coat. f. Mrs Hai told the children not to be late.

Exercise 6:

a. Nadia has more sisters than Zeb. Zeb has fewer sisters than Nadia.
b. Nasir has more milk than Shan. Shan has less milk than Nasir.
c. Nadia has more bread than Zeb. Zeb has less bread than Nadia.
d. Mr Riaz has more bags than Mr Amin. Mr Amin has fewer bags than Mr Riaz.

Exercise 8:

a. You should be very careful. b. You should not be so careless. c. Children should not play with matches. d. We should try to stop accidents from happening. e. Cars should not drive fast through towns and villages. f. Children should not play with sharp things. g. Hot water should not be left in the reach of children. h. We should put medicine away safely. i. We should not put things in dark passages.

Workbook 5, page 44:

2. She was very pleased to see him. 3. They were very glad to get to the top of the hill. 4. He was afraid to jump. 5. He was sorry to see that she was unhappy. 6. He was very sorry to hear that she had hurt herself. 7. She was happy to hear the good news. 8. She was unhappy to hear that her brother had failed his examinations. 9. She was sorry to hear that they could not come on the picnic. 10. He was sorry to see that it was raining. 11. He was not sorry to hear that tomorrow was a holiday. 12. The pupils were pleased to see that it was the end of the exercise.

Workbook 5, page 45:

1. get 2. got 3. got 4. get 5. got 6. got 7. got, get 8. got, got
9. Get 10. got, getting 11. getting, got 12. get, get 13. get
14. got, getting 15. got, get 16. Get 17. getting, got 18. got

UNIT 21

Pages 84-87

Language Structure

Adverb clauses with *when*, *before*, *after*, and *until* using present tenses for the future

New Words

offer problem proudly
simple worried understand
pity

Teaching Notes

Work exercises 3, 4, 5, 6, and 7 orally. All are also suitable for written work. Exercise 7 is a general revision exercise.

Workbook 5

Pages 46-47

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. A., b. B.

Exercise 3:

Note: All combinations are possible providing that the first three lines are used only with *after*, and the latter three lines are used only with *before*.

Exercise 4:

- a. We shall not have plenty of water until the rainy weather begins. b. You cannot go inside until you have shown the man your ticket. c. You cannot go outside until the lesson finishes. d. Please don't give me back the book until you have read it. e. You cannot listen to the radio until you have done your homework. f. They will not go to bed until the television programme has ended. g. Don't put down your pens until you have finished the exercise.

Exercise 5:

a. I can buy the pen when I have some money. b. You can have a meal when I have bought some food. c. You can go out when I have mended your shirt. d. He can ride the bicycle when it is mended. e. You can go inside when the film has ended. f. She can mend the dress when she finds her needle. g. The bus can start when the driver arrives.

Exercise 6:

have finished, have done, is.

Exercise 7:

a. We watched the boys playing football. b. We heard an aeroplane flying low over the school. c. They watched a man diving into the sea. d. Can you hear the children singing in the next room. e. Look at that cat climbing the tree. f. They saw an old man sitting by the side of the road. g. Everyone ran to see the soldiers marching down the street. h. We watched the boat crossing the harbour.

Workbook 5, page 46:

2. He cannot go home until/before the bus comes. 3. I will go inside when/after someone opens the door. 4. They will not leave the room until/before the clock says four o'clock. 5. The beggar will not go away until/before you give him some money. 6. I think we will go home before it rains. 7. Please sit down before you fall out of the boat. 8. We will have a rest when we/after we reach the top of the hill.

Workbook 5, page 47:

Note: All combinations are possible providing that *We will start* and *They will tell me* are used only with *after* and *when*, and *I will not begin* and *Nothing can be done* are used only with *before* and *until*.

UNIT 22

Pages 88-91

Language Structure

Adverb clauses of time with *since*

New Words

burst
snow

melt
damage

crack (v. & n.)
serious

Teaching Notes

Demonstrate the examples in Exercise 3 by means of sentences like these:

Today is Tuesday. I went to the cinema on Saturday. I did not go to the cinema on Sunday. I did not go to the cinema on Monday. *I have not been to the cinema since Saturday.*

Today is Tuesday. I saw Mr Hai on Friday. I did not see Mr Hai on Saturday. I did not see Mr Hai on Sunday. I did not see Mr Hai on Monday. *I have not seen Mr Hai since Friday.*

Try to get your pupils to produce sequences of sentences like these by means of questions, e.g.

Teacher: *Uzma, when did you do some homework?*

Uzma: *I did some homework last night.*

Teacher: *Did you do any homework before breakfast this morning?*

Uzma: *No, Miss Naz.*

Teacher: *Did you do any homework after breakfast this morning?*

Uzma: *No, Miss Naz. I have not done any homework since last night.*

Some possibilities may be: eat an orange, go on a picnic, see an aeroplane, play football, etc.

Work Exercises 3, 4, 5, 6, and 7 orally.

Workbook 5

Pages 48-49

Page 8 gives practice in writing sentences using *since*.

Page 9 uses multiple choice questions to give more practice in how to use (and how not to use) this construction.

Answers to Exercises

Exercise 1:

- a. D., b. A., c. A., d. C.

Exercise 2:

- a. True b. True c. Untrue d. True e. Untrue f. True

Exercise 3:

- a. We have not met since September. b. I have not been there since June. c. I have not been to the cinema since Monday. d. They have not been to Japan since 1983. e. I have not had a meal since yesterday. f. I have not slept well since last Thursday. g. He has not read a book since January. h. She has not written to me since 1984. i. He has not smoked a cigarette since June. j. I have not been to the dentist since August.

Exercise 4:

Note: All combinations are possible.

Exercise 5:

a. He has not been on a ship since he visited Singapore. b. I have not eaten a banana since my uncle gave me one. c. He has not read a book since he was in hospital. d. She has not been to the dentist since she was a little girl. e. She has not bought a new dress since she was twelve years old. f. I have not seen a duck since I was in the country. g. I have not sat in a train since I went to see my uncle. h. I have not seen a snake since I went to the zoo.

Exercise 6:

a. I have not seen my father since he went to work. I have not seen my father since this morning. b. No one has seen the ship since it left harbour. No one has seen the ship since last week. c. I have not seen the book since I gave it to Uzma. I have not seen the book since yesterday. d. I have not seen the dog since it ran away. I have not seen the dog since last week. e. No one has seen the aeroplane since it left Hong Kong. No one has seen the aeroplane since five o'clock. f. We have not seen our uncle since he came to see us. We have not seen our uncle since 1984. g. No one has seen the little boy since he went to play in the park. No one has seen the little boy since yesterday.

Exercise 7:

a. 1. for six months. 2. since last July. b. 1. for years. 2. since I was a boy. c. 1. for half an hour. 2. since the last lesson. d. 1. since father took us. 2. for two years. e. 1. for four months. 2. since April. f. 1. since one o'clock. 2. for two hours. g. 1. for four years. 2. since 1983. h. 1. since May. 2. for six months.

Workbook 5, page 48:

- I have not seen a snake since we went to Larkana. I have not seen a snake since June.
- We have not had a swim since my uncle took us out in his boat. We have not had a swim since last year.
- I have not been to hospital since I broke my arm. I have not been to hospital since 1980.
- We have not seen our teacher since she said goodbye to us. We have not seen our teacher since the end of last term.
- I have not eaten an orange since my mother gave me one. I have not eaten an orange since my birthday.
- He has not read a book since his father gave him one. He has not read a book since Eid.
- I have not seen a horse since I went to the Clifton beach. I have not seen a horse since last year.

Workbook 5, page 49:

1. D., 2. C., 3. A., 4. A., 5. A.

UNIT 23

Pages 92-95

Language Structure

It is... (for you)...

New Words

battle	defeat	emperor
empire	necessary	possible
rebel	rule	state
tax		

Teaching Notes

Exercises 2-5 should be worked orally at first and may be used for written practice if time permits.

Answers to Exercises

Exercise 1:

a. True b. True c. Untrue d. Untrue e. Untrue f. True g. Untrue
h. True i. Untrue j. Untrue k. Untrue l. Untrue

Exercise 2:

a. dangerous/foolish b. careless c. cowardly d. dishonest e. difficult
f. polite g. rude h. honest i. dangerous/foolish j. wise k. pleasant
l. impossible

Exercise 3:

a. It is easy to run. b. It is hard to run up a steep hill. c. It is pleasant to lie in the sun. d. It is exciting to read adventure stories. e. It is a waste to throw away good food. f. It is easy to float in the water. g. It is not very difficult to swim. h. It is foolish to swim where the water is deep. i. It is wise to swim where the water is shallow. j. It is healthy to sleep with the bedroom windows open. k. It is unhealthy to sleep with the bedroom windows closed.

Exercise 4:

Note: All combinations are possible.

Exercise 5:

a. It was easy for him to answer the questions. b. It was necessary for the workmen to pull down the house. c. It was impossible for her to see anything. d. It is possible for aeroplanes to fly long distances without stopping. e. It is

difficult for the old man to see small things. f. It was impossible for her to write any faster. g. It was not necessary for us to go to school. h. It was easy for him to swim two hundred metres.

Exercise 7:

a. D. b. A. c. A, A.

Workbook 5, page 50:

2. It is foolish to swim by yourself. 3. It is unwise to swim after a heavy meal. 4. It is difficult to work when a radio is playing. 5. It is unwise to eat a heavy meal before going to bed. 6. It is unhealthy to sleep with all the windows closed. 7. It is against the law to throw rubbish on to the ground. 8. It is dangerous to stand up in a small boat. 9. It is silly to run across a busy street. 10. It is bad for the health to go to bed late. 11. It is dangerous to play with matches. 12. It is very rude to laugh at other people.

UNIT 24

Pages 96-99

Language Structure

I am...that...

New Words

sunlight	space	bit
expect	scientist	study
science	telescope	fact
kilometre	rocket	metal
several		

Teaching Notes

Work Exercises 2 and 3 orally. Then practise conversations like these with the class:

Teacher: *The exercise is finished. Are you glad?*

Pupil: *Yes, I am glad that it is finished.*

Teacher: *Friday is a holiday. Are you glad?*

Pupil: *Yes, I am glad that Friday is a holiday.*

Teacher: *What is two times two?*

Pupil: *Four, Miss Naz.*

Teacher: *Are you sure?*

Pupil: *Yes, I am sure that two times two is four.*

Teacher: *Is Pakistan in Asia?*

Pupil: *Yes, Miss Naz.*

Teacher: *Are you sure?*
Pupil: *Yes, I am sure that Pakistan is in Asia.*

Workbook 5

Page 51

Answers to Exercises

Exercise 1:

a. Untrue b. True c. True d. Untrue e. Untrue f. Untrue g. True
h. Untrue i. True j. Untrue k. True l. True m. True n. True o. Untrue

Exercise 2:

Note: All combinations are possible.

Exercise 3:

a. I am glad that tomorrow is a holiday. b. I am sorry that I have not done my homework. c. He is sure that he knows where the book is. d. We are all certain that Nasir will win the race. e. We are thankful that all the children are safe. f. We are pleased that Jamil has invited us to his birthday party. g. I am sorry that she is not well. h. I am glad that she is feeling better now. i. I am sure that you gave the correct answer. j. I am thankful that this is the end of the exercise.

Exercise 4:

'How is Uzma?' asked Nasir.

'She is much better,' said Rani, 'but she isn't coming to school today.'

'I'm glad that she's better,' said Nasir.

Exercise 5:

E., A., D., C., B.

Exercise 6:

a. Yes, they have just read it. b. Yes, they have just eaten them. c. Yes, they have just dug it. d. Yes, he has just written it. e. Yes, he has just cleaned it. f. Yes, she has just washed them. g. Yes, she has just spent it. h. Yes, she has just swept it. i. Yes, he has just mended it. j. Yes, she has just cooked it. k. Yes, they have just painted it. l. Yes, they have just finished it.

Exercise 7:

b. since, for, ago c. since, for, ago d. since, for, ago e. since, for, ago
f. since, for, ago

Exercise 8:

a. D b. B, A c. B, B d. A, A e. B f. A

Workbook 5, page 51:

3. I am sorry that he has broken his leg. 4. I am glad that it did not rain today. 5. I am sure that your answer is right. 6. I am sorry that she is ill. 7. I am certain that tomorrow is a holiday. 8. We are glad that she is feeling better. 9. I am certain that our team will win. 10. I am sorry that you cannot go on the picnic. 11. I am sorry that your brother is unwell. 12. I am glad that I have finished the page.

UNIT 25

Pages 100-103

Language Structure

less... than...

New Words

rough	salty	flow
dive	diver	press
plastic	expensive	satisfactory
composition		

Teaching Notes

Demonstrate the construction *less... than...* using sentences like these:

The bell is less expensive than the book.

The book is less expensive than the bicycle.

The first sum is less difficult than the third sum.

The fourth sum is less difficult than the fifth sum.

For the first two examples, the teacher may draw a number of objects on the board with labels showing their prices. For the second two examples, a number of sums, numbered 1-10, some harder than the others, could be put on the board.

Work Exercises 3 and 4 orally. Revision exercises 5-7 may be worked orally or in writing.

Workbook 5

Pages 52-53

Page 52 gives written practice with sentences using *less*.

Page 53 is general revision.

Answers to Exercises

Exercise 1:

a. Untrue b. True c. Untrue d. Untrue e. Untrue f. True g. True
h. True

Exercise 2:

- a. The strong wind makes the sea less pretty.
- b. Three-quarters of the world is sea.
- c. The deepest part of the sea is near Japan.
- d. Rivers carry salt into the sea from the land.
- e. It is too salty.
- f. Fish and plants live in shallow and deep parts of the sea.
- g. The deep part of the sea is always cold.
- h. The water becomes colder and colder and the water above presses down on him.
- i. It was used to go down to the deepest part of the sea.

Exercise 3:

- a. The second path was not as difficult as the first path. The second path was less difficult than the first path.
- b. Uzma's book is not as exciting as Jamil's book. Uzma's book is less exciting than Jamil's book.
- c. A thunderstorm is not as dangerous as a flood. A thunderstorm is less dangerous than a flood.
- d. Cats and dogs are not as useful as cows and sheep. Cats and dogs are less useful than cows and sheep.
- e. Minibuses are not as comfortable as buses. Minibuses are less comfortable than buses.
- f. A plastic bag is not as expensive as a leather bag. A plastic bag is less expensive than a leather bag.
- g. Villages are not as noisy as towns. Villages are less noisy than towns.
- h. A clerk's work is not as interesting as a newspaper reporter's work. A clerk's work is less interesting than a newspaper reporter's work.
- i. Being clever is not as important as being honest. Being clever is less important than being honest.
- j. Smoking a pipe is not as dangerous to the health as smoking a cigarette. Smoking a pipe is less dangerous to the health than smoking a cigarette.
- k. Nasir's work was not as satisfactory as Amir's work. Nasir's work was less satisfactory than Amir's work.

Exercise 4:

- a. A puppy is more playful than an old dog. b. A knife is less dangerous than a gun. c. A thunderstorm is not as dangerous as a flood. d. A car is more expensive than a bicycle. e. Six marks out of ten are not as satisfactory as eight marks out of ten. f. Smoking cigarettes is more dangerous to the health than eating sweets. g. Wooden toys are more expensive than plastic toys. h. Writing compositions is not as easy as reading a book. i. Being a farmer is less exciting than being a newspaper reporter. j. Working in a factory is noisier than working

in a library. k. Doing homework is less pleasant than watching television. l. Long trousers are less comfortable than shorts. m. A vest is less expensive than a shirt.

Exercise 5:

a. Yesterday I wrote a letter. b. Yesterday he sat on this chair. c. Yesterday I worked hard. d. Yesterday he came to school. e. Yesterday she went home. f. Yesterday I stood in the bus. g. Yesterday I drew on the blackboard. h. Yesterday he listened to the teacher. i. Yesterday he ate an apple. j. Yesterday we saw an aeroplane. k. Yesterday we read a page. l. Yesterday he lost his pen. m. Yesterday she bought some fruit. n. Yesterday she drank a glass of milk. o. Yesterday the teacher rang a bell. p. Yesterday the boys played football.

Exercise 6:

a. The bicycle that hit him was going very fast. b. The shirt that was in the shop window was very expensive. c. The tree that fell down was near the school. d. The purse that was stolen had no money in it. e. The bus that took them to school was very old. f. The building that burnt down was very new. g. The flowers that were in the glass all died. h. The dog that was inside the house barked loudly. i. The ladder that they climbed was not very strong.

Exercise 7:

a. The puppy (that) Nasir was carrying was one month old. b. The shorts (that) Jamil was wearing were torn. c. The vest (that) the workman was wearing was dirty. d. The tomatoes (that) she bought were not very ripe. e. The pen (that) Rehan bought was very cheap. f. The book (that) he was reading was about climbing mountains. g. The house (that) they lived in was very small. h. The knife (that) he was using was very sharp. i. The purse (that) the thief stole had no money in it.

Workbook 5, page 52:

Note: Please note that in every case the verb *am*, *is* or *was* may be included at the end of the sentence or omitted. It is usually better to include it, however, particularly in sentences like No. 3, 6, and 11 which may otherwise sound unnatural. In a long sentence like No. 9, the *is* at the end would usually be omitted but it would not be wrong to include it.

Putting in the *is* helps the pupils to avoid ungrammatical sentences like *She was less polite than him*.

3. She was less successful than he (was). 4. Your chair is less comfortable than mine (is). 5. My dog is less playful than yours (is). 6. She is less forgetful than I (am). 7. That corner is less dangerous than this corner (is). 8. Your teacher is less cheerful than our teacher (is). 9. Travelling by sea is less exciting

than travelling by air. 10. His book is less exciting than hers (is). 11. Her sister is less obedient than she (is). 12. Our classroom is less noisy than yours (is).

Workbook 5, page 53:

1. B., 2. D., 3. D., 4. B., 5. E., 6. A., 7. B.

UNIT 26

Pages 104-107

Language Structure

Reflexive pronouns

New Words

whale	born	trunk
tip	feed	juicy
tusk	tame	wild
patiently	refuse	daytime
shade	itch	scratch
recess	suck	sore

Teaching Notes

Work Exercises 3a and 3b orally. Then encourage the pupils to make up sentences of their own using the verbs in these tables, e.g.

*I enjoyed myself at the cinema yesterday.
My father cut himself with a knife yesterday.
Little children who play with fire may burn themselves.
He fell off a chair and hurt himself.
We wash ourselves every morning.*

Then work Exercise 4 orally.

Workbook 5

Pages 54-55

Answers to Exercises

Exercise 1:

a. B., b. B., c. C., d. A.

Exercise 2:

a. Untrue b. True c. True d. Untrue e. True f. True g. Untrue h. True

Exercise 3:

Note: All combinations are possible.

Exercise 4:

c. yourself d. herself, herself e. itself f. ourselves g. yourselves
h. themselves i. itself j. yourself k. themselves l. himself, himself, himself
m. himself n. themselves o. himself p. herself

Exercise 6:

a. My mother made me sweep the floor. b. There is not enough milk in the glass.
c. The box was too heavy for him to lift. d. Nasir wanted to know where to put the books.
e. Jamil said, 'What shall I do?' f. Zeb said, 'I think it's going to rain.'
g. Uzma did not know where to go.

Exercise 7:

a. D., A. b. A., C. c. A. d. A., B. e. B. f. C.

Workbook 5, page 54:

2. She is looking at herself. 3. He is laughing at himself. 4. They are laughing at themselves.
5. She is washing herself. 6. It is washing itself. 7. It is shaking itself.
8. They have hurt themselves.

Workbook 5, page 55:

1. itself 2. itself 3. herself 4. yourself 5. yourself 6. themselves
7. himself 8. themselves 9. themselves 10. yourselves
4. didn't it? 5. does she? 6. isn't it? 7. is it? 8. aren't you?

REVISION EXERCISES Pages 108-116

Exercise 1:

a. No, a wood is like a forest but it is smaller. b. No, a horse is like a donkey but it is bigger.
c. No, a cap is like a hat but it is smaller. d. No, a hat is like a cap but it is bigger.
e. No, a stream is like a river but it is smaller. f. No, a river is like a stream but it is bigger.

Exercise 4:

a. too many b. too much c. too many d. too much e. too many
f. too much g. too many h. too much.

Exercise 5:

a. Yes, he is strong enough to push the car. b. Yes, she is tall enough to touch the top of the door.
c. Yes, it is big enough to hold all the books. d. Yes, it is small enough to get through the hole.
e. Yes, it is big enough to carry all the stones. f. Yes, it is clever enough to open the gate.
g. Yes, it is long enough to go around the parcel. h. Yes, it is big enough to hold the water.

Exercise 6:

a. The tree was too tall for Nasir to climb. b. The truck was too big for the men to push. c. The exercise was too difficult for the children to do. d. The shirt was too small for Shan to wear. e. The desk was too small for Zeb to sit in. f. The ceiling was too high for me to touch. g. The rope was too strong for the men to break. h. The word was too long for Uzma to say. i. The writing was too small for me to read. j. The bus was too full for them to get on.

Exercise 7:

a. Nadia did not know what to do. b. Shan did not know where to go. c. Asim did not know when to begin. d. Bina did not know how to mend it. e. Zeb did not know which to buy. f. Seema did not know where to sit. g. Raza did not know when to do it. h. Mrs Riaz did not know what to wear. i. Uzma did not know which to choose. j. Mansoor did not know how to get there.

Exercise 9:

a. Jamil said that it was raining. b. Nasir said that it was cold. c. Shan said that he liked ice cream. d. Uzma said that she wanted to go home. e. Zeb said that she knew the answer. f. Mr Riaz said that he wanted a drink. g. The boys said that they were ready. h. The girls said that they were going home.

Exercise 10:

a. ...what it is. b. ... where it was. c. ... where he is. d. ...where they are. e. ... how she is. f. ...who they were. g. ... where the girls are. h. ... how the boys were. i. ... who the men are. j. ... what he is doing. k. ... where they are going. l. ... why they were laughing. m. ... why the men are shouting. n. ... which she was buying. o. ... where he will go. p. ... what the girls can do. q. ... where he has gone. r. ... what they have bought.

Exercise 11:

a. ... what she wants. b. ... where she lives. c. ... which one he wants. d. ... when it begins. e. ... how she does it. f. ... why she does it. g. ... where they go. h. ... what they do. i. ... why they go there. j. ... when they finish. k. ... which school they go to. l. ... how they do it. m. ... what he said. n. ... where he went. o. ... how they found it. p. ... when they arrived. q. ... which bus they took. r. ... why they did it.

Exercise 12:

a. Ask him what he is doing. b. Tell me how Uzma is. c. I don't know when he went. d. Do you know where she put it? e. Tell me who will help me. f. Can you tell me which one she took? g. Ask him what he wants. h. Please find out where they live. i. Please tell me how I can get there. j. Do you know why they have gone?

Exercise 13:

a. Nasir asked where it was. b. Jamil asked what his name was. c. Rehan asked where she lived. d. Zeb asked how big the box was. e. Shan asked when the film started. f. Zeb asked why he was smiling. g. Shan asked who cleaned the board. h. Seema asked what he wanted. i. Nasir asked where the boat was. j. Uzma asked what he wanted.

Exercise 14:

- a. 1. I asked if it was hot. 2. I asked if the bus was full. 3. I asked if Uzma was ready. 4. I asked if the plates were clean. 5. I asked if the boys were coming. 6. I asked if it was raining. 7. I asked if the men were working. 8. I asked Zeb if she was hot. 9. I asked Jamil if he was feeling all right. 10. I asked the boys and girls if they were listening.
- b. 1. I asked Zeb if she would help me. 2. I asked Shan if he could hear me. 3. I asked Asim if he would wait outside. 4. I asked Zeb if she could hear the radio. 5. I asked Jamil if he would clean the blackboard. 6. I asked Nadia if she could see the picture. 7. I asked Zeb if she would wait for me. 8. I asked Nadia if she could do it.
- c. 1. I asked Nadia if she liked ice cream. 2. I asked Jamil if he sat in the front. 3. I asked Shan if he lived in Karachi. 4. I asked Zeb if she wanted a book. 5. I asked Zeb if she liked swimming. 6. I asked Zeb if she walked to school. 7. I asked Shan if he played football. 8. I asked Zeb if she liked reading. 9. I asked Nadia if she felt well. 10. I asked Rehan if he felt cold.

Exercise 15:

a. I asked Mansoor if the tea was hot. b. I asked Imran if the plates were clean. c. I asked Rehan if he was feeling all right. d. I asked the children if they were looking at the blackboard. e. I asked Asim if he would pick up the ruler. f. I asked the boys and girls if they could see the farmer. g. I asked the boys if they liked climbing trees. h. I asked Uzma if she lived in Lahore. i. I asked Jamil if he would help Rehan. j. I asked the girls if they could cook the food.

Exercise 16:

a. After he wrote a letter, he went to bed. He wrote a letter before he went to bed. b. After she finished the book, she fell asleep. She finished the book before she fell asleep. c. After he finished the work, he went home. He finished the work before he went home. d. After the rain stopped, the game began. The rain stopped before the game began. e. After the Headmaster spoke to all the children, they went home. The Headmaster spoke to all the children before they went home. f. After he had his breakfast, he read the newspaper. He had his breakfast before he read the newspaper.

Exercise 17:

- a. 1. They should be careful. 2. They should not be careless. 3. We should wash our hands before we eat. 4. We should not throw rubbish into the street. 5. Children should not play with sharp knives. 6. Everyone should walk on the pavement.
- b. 1. You ought to be careful. 2. You ought not to be careless. 3. Everyone ought to clean their teeth twice a day. 4. Cars ought not to go too fast. 5. We ought to look carefully before we cross the road. 6. Children ought to do what their teacher tells them to do.

Exercise 18:

- a. He has been in Karachi since 1965. b. She came to this school two years ago. c. He has lived here for a year. d. I must go home now. e. There are not enough chairs in this room. f. The box is big enough to hold fifty books. g. Uzma did not know what to do. h. Shan did not know where to put his bicycle. i. Jamil said that it was cold. j. Zeb said that the birds were singing. k. Nadia said that she wanted to go home. l. Nasir asked Jamil what he was doing. m. The shopkeeper asked them which one they wanted. n. The policeman asked the man who he was. o. Sara Khan asked where the bus was going. p. Nadia asked Jamil if the glass was empty. q. I asked Zeb if she liked ice cream. r. Uzma said, 'Nasir, what do you want?' s. Zeb said that she was feeling tired. t. After they finished work, they went home. u. They did not cross the road until the light turned green. v. The desk was too heavy for us to lift. w. I was very pleased to see him. x. He will buy either the red shirt or the blue shirt/one. y. My book is less interesting than yours. z. It is easy for him to jump ten feet.

Workbook 5, page 56:

1. She sings like a bird. 2. He swims like a fish. 3. Our flat is not the same as your flat. 4. I have been here since eight o'clock. 5. She went out two hours ago. 6. I have to do a lot of homework tonight. 7. I have to help my mother before I go to school. 8. There are not enough pencils. 9. There is too much fruit on the plate. 10. There are too many boys in the classroom. 11. The box is too big for us to carry through the door. 12. The radio is small enough to go into a pocket.

Workbook 5, page 57:

1. Nasir asked Jamil what he should do. 2. Uzma asked Miss Naz where she should put the books. 3. Zeb said that she had a cold. 4. Shan said that he liked ice cream. 5. The children said that they knew the answer. 6. Jamil wanted to know what the men were doing. 7. Uzma asked Jamil how old he was. 8. She told us where it was. 9. Shan's mother asked him why he wanted a bicycle. 10. I don't know which dress she wants. 11. She asked her sister who the man was. 12. The teacher asked Uzma if she was feeling well.

Workbook 5, page 58:

1. She asked the children if they wanted any more. 2. After he finished the book, he went to bed. 3. She closed all the windows before she went out. 4. They did not cross the road until the lights turned green. 5. You should write more carefully. 6. I am afraid to jump into the water. 7. We cannot begin until Jamil gets here. 8. I have not seen him since he left school. 9. It is not easy to swim underwater. 10. I am glad that we have nearly finished the page. 11. A thunderstorm is less dangerous than a flood. 12. He wants either the red shirt or the blue one.

REVISION TEST A

- | | | | | | |
|---------|---------|--------|---------|---------|---------|
| (1) B. | (2) E. | (3) E. | (4) D. | (5) E. | (6) B. |
| (7) D. | (8) A. | (9) C. | (10) E. | (11) C. | (12) E. |
| (13) B. | (14) B. | | | | |

REVISION TEST B

- | | | | | | |
|--------|--------|--------|--------|--------|--------|
| (1) B. | (2) D. | (3) B. | (4) A. | (5) A. | (6) D. |
| (7) C. | (8) B. | (9) D. | | | |

REVISION TEST C

- | | | | |
|--------|--------|--------|--------|
| (1) E. | (2) E. | (3) A. | (4) D. |
|--------|--------|--------|--------|

REVISION TEST D

- | | | | | | |
|--------|--------|--------|--------|--------|--------|
| (1) D. | (2) E. | (3) E. | (4) E. | (5) D. | (6) E. |
| (7) D. | (8) C. | | | | |

REVISION TEST E

- 'Why are you late, Jamil?' said Mrs Riaz.
'I've been to the library to borrow a book,' said Jamil.
'You ought to have told me,' said his mother.
- 'Look at the board,' said the teacher. 'What can you see?'
Uzma put up her hand. 'I think it's an umbrella,' she said.
'No, it's not,' said the teacher. 'What do you think, Jamil?'
'It's a tree,' said Jamil.

REVISION TEST F

1. D., 2. C., 3. B., 4. A., 5. E.
1. D., 2. A., 3. E., 4. C., 5. B.

WORD LIST

The following words are introduced for the first time in *Book 5*. For words previously introduced, please see the Teacher's Notes from *Introductory to 5*.

A

absent
accidentally
ache
advice
advise
again
airmail
airport
alike
allow
alone
amusing
appear
argue
arrow
at once

B

battle
bean
beef
believe
bit
born
bow
brackets
brain
breathe
burst

C

cabbage
cage
candle
cap
cargo
centre
check
chest
church
cigar
composition
corn
corner
cough
crash
creep
crossing
crowd
cry
customer

D

daylight
daytime
damage
deaf
defeat
destroy
die
difference

direction

dirt
discovery
disease
dive
diver
dozen
drag
drain

E

earn
emperor
empire
enemy
entrance
equal
equally
even
excellent
exciting
exercise
expect
expensive

F

fact
fail
false
famous
fault

film
flow
flyover
fold
footbridge
forest
forgive
fresh
fun
future

G
gently
germs
glider
goods
guard
guess

H
habit
hall
health
healthy
height
housewife

I
illness
improve
improvement
itch

J
juicy

K
key
kilometre
knight

L
lamp post
landing
lane
law
leader
lean
lemon
life
lifeguard
liquid
lock
log
lovely
lucky

M
melon
melt
metal
microscope
modern
motor car
motor cycle
mutton

N
necessary
need
nightingale

O
obey
offer
officer
only
ought

P
parent
passage
passenger
past
patiently
pea
peach
peanut
pedestrian
pineapple
pity
plastic
platform
possible
potato
press
price
problem
programme
properly
proudly
public

R
reader
rebel
recess
refuse

repair
repeat
reply
rescue
risk
robber
rocket
rough
rubbish
rule
runway
rush

S

sail
salty
same
satisfactory
science
scientist
scratch
screw
screwdriver
seed
separate
serious
several
shade
shallow
shelf
shoot
shore
should
sign
signal

simple
size
skilful
skill
slippery
snow
sore
sour
space
speed
spit
spread
state
steel
stomach
strange
strength
strongly
study
stupid
subway
success
successful
successfully
suck
sunlight
swallow

T

tame
tax
telescope
temple
thread
tip

torch
travel
trunk
truth
try
tusk

U

understand
upon

V

van
vegetable

W

war
watchman
wealthy
wedding
weekly
whale
wild
wind up
wing
wire
wise
wish
without
worried

Z

zebra
zebra crossing