

# **ACTIVE ENGLISH**

Teachers' Notes

# **5**

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# General Introduction

Book 5 and the accompanying Workbook and Teachers' Notes are intended for use in the sixth year of the primary school. At the same time previous work is revised. Revision is in fact a feature of this course, and of this book in particular. The first eleven pages of the main 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 Chapter includes a revision section. Important items of vocabulary, grouped under topics, are reviewed and there are also oral exercises revising work done in previous years as well as new work introduced in this book.

## Oral Work

**VOCABULARY.** The entire list is given at the end of the Teachers' Notes.

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

## Reading

The 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 consolidates and expands 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** followed by objective type questions. 'True or Untrue?' type questions are also included since they make possible a thorough test of understanding within a small space. 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 a 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 sentences must be spoken as one unit, not a number of separate words. It is particularly important that the pupils should recognise 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 Teachers' Notes. An unprepared lesson is seldom successful.
10. DO give pronunciation guidance when necessary. Some help is given in the Teachers' Notes.
11. DO make sure that all pupils get enough practice.
12. DON'T ask your pupils to spell out words. 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. When phonetic symbols are used, the main stress is shown by

ðis iz ə 'buk

**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>pig</i>
i:	—	<i>green</i>
ɔ	—	<i>dog</i>
ɔ:	—	<i>door</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>door</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:*

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 2:*

a. ... like a fish. b. ... like the wind. c. ... like a monkey. d. ... like horses.  
e. ... like a bird. f. ... like a baby.

*Exercise 3:*

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 4:**Some possibilities:*

- Picture A is the same as Picture B.  
Picture A is different from Picture C.

2. Picture A is the same as Picture D.  
Picture A is different from Picture E.
3. Picture A is the same as Picture H.  
Picture A is different from Picture F.
4. Picture B is the same as Picture D.  
Picture A is different from Picture G.
5. Picture B is the same as Picture H.  
Picture A is different from Picture I.
6. Picture C is the same as Picture I.  
Picture A is different from Picture J.
7. Picture C is the same as Picture J.  
Picture B is different from Picture C.
8. Picture D is the same as Picture H.  
Picture B is different from Picture E.
9. Picture E is the same as Picture F.  
Picture B is different from Picture F.
10. Picture E is the same as Picture G.  
Picture B is different from Picture G.

*Exercise 5:*

- 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 cyclone may hit Hong Kong or it may not.
- h. I'm not sure. I may go to school or I may not.
- i. I'm not sure. Omer may help me or he may not.
- j. I'm not sure. I may buy it or I may not.

*Exercise 6:*

*Note:* Probable answers are given but they may vary with individual pupils.

- a. Have you ever seen an elephant? No, I've never seen an elephant.
- b. Have you ever been on a train? Yes, I've often been on a train.
- c. Have you ever been in an aeroplane? No, I've never been in an aeroplane.
- d. Have you ever swum in the sea? Yes, I've often swum in the sea.
- e. Have you ever smoked a cigarette? No, I've never smoked a cigarette.
- f. Have you ever eaten an orange? Yes, I've often eaten an orange.
- g. Have you ever read a book? Yes, I've often read a book.
- h. Have you ever been to Japan? No, I've never been to Japan.
- i. Have you ever seen a dog? Yes, I've often seen a dog.
- j. Have you ever driven a car? No, I've never driven a car.

- k. Have you ever lost any money? No, I've never lost any money. or: Yes, I've often lost some money.
- l. Have you ever worn a hat? Yes, I've often worn a hat.
- m. Have you ever found ten rupees? No, I've never found ten rupees.
- n. Have you ever broken a window? No, I've never broken a window.
- o. Have you ever bought a book? Yes, I've often bought a book.

*Exercise 8:*

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

*Exercise 10:*

- 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 11:*

- 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 12:*

- a. The tree was too tall for Maruf to climb.    b. The lorry 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 Tom to wear.    e. The desk was too small for Ann 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 13:*

- a. The window has been broken.    b. The room has been swept.    c. A shoe has been lost.    d. The purse has been stolen.    e. The door has been painted.    f. The book has been hidden.    g. The car has been sold.    h. A hole has been dug.    i. The handle has been bent.    j. My tea has been drunk.    k. The paper has been torn.    l. The boat has been repaired.

*Exercise 14:*

- a. The hole was dug.    b. The balloons were blown up.    c. The pencil was broken.    d. The bell was rung.    e. The money was spent.    f. The car was sold.    g. The town was attacked.    h. The cat was caught.    i. The purse was lost.    j. The button was sewn on.    k. The fruit was eaten.    l. English was spoken.    m. A mistake was made.    n. The money was paid.    o. The ship was sunk.

p. The money was taken. q. The money was collected. r. The floor was swept.  
s. The ring was hidden. t. The shirt was torn. u. The money was brought  
to school. v. All the books were bought. w. The race was won. x. The  
teacher was told. y. The song was sung nicely. z. The shopkeeper was paid.  
aa. The King was obeyed. ab. The money was found.

*Exercise 16:*

a. Zohra did not know what to do. b. Zia did not know where to go.  
c. Dick did not know when to begin. d. Zeba did not know how to mend it.  
e. Zeb did not know which to buy. f. Helen did not know where to sit. g. Pat did  
not know when to do it. h. Mrs Shah did not know what to wear. i. Uzma did  
not know which to choose. j. Anjum did not know how to get there.

*Exercise 18:*

a. Omer said that it was raining. b. Maruf said that it was cold. c. Zia 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 Shah said that he wanted a drink. g. The boys  
said that they were ready. h. The girls said that they were going home.

*Exercise 19:*

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 20:*

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 21:*

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 22:*

a. Maruf asked where it was. b. Omer asked what his name was. c. David asked where she lived. d. Zeb asked how big the box was. e. Zia asked when the film started. f. Naz asked why he was smiling. g. Zia asked who cleaned the board. h. Helen asked what he wanted. i. Maruf asked where the boat was. j. Uzma asked what he wanted.

*Exercise 23:*

- 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 cleaned. 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 Omer 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 Zia if he could hear me. 3. I asked Dick if he would wait outside. 4. I asked Zeb if she could hear the radio. 5. I asked Omer if he would clean the blackboard. 6. I asked Zohra if she could see the picture. 7. I asked Naz if she would wait for me. 8. I asked Zohra if she could do it.
- c. 1. I asked Zohra if she liked ice cream. 2. I asked Omer if he sat in the front. 3. I asked Zia if he lived in Lahore. 4. I asked Zeb if she wanted a book. 5. I asked Naz if she liked swimming. 6. I asked Zeb if she walked to school. 7. I asked Zia if he played football. 8. I asked Naz if she liked reading. 9. I asked Zohra if she felt well. 10. I asked David if he felt cold.

*Exercise 24:*

a. While they were listening to the teacher, the door opened. b. While he was listening to the radio, the telephone rang. c. While she was washing the dishes, she broke a glass. d. While he was walking home, he lost his pen. e. While they were talking, the bell rang. f. While they were swimming, they saw a big fish.

*Exercise 25:*

a. After he wrote a letter, he went to bed. He wrote a letter before he went to bed. b. After he 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 26:*

a. She did not stop reading until she finished the book. b. They did not reach home until it was dark. c. He did not go out to play until he finished his

homework. d. She did not return the book to the library until she finished it.  
e. They did not stop writing until the bell rang. f. They did not cross the road until the light turned green.

*Exercise 27:*

a. The window was so high that no one could reach it. b. The tree was so tall that no one could climb it. c. Tom was so tired that he went to sleep in class.  
d. Mary was so happy that she could not stop smiling. e. The bag was so heavy that Zohra could not carry it. f. Peter was so hungry that he ate two oranges.  
g. The car was so big that all the people could get into it. h. The string was so thick that they could not break it.

*Exercise 28:*

a. This is the street where I live. b. That is the flat where my friend lives.  
c. That is the shop where I bought some books. d. That is the cinema where I saw the film. e. This is the street where there was a big fire. f. This is the desk where I sat last term. g. This is the place where the stone hit me. h. That is the spot where we had a picnic last year.

*Exercise 29:*

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 30:*

a. They called the baby Lily. b. They named the ship 'Akbar'. c. They made Tom Captain. d. They made Mr Hai Manager. e. They named the road Iqbal Road. f. They washed the plates clean. g. They pushed the window open. h. They made the floor dirty. i. They painted the door red. j. They swept the floor clean.

*Exercise 31:*

a. The car drove by without stopping. b. Peter was thanked for being helpful.  
c. He did the exercise without making one mistake. d. She found the answer by looking in a book. e. He ran across the road without looking. f. Mrs Ali was pleased with him for being a good boy. g. He saved the drowning girl by throwing her a rope. h. He walked past us without speaking.

*Exercise 32:*

a. What a lovely day! b. What nice people. c. What a big book! d. What a beautiful flower! e. What a kind man! f. What noisy children! g. What a lovely baby! h. What big desks!

*Exercise 33:*

a. She put the egg into some boiling water. b. A policeman found the stolen money. c. The passengers left the sinking ship. d. She was wearing a torn dress. e. The man ran after the moving car. f. The men cut up the fallen tree.

*Workbook 5, Page 1:*

1. D., 2. R, 3. E., 4. P.

*Workbook 5, Page 2:*

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 16. over, at

*Workbook 5, Page 3:*

1. B., 2. S., 3. E, 4.S., 5.C., 6. T., 7. B.

*Workbook 5, Page 4:*

2. absence 3. advice 4. corrections 5. clearly 6. exciting 7. forgetful  
8. greedy 9. happiness 10. helpful 11. wrongly 12. width 13. weight  
14. softly 15. spelling 16. punishment 17. polite 18. painless 19. noisily  
20. neatly 21. loosely 22. lucky 23. kindness 24. interesting 25. juicy  
26. improvement 27. illness 28. honesty 29. helpless 30. gently 31. foolish  
32. fiercely 33. interested 34. enjoyable 35. easily 36. dusty 37. depth  
38. daily 39. difference 40. dangerously 41. cheerful 42. cheaply  
43. bravery.

*Workbook 5, Page 6:*

1. B., 2. T., 3. D., 4. S., 5. D., 6. Q., 7.C.

*Workbook 5, Page 7:*

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

**CHAPTER 1**

**Pages 12-13**

Language Structure

*while* with continuous tense

## New Words

annoying (a.), attention, freshly, hungrily, juice, lick, manners, queue (n. & v.), single, sleeve, thirst, thirstily, capital, spell.

## Teaching Notes

*Comprehension Passage:* ‘The Magic Pear Tree’. 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. Demonstrate sentences like those in Exercise 2 by giving pairs of pupils actions to perform at the same time. They must, of course, be actions that continue over a period of time, e.g. cleaning the blackboard, sitting on the desk, drawing on the blackboard, opening all the windows. The teacher can then give models like these:

*While Zia was cleaning the blackboard,*

*Uzma was sitting on the desk.*

*While Maruf was drawing on the blackboard,*

*Helen was opening all the windows.*

Please note that these sentences should not be spoken until the actions have finished and the pupils have returned to their places, since we are practising the *past continuous* tense. Eventually the pupils should be able to produce sentences of their own on this model.

Then work Exercises 2 and 3 orally. These exercises may also be given as written work if the teacher wishes and thinks that it is necessary, but please note that Workbook 5, Page 8 also gives written practice in this construction.

Exercise 4, the punctuation passage, should be worked on the board first. The pupils can take it in turns to add the punctuation and capital letters, or tell the teacher what changes should be made. When the passage has been completely punctuated on the board, the pupils should be given time to study it. They may then copy it down or, if the teacher thinks they are capable of doing it correctly, the model can be rubbed off the blackboard and the pupils can write out the passage and punctuate it on their own. Please remember that the object of this exercise, as with all English teaching, is to avoid mistakes. If the pupils are weak at punctuation, it is better for them to copy out the passage rather than make mistakes.

Exercise 5 gives practice in comprehension and composition. It should be worked orally at first. If the teacher wishes, and time permits, the sentences may then be written out by the pupils.

*Revision:* Each chapter in this book includes several exercises designed to revise work done in previous years as well as new work done in this book. The first exercise in this section is an exercise in vocabulary revision. It contains only words which have previously been taught and which the pupils should know. The words are grouped as far as possible under different topics. In Exercise 6, for example, the words are all concerned in some way with the school. This exercise may be gone through quite quickly when the words are familiar to the pupils. When, however, a word is found to be giving difficulty the teacher first, and then the pupils, should make up examples of sentences which bring out the meaning of the word. This exercise also gives the teacher an opportunity to check the pupils' pronunciation and spelling.

Other revision exercises should be worked orally but they may be set as written exercises if the teacher thinks it necessary.

Workbook 5

Pages 8-9

Speech Guide

When revising the vocabulary in Exercise 6, special attention should be paid to words which the pupils had difficulty in pronouncing properly. Some words to look out for are:

absent:	æbsənt	not	ebsən
cupboard:	kʌbəd	not	kʌpbə:
nib:	nɪb	not	ni:b
exercise:	eksəsaɪz	not	esəsaɪz
add:	æd	not	ed
measure:	meʒə	not	meʃə
bracket:	brækit	not	brekit
platform:	plætɔ:m	not	pletfɔ:m
excellent:	eksələnt	not	esələnt

Note the stress and intonation patterns of the sentences in Exercise 2 and 3.

*While Zohra was ↗ SLEEPing,  
Kamal was ↘ READing.  
Zohra was ↗ SLEEPing,  
while Kamal was ↘ READing.*

### Answers to Exercises

#### Exercise 1:

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

#### Exercise 2:

a. While Maruf was working, Uzma was listening to the radio. b. While the teacher was speaking, Omer was looking out of the window. c. While the boys were swimming, the girls were sleeping. d. While the children were playing, Miss Jan was marking their books. e. While Anjum was sweeping the floor, Sumro was cleaning the windows. f. While Mr Shah was buying a newspaper, the children were looking in the shop window. g. While Mrs Ali was cooking a meal, Mr Ali was watching television.

#### Exercise 3:

a. Maruf was working while Uzma was listening to the radio. b. The teacher was speaking while Omer was looking out of the window. c. The boys were swimming while the girls were sleeping. d. The children were playing while Miss Jan was marking their books. e. Anjum was sweeping the floor while Sumro was cleaning the windows. f. Mr Shah was buying a newspaper while the children were looking in the shop window. g. Mrs Ali was cooking a meal while Mr Ali was watching television.

#### Exercise 4:

‘What big pears!’ the woman said.

'Yes,' said the man, 'and they are very juicy.'

'Please, may I have one?' said Mary.

*Exercise 5:*

A., B., D., C.

*Exercise 7:*

a. David ran faster than Jack. b. An aeroplane moves more quickly than a car. c. Zohra speaks more quickly than Uzma. d. Maruf laughed more loudly than Omer. e. Zohra wrote more carefully than Zeb. f. Uzma writes more neatly than Maruf. g. Men work harder than boys. h. Girls sing more sweetly than boys. i. Boys move more quickly than old men.

j. Zia is not as strong as Omer. k. Zeba did not write as fast as Uzma. l. A boat is not as big as a ship. m. Girls do not run as fast as boys. n. A dog is not as fierce as a lion. o. Martin does not speak as clearly as Teresa. p. Women are not as strong as men. q. A car does not move as slowly as a bicycle. r. A saucer is not as big as a plate. s. Tim did not run as fast as Sam.

*Workbook 5, Page 8:*

2. Uzma was working while Zeb was sleeping.
3. Maruf was laughing while Uzma was crying.
4. The children were listening while the teacher was talking.
5. While Uzma was playing the piano, Omer was reading the newspaper.
6. While the boys were swimming, the girls were sitting on the beach.
7. While Mr Shah was driving, the children were sitting on the car.
8. While Mrs Shah was cooking, the children were sitting at the table.

*Workbook 5, Page 9:*

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

**CHAPTER 2**

**Pages 16-19**

Language Structure

Past perfect tense

New Words

complete, fix, flash (n. & v.), hang, jaw, live (a.), own (a.), pronounce, raise, special, strongly, surprise (n. & v.)

Teaching Notes

Please see Chapter 1 for notes on dealing with the comprehension passage. Demonstrate sentences like the ones in Exercise 3 by giving a pupil a number

of actions to perform in the classroom. The teacher, and later the pupils, can then go through the actions using sentences like these:

*Peter shut the door.*

*After he had shut the door, he opened the window.*

*After he had opened the window, he cleaned the blackboard.*

*After he had cleaned the blackboard,*

*he drew a tree on the blackboard.*

*After he had drawn a tree on the blackboard,*

*he went back to his place.*

This can be made into a game. A pupil can be given a large number of actions to perform. When he has finished, the pupils take it in turns to describe the actions in the right order as in the examples above. When one pupil makes a mistake, another pupil carries on. In this way, the use of the past perfect tense will be brought out: to emphasize that one action in the past took place before another action also in the past.

Work Exercises 3 and 4 orally. Exercise 4 may also be used for written work if time permits.

Revision exercises should be worked orally. Please see the notes to Chapter 1.

#### Workbook 5

Pages 10-11

These multiple choice questions give more practice with the past perfect tense and other tense. Exercises of this kind may be worked orally first, explanation and extra practice being given on points which caused difficulty. Alternatively the questions may be used to diagnose difficulties. The pupils attempt the answers first and the teacher sees from their mistakes where more practice is needed.

#### Speech Guide

Particular care is needed with these words:

clothes:	klouðz	not	klous
needle:	ni:dl	not	nidl
scissors:	sizəz	not	si:əz
silk:	silk	not	si:lk
cap:	kæp	not	kep
heel:	hi:l	not	hil
heart:	ha:t	not	hʌt
throat:	θrout	not	trɔt
mouth:	mauθ	not	maut

## Answers to Exercises

### Exercise 1:

- a. C., b. E., c. D., d. D., e. B.

### Exercise 2:

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

### Exercise 3:

*Note:* All combinations are possible.

### Exercise 4:

a. After I had got up, I washed. b. After I had washed, I cleaned my teeth.  
c. After I had cleaned my teeth, I ate my breakfast. d. After I had eaten my  
breakfast, I went to school. e. After the bus had stopped, Tim got on. f. After  
the rain had stopped, they went outside. g. After they had washed their hands,  
they sat down. h. After Uzma had bought a ticket, she waited for the train to  
arrive.

a. When Uzma switched on the television, the programme had already started.  
b. When they reached home, the meal had already begun. c. When they reached  
the station, the train had already left. d. When she opened her umbrella, the  
rain had already stopped. e. When the bus stopped, one passenger had already  
jumped off. f. When the policemen arrived, the men had already run away.  
g. When Uzma started to help, Mrs Shah had already finished cooking. h. When  
the firemen arrived, the building had already burnt down.

a. Mrs Jan did not put the food on the table until all the children had arrived.  
b. Mr Ali did not close the shop until all the people had left. c. The bus did not  
start until everyone had got on. d. She did not give the exercise to the teacher  
until she had checked it for mistakes. e. The car did not start to move until the  
traffic light had turned green. f. The boys and girls did not clap until the singer  
had finished. g. The teacher did not begin to speak until all the children had sat  
down.

### 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 green. 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 8:*

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.

a. No, but they have almost read it. b. No, but they have almost eaten them. c. No, but they have almost dug it. d. No, but he has almost written it. e. No, but he has almost cleaned it. f. No, but she has almost washed them. g. No, but she has almost spent it. h. No, but she has almost swept it. i. No, but he has almost mended it. j. No, but she has almost cooked it. k. No, but they have almost painted it. l. No, but they have almost finished it.

*Workbook 5, Page 10:*

1. Q., 2. S., 3. P., 4. S., 5. Q.

*Workbook 5, Page 11:*

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

**CHAPTER 3**

**Pages 20-23**

Language Structure

*whose* and *where*

New Words

aboard, advantage, audience, band (musical), bank (for money), coal, dining room, postage, print (v.), restaurant, secretly, spread, sticky.

Teaching Notes

Please see Chapter 1 for notes on dealing with the comprehension passage.

It is difficult to practise these constructions in a classroom situation. The important point to explain is the way in which *whose* replaces the possessive pronoun (e.g. *Their* and *His*) when the sentences are joined. This is made clear in the examples in Exercise 2 by means of coloured boxes. Teachers may, if they wish, copy those on to the board to help them to explain the points.

The use of *where* to join sentences is similar but in this case *where* replaces several words. The examples in Exercise 3 make this clear but again the teacher may wish to use the blackboard.

Exercise 4, punctuation, may be worked on the board as explained in the notes to Chapter 1.

The revision exercises should be worked orally.

If the pupils are able to set all or nearly all of these exercises right, the teacher will know that they have mastered these two constructions.

Speech Guide

Notice the stress and intonation patterns in the examples below. In many cases the voice falls before *whose* as if at the end of a sentence:

*2,200 of the people were ↘ PASsengers,  
 whose rooms were like ho ↘ TEL rooms.  
 That is ↘ MARY, whose brother we met ↘ YESTerday  
 Leave the pen where you ↘ FOUND it.*

Some possible speech difficulties:

band:	bænd	not	bend
bank:	bænk	not	benk
taste:	teist	not	test
tasty:	teisti	not	testy
fork:	fɔ:k	not	fɔk
pork:	pɔ:k	not	pɔk
bean:	bi:n	not	bin

Answers to Exercises

*Exercise 1:*

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

*Exercise 2:*

- a. They passed a man whose car had broken down. b. We saw a boy whose dog had run away. c. The firemen were talking to the man whose house was on fire. d. We met a girl whose brother goes to our school. e. That is Tom whose father is a policeman. f. They are the children whose mother is in hospital. g. We saw three men whose boat was sinking. h. I know some boys whose school is next to ours.

- i. I am looking for a girl whose pen I borrowed. j. That is Uzma whose brother we met yesterday. k. That is Omer whose dog we saw swimming in the sea. l. Here is the boy whose desk you are sitting in. m. That is the man whose car we helped to push. n. Our teacher is Miss Jan whose books you carried yesterday. o. We all liked Mr Shah whose class we were in last year. p. This is

my cousin whose home we visited last week.

q. Omer Shah, whose home is in Saddar, cycles to school. r. Naz whose dog died last week, is very sad. s. Mrs Khan, whose purse we found, gave us five rupees. t. The Headmaster, whose name was Mr Memon, was very kind to us. u. My mother, whose two sisters were staying with us, was very busy. v. The policeman, whose hat had been stolen, was very angry. w. My father, whose office is in Liaquat Square, goes to work by bus. x. My friend, whose name is Sam, is coming to see me.

*Exercise 3:*

a. You will never catch any fish where the water is shallow. b. She likes to live where there are plenty of shops. c. I like to live where there are not many people. d. She put the flowers where everyone could see them. e. A big ship cannot go where the water is shallow. f. He put the money where no one could find it. g. He liked to sit where the teacher could not see him. h. Accidents happen where the road is not wide enough.

*Exercise 4:*

- a. 'What is the name of that ship?' asked Zohra.
- b. It was the 'Queen Elizabeth', but Omer did not know.
- c. 'I don't know,' said Omer. 'It's very big, isn't it?'

*Exercise 6:*

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

*Workbook 5, Page 12:*

2. I met a girl whose mother gives sitar lessons. 3. There is the man whose car was stolen. 4. I am going to see my friend whose home is in Quetta. 5. She began talking to a friendly girl whose name was Uzma. 6. Omer took me to see Maruf whose mother works in an office. 7. Everyone looked at the boy whose bag had fallen into the sea. 8. He spoke to the Headmaster whose name was Mr Jan. 9. The policeman called to see the boy whose bicycle had been stolen. 10. The book was about a man whose work was collecting snakes. 11. Yesterday I met Zeb whose sister I had already met. 12. He was looking for Maruf whose book he had borrowed.

*Workbook 5, Page 13:*

2. 'All right. I will put them where I found them.' 3. 'All right. I will put it where everyone can see it.' 4. 'All right. We shall go where we usually go.' 5. 'All right. I shall leave the books where the teacher told me to leave them.' 6. 'All right. I shall get off the bus where the roads meet.' 7. 'All right. I shall put the chair where no one will fall over it.' 8. 'All right. I shall put the desks where

we always put them.’ 9. ‘All right. We shall stop for a rest where there is not so much traffic.’ 10. ‘All right. I shall sign my name where the clerk has put a cross.’ 11. ‘All right. We shall do our homework where it is quiet.’ 12. ‘All right. I shall write the answer where a space has been left.’

## CHAPTER 4

Pages 24-27

### Language Structure

*when* and *until* with present tenses for the future

### New Words

accept, amusing, boastfully, gladly, joyfully, offer (n. & v.), pity (n.), problem, proudly, puzzle (n. & v.), rather, simple, understand.

### Teaching Notes

Work Exercises 3, 4, 5 and 6 orally.

Exercise 7 is a little more difficult than previous exercises of this kind. One suggestion is that pupils be asked to choose the first sentence, which the teacher writes on the board. The pupils are then asked to select the second sentence, which the teacher also writes on the board, and so on until the whole paragraph has been written. In this way mistakes will become obvious.

### Workbook 5

Pages 14-15

Page 14 practises the use of the present simple tense for the future after *when*, *until*, and *before*.

Page 15 practises sentences with *whose* as in the previous lesson.

### Speech Guide

Care is needed with the following words:

gladly:	glædli	not	gledli:
pity:	piti	not	pi:ti:
accident:	æksidant	not	eksidən
ache:	eik	not	ik
pain:	pein	not	pen
twelve:	twelv	not	twelf
third:	θə:d	not	θʌd
fourth	fɔ:θ	not	fɔ:t
fifth:	fifθ	not	fi:fθ

## 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. C.

### Exercise 3:

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

### 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. 9. 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 brought 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:

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

### Exercise 9:

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 a beggar sitting by the side of the road. g. Everyone ran to see the soldiers marching down the street. h. We watched the ferry crossing the harbour.

*Exercise 10:*

a. When they reached the bus stop, the bus had already left. b. When Omer arrived at school, the lesson had already started. c. When Uzma switched on the radio, the programme had already begun. d. When they reached the cinema, the film had already started. e. When the policeman arrived, the thief had already run away.

*Workbook 5, Page 14:*

2. He cannot go home until the bus comes. 3. I will go inside when someone opens the door. 4. They will not leave the room until the clock says four o'clock. 5. The beggar will not go away until 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 reach the top of the hill.

*Workbook 5, Page 15:*

2. This is a girl whose hair is short. 3. This is a woman whose hair is long. 4. This is a man whose car has been stolen. 5. This is a girl whose doll is broken. 6. This is a boy whose face is dirty. 7. This is a sailor whose ship is sinking. 8. This is a man whose money has been stolen.

**CHAPTER 5**

**Pages 28-31**

Language Structure

*so quickly that ... etc.*

New Words

built, coast, flood, heaven, language, material, place, plain, whole.

Teaching Notes

Work Exercises 3 and 4 orally.

Exercise 4 can also be used for written practice if the teacher thinks it necessary, but please note that Page 16 of the workbook also provides written practice in this construction.

Workbook 5

Pages 16-17

Answers to Exercises

*Exercise 1:*

a. A., b. E., c. D., d. D., e. D.

*Exercise 2:*

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

*Exercise 3:*

*Note:* All combinations are possible.

*Exercise 4:*

- a. It rained so heavily that the water could not drain away.
- b. It rained so heavily that whole blocks of flats were swept away.
- c. The car was moving so fast that it could not be stopped.
- d. The children in the choir sang so softly that no one could hear them.
- e. The clerk wrote so quickly that I could not read his writing.
- f. The thief moved so quietly that no one woke up.
- g. The bus conductor spoke so loudly that everyone heard him.
- h. The policeman ran so quickly that he caught two of the men.
- i. The bus stopped so suddenly that some of the passengers fell over.
- j. The water rushed down the hillside so quickly that many people were swept away.

*Exercise 5:*

'I think it's going to rain,' said Mr Ali.

'Yes, you're right,' said Mrs Ali. 'We should have brought our umbrellas.'

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

*Exercise 7:*

- a. 1. doesn't she? 2. does she? 3. doesn't he? 4. does he? 5. doesn't he?  
6. don't they? 7. do they? 8. don't they? 9. don't they? 10. do they?
- b. 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 they. 13. will you? 14. hasn't it? 15. has he? 16. haven'  
you? 17. have they? 18. hadn't she? 19. had they? 20. weren't they?  
21. wasn't it?

*Exercise 8:*

Went, was playing, isn't, would, had, finish, do, have, won't, done, is, isn't, is playing.

*Workbook 5, Page 16:*

2. She walked so quietly that no one heard her coming. 3. He spoke so loudly that the people in the next room could hear him. 4. He spoke so angrily that everyone was frightened. 5. She played the piano so beautifully that everyone clapped. 6. She did her work so carefully that the teacher was very pleased.

7. He did his work so carelessly that he was given no marks. 8. Mr Shah spoke so clearly that even the people at the back could hear him. 9. The boy tied up the parcel so loosely that everything fell out. 10. He wrote so neatly that the teacher pinned his work on the board. 11. He spoke so politely that his parents were pleased. 12. He ran so quickly that no one could catch him.

Workbook 5, Page 17:

1. D., 2. B., 3. D., 4. C., 5. A., 6. D.

**CHAPTER 6**

**Pages 32-35**

Language Structure

*although ...*

New Words

accidental, although, bite (v.), blood, defend, eyelids, fortunately, frog, poison (n.), poisonous, purpose, rabbit, smoothly, twist (v.), worm.

Teaching Notes

Work Exercises 3 and 4 orally, and in writing if the teacher wishes and if time permits. Workbook 5, Page 18, gives more practice in written work with this construction.

For exercises 5 and 6 please see notes to earlier lessons.

Workbook 5

Pages 18-19

Speech Guide

Note the stress and intonation patterns:

*Although it was ↗ raining, they went out ↘ SIDE.*

Words that require special attention:

Woman:	Wumən	not	woumən
women:	wimin	not	woumən
heat:	hi:t	not	hit

Answers to Exercises

Exercise 1:

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

*Exercise 2:*

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

*Exercise 3:*

- a. Snakes have teeth but they do not chew their food. b. It was cold but they swam in the sea. c. It was hot but she wore a thick coat. d. It was very dark but he could see someone outside the window. e. The sun was shining but they felt cold. f. He was feeling tired but he did not stop working. g. The sea was rough but the ship left the harbour. h. He was hungry but he could not eat anything.

*Exercise 4:*

- a. Although it was a holiday, the men and women were working.  
b. Although some people were crossing the road, the car did not slow down.  
c. Although it was raining heavily, the game of football continued. d. Although the desk was heavy, Maruf was able to carry it. e. Although the children were late, the lesson had not begun. f. Although the bus was full, the man tried to get on.  
g. Although the dog was very small, it ate a great deal. h. Although the King Cobra is very poisonous, it does not usually attack people.

*Exercise 5:*

- C., A., F., B., E., D.

*Exercise 6:*

- 'What is that in the grass?' asked Tom.  
'It looks like a snake,' said Zohra. 'Don't touch it.'  
'No, it isn't,' said Peter. 'It's only a piece of rope.'

*Exercise 8:*

- a. He took it off. b. Mrs Jan 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 9:*

- a. Maruf let Mary borrow his book. b. Miss Jan said, 'I will read you a story.'  
c. She said, 'Is your name David?' d. He said, 'Are you feeling unwell?' e. Mr Ali made us do the work again. f. Uzma ran faster than Omer. g. The other boys did not have as much money as Maruf. h. He ran so quickly that no one could catch him.

*Workbook 5, Page 18:*

2. Although she was tired, she could not get to sleep. 3. Although he could

not swim, he jumped into the water. 4. Although it was winter, it was a hot day. 5. Although the dog barked fiercely, the boy was not frightened. 6. Although the men were talking quietly, we could hear them in the next room. 7. although he tried for two hours, he did not catch a fish. 8. Although it was dark, we could see the ship quite clearly. 9. Although it was a fine day, they did not go for a walk. 10. Although it was nine o'clock, school had not yet begun. 11. Although he tried hard, he could not lift the box. 12. Although he washed his hands with soap and hot water, they were still dirty.

Workbook 5, Page 19:

2. fearless 3. careless 4. childless 5. untrue 6. unsatisfactory  
7. unhappy 8. unkind 9. truthful 10. colourful 11. careful 12. beautiful  
13. wooden 14. woolen 15. golden 16. musical 17. accidental  
18. dishonest 19. dissatisfied 20. disobedient

## CHAPTER 7

## Pages 36-39

### Language Structure

Time clauses with *since*.

### New Words

burst, cloud, crack (n. & v.), melt, serious, snow, throw

### 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 Jan on Friday. I did not see Mr Jan on Saturday. I did not see Mr Jan on Sunday. I did not see Mr Jan on Monday. *I have not seen Mr Jan since Friday.*

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

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

Mary: *I did some homework last night.*

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

Mary: *No, Miss Jan.*

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

Mary: *No, Miss Jan, 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 and 6 orally.

Workbook 5

Pages 20-21

Page 20 gives practice in writing sentences using *since*.

Page 21 uses multiple choice questions to give more practice in how to use (and how not to use) this construction.

Workbook 5

Pages 20-21

Some words that may require extra practice:

since:	sins	not	si:ns
thief:	θi:f	not	ti:f
businessman:	bɪznɪsmən	not	bɪznɪsmən
guest:	gest	not	ges

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 1971. e. I have not had a meal since yesterday. f. I have not slept well since last Friday. g. He has not read a book since January. h. She has not written to me since 2002. i. He has not smoked a cigarette since June. j. They had not seen her since last week.

*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 tiger

since I was in the Sundarbans. g. I have not sat in a train since I went to Quetta.  
h. He has not seen a snake since he 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. The aeroplane has not been seen since it left Peshawar. The aeroplane has not been seen since five o'clock. f. We have not seen our uncle since he came to see us. We have not seen our uncle since 1998. 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 8:*

a. 1. for six months. 2. since 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 1969. h. 1. since May. 2. for six months.

*Exercise 9:*

a. I have not bought a pair of shoes for six months. b. Although he felt ill, he went to school. c. I last read a newspaper three days ago. d. He was frightened but he did not run away. e. It rained so heavily that they had to go home. f. After he had written the letter, he posted it. g. His sister is not as tall as he is. j. The policeman made the people go away.

*Workbook 5, Page 20:*

2. I have not seen a snake since we went to Quetta. I have not seen a snake since June.
3. We have not had a swim since my uncle took us out in his boat. We have not had a swim since last year.
4. I have not been to hospital since I broke my arm. I have not been to hospital since 2001.
5. We have not seen our teacher since she said goodbye to us. We have not seen our teacher since the end of last term.
6. I have not eaten an orange since my mother gave me one. I have not eaten an orange since my birthday.
7. He has not read a book since his father gave him one. He has not read a book since Christmas.
8. I have not seen a seagull since I went to the beach. I have not seen a seagull since last year.

Workbook 5, Page 21:

1. S., 2. R., 3. P., 4. R., 5. P.

## CHAPTER 8

Pages 40-42

Language Structure

*It is ... (for you) to ...*

New Words

advise, battle, defeat, emperor, empire, rebel, rule, state, tax, taxes

Teaching Notes

Work Exercises 2, 3, 4 and 5 orally.

Workbook 5

Pages 22-23

Page 23 is general revision.

Speech Guide

Words which may require special attention:

difficult	dɪfɪkʌlt	not	di:fi:kʌlt
sampan:	sæmpæn	not	sempen
traffic:	træfɪk	not	trefik

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 wasteful 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 sensible 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 yards.

*Exercise 7:*

a. D., b. A., c. A., d. E.

*Workbook 5, Page 22:*

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 the 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 onto 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.

*Workbook 5, Page 23:*

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

**CHAPTER 9**

**Pages 44-47**

Language Structure

*I am ... that ...*

New Words

anywhere, beyond, bit, expect, fact, knowledge, metal, party, science, scientist, several, space, study, sunlight.

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: *Sunday is a holiday. Are you glad?*  
Pupil: *Yes, I am glad that Sunday is a holiday.*

Teacher: *What is two times two?*  
Pupil: *Four, Miss Jan.*  
Teacher: *Are you sure?*  
Pupil: *Yes, I am sure that two times two is four?*  
Teacher: *Is Peshawar in Asia?*  
Pupil: *Yes, Miss Jan.*  
Teacher: *Are you sure?*  
Pupil: *Yes, I am sure that Peshawar is in Asia.*

Workbook 5

Pages 24-25

Page 25 is general revision.

Speech Guide

Words that may require special attention:

glad:	glæd	not	gled
sand:	sænd	not	send
bathe:	beið	not	beit
flag:	flæg	not	fleg
film:	film	not	flim
travels:	trævlz	not	trevlz
camera:	kæmərə	not	kemərə
park:	pɑ:k	not	pɔk

Answers to Exercises

*Exercise 1:*

a. Untrue b. True c. True d. 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 Maruf will win the race. e. We are thankful that all the children are safe. f. We are pleased that Omer 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 Mary?' asked Peter.

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

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

*Exercise 5:*

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

*Exercise 7:*

- 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 8:*

- 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 Kotri.
- 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 9:*

a. Miss Jan told the children to stand up. b. It is easy for him to jump five feet. c. I have not seen him since he went away. d. Although it was very hot, they worked hard. e. She started singing five minutes ago. f. He has been in the school for two years.

*Workbook 5, Page 24:*

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.

*Workbook 5, Page 25:*

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

**CHAPTER 10**

**Pages 48-51**

Language Structure

*used to*

New Words

calendar, describe, explanation, flat, leap year, midday, midnight, shadow, shiny, sideways, therefore, used to.

Teaching Notes

Work Exercise 2a orally. Then ask the pupils to produce sentences of their own on the same model if possible. Do the same for Exercise 2b.

Work Exercise 3 orally and, if time permits, add more questions on the same model. Do the same for Exercises 4a and 4b.

Workbook 5

Pages 26-27

Speech Guide

Notice the letter *d* in *used* is pronounced /t/. The two words are joined: /ju:stu:/.

Some words which may require special attention:

animals:	æniməlz	not	eniməlz
cattle:	kætl	not	ketl
crab:	kræb	not	kreb
nest:	nest	not	nes
feather:	fədə	not	fedə
fox:	fɔks	not	fɔs
horse:	hɔ:s	not	hɔs
trap:	træp	not	trep

Answers to Exercises

*Exercise 1:*

- a. E., b. D., c. E., d. D.

*Exercise 2a and 2b:*

*Note:* All combinations are possible.

*Exercise 3:*

*The most probable answers are:*

- a. No, I didn't. b. No, I didn't. c. Yes, I did. d. No, I didn't. e. No, I didn't. f. No, I didn't. g. Yes, I did. h. Yes, I did.

*Exercise 4:*

*Note:* These answers are intended to practise the *used to* construction. They may not be true.

- a. 1. No, I don't. I used to live in Sialkot but I don't now.  
2. No, I don't. I used to go to school by bus but I don't now.  
3. No, I don't. I used to go to school by train but I don't now.  
4. No, I don't. I used to read picture books but I don't now.  
5. No, I don't. I used to play with toys but I don't now.  
6. No, I don't. I used to write with a pencil but I don't now.  
7. No, I don't. I used to eat lots of sweets but I don't now.  
8. No, I don't. I used to clean the blackboard but I don't now.  
9. No, I don't. I used to sing in a choir but I don't now.  
10. No, I don't. I used to play with little children but I don't now.
- b. 1. Yes, I do. I didn't use to swim in the sea but I do now.  
2. Yes, I do. I didn't use to clean my teeth but I do now.  
3. Yes, I do. I didn't use to comb my hair but I do now.  
4. Yes, I do. I didn't use to go to school but I do now.  
5. Yes, I do. I didn't use to fly kites but I do now.

6. Yes, I do. I didn't use to ride a bicycle but I do now.
7. Yes, I do. I didn't use to go on picnics but I do now.
8. Yes, I do. I didn't use to help my mother but I do now.
9. Yes, I do. I didn't use to go fishing but I do now.
10. Yes, I do. I didn't use to like school but I do now.

*Exercise 6:*

D. used, D. was, B. had, A. played, C. too, B. watch, A. had kicked,  
A. playing!, C. coming.

*Exercise 7:*

- a. The teacher said, 'Why are you eating sweets?'
- b. She said, 'Will you help me?'
- c. Zeb has fewer rupees than Omer.
- d. The box is too heavy for me to lift.
- e. He said, 'You must not talk.'
- f. I shall wait until the film is finished.

*Workbook 5, Page 26:*

*Note:* All combinations are possible provided that the first four lines beginning *be ...* are used with *isn't now*, and the bottom four lines are used with *doesn't now*.

*Workbook 5, Page 27:*

3. 'No, she doesn't. She *used* to go to a primary school but she doesn't now.
4. 'No, he isn't. He *used* to be late for school every day but he isn't now.'
5. 'No, she isn't. She *used* to be frightened of the dark but she isn't now.'
6. 'No, they don't. They *used* to go to school by bus but they don't now.'
7. 'No, he doesn't. He *used* to play football but he doesn't now.'
8. 'No, he isn't. He *used* to be a clerk in an office but he isn't now.'
9. 'No, they don't. They *used* to live in Kotri but they don't now.'
10. 'No, he doesn't. He *used* to smoke a pipe but he doesn't now.'
11. 'No, she doesn't. She *used* to make her own dresses but she doesn't now.'
12. 'No, they don't. They *used* to read picture books but they don't now.'

**CHAPTER 11**

**Pages 52-55**

Language Structure

*watched him move, saw him stop, etc.*

New Words

aim, beauty, bitter, choose, disappointment, effort, guide, hire, list, pack, permit, police station, slope, tent, tinned, useless.

## Teaching Notes

The purpose of Exercises 3 to 6 is to practise the use of the 'bare' infinitives (infinitives which do not have the word *to* in front of them) after 'verbs of perception': *saw, hurt, watched, felt*, and the two verbs *made* and *let*. The difference in meaning between *I saw him getting into the car* and *I saw him get into the car* is not very great. In the first example we are saying that we saw him while he was getting into the car but we did not necessarily see the whole completed action. When we say: *I saw him get into the car*, we mean that we saw the whole completed action, i.e. we saw him open the door, get inside, and close the door.

Exercise 3 at the same time compares some verbs which are followed by the infinitives with *to*. After working Exercise 3 orally teachers may practise conversations like these with the class:

Teacher: 'John, please close your book.'  
Teacher (to pupil): 'What did I tell John to do?'  
Pupil: 'You told him to close his book.'  
Teacher: 'Did he close it?'  
Pupil: 'Yes, I saw him close it.'

Teacher: 'Mary, please close the door.'  
Teacher (to pupil): 'What did I tell Mary to do?'  
Pupil: 'You told her to close the door.'  
Teacher: 'Did she do it?'  
Pupil: 'Yes, I heard her do it.'

Here is a suggestion for a game. One pupil is blindfolded and other pupils, at the teacher's suggestion, perform actions which cause a little noise, e.g. closing the door, opening the window, cleaning the blackboard, dropping a book. Then the pupil's blindfold is removed and he/she has to say what he/she heard:

*I heard someone close the door.*  
*I heard someone open the window.*  
*I heard someone clean the blackboard.*  
*I heard someone drop a book.*

A similar game may be played as a memory game without the use of a blindfold. The teacher tells a number of pupils, ten or more, to perform actions. Other pupils then have to say what they saw in the right order:

*I saw John stand up.*  
*I saw Mary close her book.*  
*I saw Peter put his pen on the Teacher's desk. etc.*

When one pupil cannot go on any longer, or gets the order of the actions wrong, another pupil takes over.

Then work Exercise 4 to 6 orally.

Workbook 5

Pages 28-29

Speech Guide

Some words which may cause difficulty:

earth:	ə:θ	not	ə:t
lake:	leik	not	lik
log:	lɒg	not	lɔk

Answers to Exercises

*Exercise 1:*

a. A., b. E.

*Exercise 2:*

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

*Exercise 3:*

*Note:* Not all combinations make good sense e.g. *I advised the dog to get into the car.* However, most combinations are possible provided that the word *to* is used only with *told, asked, etc.*

*Exercise 4:*

a. I heard the door close. b. We saw the ship sink. c. I heard him shout for help. d. I felt the bus move. e. He made the dog sit down. f. The teacher let Peter go outside. g. He saw the aeroplane land. h. I heard the bell ring. i. We saw the bus arrive. j. I felt the ground shake. k. He made her do it again. l. We let the bird fly away.

*Exercise 5:*

a. Yes, I saw the aeroplane fall into the sea. b. Yes, I saw the car crash into the tree. c. Yes, I saw Uzma fall down the steps. d. Yes, I heard Zohra shout. e. Yes, I watched the children climb the tree. f. Yes, I heard the teacher speak to you. g. Yes, I watched the birds build their nest. h. Yes, I heard the blackboard fall over.

*Exercise 6:*

get, ask, to get, say, to step, to move, stay, say, get.

*Exercise 8:*

- 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 not tidy, I comb it.
- b. 1. If Omer sees a thief, he will fetch a policeman. 2. If Uzma tears her  
dress, she will mend it. 3. If Maruf cannot catch a bus, he will walk. 4. If  
the shop is closed, Zohra will go to another one. 5. If Alan makes his shirt  
dirty, he will ask his mother to wash it. 6. If Dick breaks his aeroplane, he  
will ask his father to mend it. 7. If Mr Shah'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 flat, he will  
take the letter back to the Post Office.

*Workbook 5, Pages 28-29:*

1. B., 2. R., 3. A., 4. S., 5. D., 6. P.

**CHAPTER 12**

**Pages 56-59**

Language Structure

*less ... than ...*

New Words

ability, advance, camp, cigarette, composition,  
deed, greet, honesty, plastic, proud, puppy, reporter,  
satisfactory, sensible, shorts, supper, team, tomato, vest.

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

Work Exercises 2 and 3 orally.

Page 30 gives written practice with sentences using *less*.

Page 31 is general revision.

## Speech Guide

Some words that may require pronunciation practice are:

thunder:	θʌndə	not	tʌndə
warmth:	wɔ:mθ	not	wɔmt
minute	minit	not	minu:t
south:	sauθ	not	saut
north:	nɔ:θ	not	nɔ:t

## Answers to Exercises

*Exercise 1:*

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

*Exercise 2:*

- The second path was not as difficult as the first path. The second path was less difficult than the first path.
- Mary's book is not as exciting as John's book. Mary's book is less exciting than John's book.
- A thunderstorm is not as dangerous as a cyclone. A thunderstorm is less dangerous than a cyclone.
- Cats and dogs are not as useful as cows and sheep. Cats and dogs are less useful than cows and sheep.
- Trams are not as comfortable as buses. Trams are less comfortable than buses.
- A plastic bag is not as expensive as a leather bag. A plastic bag is less expensive than a leather bag.
- Villages are not as noisy as towns. Villages are less noisy than towns.
- 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.
- Cleverness is not as important as honesty. Cleverness is less important than honesty.
- 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.
- Peter's work was not as satisfactory as Paul's work. Peter's work was less satisfactory than Paul's work.

*Exercise 3:*

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 cyclone. 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 4:*

'What is the name of the highest mountain in the world?' asked Peter.  
'I don't know,' said Helen. 'Do you know?'  
'No, I don't,' said Peter. 'Let's ask Miss Ali.'

*Exercise 5:*

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

*Exercise 7:*

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 8:*

a. The puppy (that) Maruf was carrying was one month old. b. The shorts (that) Omer 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) David 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 30:*

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

Workbook 5, Page 31:

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

## CHAPTER 13

## Pages 60-63

Language Structure

*either ... or ...*

New Words

central, judge, moist, moisture, monsoon, nephew, New Year, niece, nut, orange (a.), purple, receive, shovel, stool, time, total.

Teaching Notes

Practise *either ... or ...* in classroom situations. For example, you may put two objects in a box, perhaps an apple and an orange. Then take out one of the objects holding it between a book so that the pupil cannot see it:

Teacher: 'What am I holding?'

Pupil: 'I don't know, Miss Ali. It's either an apple or an orange.'

A chain conversation around the class may be practised in this way. Each child offers the next child two objects, e.g. a ruler and a rubber, saying:

*You can have either a rubber or a ruler but you can't have both.*

The next child chooses which one he wants and then offers two objects to another child using the same words.

Work Exercises 3 and 4 orally.

Workbook 5

Pages 32-33

Speech Guide

Please note that *either* /aiðə/ is the more usual pronunciation but sometimes the American pronunciation /i:ðə/ is heard. Some words which may give difficulty.

city:	siti	not	si:t
passage:	pæsid <sub>3</sub>	not	pesid <sub>3</sub>
pedestrian:	pidestrian	not	pidestein

Answers to Exercises
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*Exercise 1:*

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

*Exercise 2:*

- a. E.,   b. B.,   c. A.,   d. A.

*Exercise 3:*

- a. 1. You can have either a pen or a pencil. 2. He can have either a cup or a glass. 3. They can have either some nuts or an orange. 4. You can have either a chair or a stool. 5. She can have either a book or a piece of paper. 6. You can have either coffee or tea. 7. He can have either a kite or an aeroplane. 8. She can have either a new dress or a new pair of shoes.
- b. 1. We shall either play football or play basketball. (or We shall play either football or basketball.) 2. I shall either listen to the radio or watch television. 3. They will either go on a picnic or stay at home. 4. I shall either do my homework or read a book. 5. I shall either go by train or take a bus. 6. I shall either see a doctor or go to the hospital. 7. We shall either have a lesson or watch television. 8. We shall either stay on the beach or go to the cinema.
- c. 1. He wears either an orange shirt or a purple one. 2. He goes home for either Christmas or the New Year. 3. Cyclones travel either north or north-west. 4. He meets either his niece or his nephew. 5. He goes to school either by bus or by car. 6. She sits on either a chair or a stool.

*Note:* In Exercise 3c some variation in the position of *either* and *or* is possible. For example, alternative answers to No. 6 are: *She sits either on a chair or on a stool.* *She either sits on a chair or sits on a stool.*

*Exercise 4:*

- a. Neither Uzma nor Zeb is tall.   b. Neither the boys nor the girls went home.  
 c. Neither Zohra's dress nor Helen's dress is purple.   d. Neither Omer's shirt nor David's shirt is orange.   e. Neither Mr Ali's niece nor his nephew went to see him.   f. Neither Omer's composition nor Maruf's composition was satisfactory.  
 g. Neither the tomatoes nor the apples were ripe.   h. Neither the boys nor the girls played basketball.

*Note:* Again some variation in the position of *neither* and *nor* is possible. For example, an alternative answer to Exercise 4c may be: *Neither Zohra's nor Helen's dress is purple.*

*Exercise 6:*

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 pilot is a man who flies an aeroplane. A man who flies an aeroplane is a pilot. f. A sailor is a man who sails a ship. A man who sails a ship is a sailor. g. A soldier is a man who fights in a battle. A man who fights in a battle is a soldier. h. A waiter is a person who works in a restaurant. A person who works in a restaurant is a waiter. i. A nurse is a woman who works in a hospital. A woman who works in a hospital is a nurse. j. A bus driver is a man who drives a bus. A man who drives a bus is a bus driver. k. A train driver is a man who drives a train. A man who drives a train is a train driver. l. A shopkeeper is a person who looks after a shop. A person who looks after a shop is a shopkeeper. m. A taxi driver is a man who drives a taxi. A man who drives a taxi is a taxi driver. n. A judge is a man who sends people to prison. A man who sends people to prison is a judge.

*Exercise 7:*

a. Peter wore a shirt which was orange with purple spots. b. We bought some nuts which we ate in the cinema. c. The soldiers fought a battle which went on for two days. d. She had a little stool which she sat on while she was painting. e. She bought some tomatoes which cost fifty paise each. f. The children bought some chocolate which they gave to their mother. g. The thief entered through a window which was open.

*Workbook 5, Page 32:*

2. She wants to be either a nurse or a typist. She does not want to be a teacher.
3. He wants either to read a book or to listen to the radio. He does not want to do his homework.
4. They want to go either to Hill Park or to Clifton. They do not want to go to Malir.
5. I want to sit either at the back or in the middle. I do not want to sit in the front.
6. I want either to play or to work. I do not want to go to sleep.
7. He wants to be either a soldier or a policeman. He does not want to be a sailor.
8. They want to go either to England or to America. They do not want to go to Japan.

Workbook 5, Page 33:

1. P., 2. P., 3. T., 4. Q., 5. P., 6. T., 7. Q.

## CHAPTER 14

## Pages 64-67

### Language Structure

*would rather*

### New Words

behaviour, bracket, breath, cleverly, collection, festival, foreign, foreigner, honey, jealous, love, poem, poetry, pronunciation, rickshaw, shark, spoonful, sport(s), wildly, wisely.

### Teaching Notes

Demonstrate the use of *would rather* by showing the pupils two objects, e.g. an apple and an orange:

Teacher: *Would you like an apple?*

Pupil: *No, thank you. I'd rather have an orange.*

Teacher then gives the orange to the pupil. Teacher continues this until a number of pupils have a number of objects. The pupils can then practise the conversation among themselves:

Pupil A: *Would you like a pencil?*

Pupil B: *No, thank you. I'd rather have a book.*

*Note:* It is better to use the short form *I'd rather* than the full written form *I would rather*, although the teacher may use the full written form if he or she prefers it.

Then work Exercises 2a and 2b. The pupils should then be encouraged to ask each other questions like the ones in 2b and to give truthful answers.

Work Exercise 3a. The pupils may decide their own answers. Then practise questions and answers of the same kind.

Practise the dialogue in Exercise 4 until all pupils know it by heart. When doing this, the pupil reading the part of A should be holding two objects, e.g. two oranges, two pencils, two rubbers, etc.

### Workbook 5

Pages 34-35

### Speech Guide

Notice that in sentences like those in Exercises 2a and 2b, the main stress falls on the last word:

Would you like an  $\nearrow$  APple?  
I'd rather have an  $\searrow$  ORange.

Note the stress and intonation pattern in Exercise 3:

Would you rather have a  $\nearrow$  PEAnut or a ba  $\searrow$  NAna?  
I'd rather have a  $\searrow$  PEAnut than a ba  $\searrow$  NAna.

Answers to Exercises
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Exercise 1:

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

Exercise 2:

- a. 1. Would you like a pencil? I'd rather have a pen. 2. Would you like some sweets? I'd rather have an ice cream. 3. Would you like a saucer? I'd rather have a plate. 4. Would you like some tomatoes? I'd rather have a cake. 5. Would you like a potato? I'd rather have an apple. 6. Would you like a rabbit? I'd rather have a dog. 7. Would you like a pen? I'd rather have a radio. 8. Would you like a wrist watch? I'd rather have a camera. 9. Would you like a puppy? I'd rather have an old dog. 10. Would you like a spoonful of medicine? I'd rather have a sweet. 11. Would you like some honey? I'd rather have some jam. 12. Would you like a goat? I'd rather have a cow.
- b. 1. Would you like to ride in a rickshaw? I'd rather ride in a taxi. 2. Would you like to sit on a stool? I'd rather sit on a chair. 3. Would you like to swim in a river? I'd rather swim in the sea. 4. Would you like to go somewhere by train? I'd rather walk. 5. Would you like to do some arithmetic? I'd rather do some English. 6. Would you like to do some work? I'd rather go to sleep. 7. Would you like to go to Japan? I'd rather go to England. 8. Would you like to read some poetry? I'd rather read a story. 9. Would you like to work in an office? I'd rather be a pilot. 10. Would you like to go shopping? I'd rather go to the library. 11. Would you like to go shopping? I'd rather go to the library. 12. Would you like to live in Lahore? I'd rather live in Peshawar.

Exercise 3:

Note: Pupils may decide their own answers.

- a. I'd rather have some fruit than a biscuit.   b. I'd rather play games than do my homework.   c. I'd rather have a brother than a sister.   d. I'd rather learn poetry than write an exercise.   e. I'd rather have bread and jam than bread and honey.   f. I'd rather own a goat than a dog.   g. I'd rather watch sports than play

in a football match. h. I'd rather wear shorts than long trousers. i. I'd rather be bitten by a crab than by a shark. j. I'd rather go to the beach than go to the cinema.

*Exercise 6:*

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

*Workbook 5, Page 34:*

*Note:* Words in brackets may be left out.

2. He would rather go to the cinema than (go) to school. 3. She would rather write with a pen than (write) with a pencil. 4. They would rather go for a swim than (go) for a walk. 5. She would rather ride in a bus than (ride) in a tram. 6. He would rather sit in the shade than (sit) in the sun. 7. She would rather read a book than listen to the radio. 8. He would rather walk down a hill than climb up a hill.

*Workbook 5, Page 35:*

*Note:* Pupils may answer according to their own preference.

3. I'd rather go for a walk than go for a swim./I'd rather go for a swim than go for a walk.
4. I'd rather be a teacher than a policeman./I'd rather be a policeman than a teacher.
5. I'd rather live near a river than near the sea./I'd rather live near the sea than near a river.
6. I'd rather get out of bed at six o'clock than eight o'clock./I'd rather get out of bed at eight o'clock than six o'clock.
7. I'd rather have ten rupees than twenty rupees./I'd rather have twenty dollars than ten rupees.
8. I'd rather sit in the front of the class than at the back./I'd rather sit at the back of the class than in the front.
9. I'd rather have a kite than a doll./I'd rather have a doll than a kite.
10. I'd rather have a bicycle than a car./I'd rather have a car than a bicycle.

**CHAPTER 15**

**Pages 68-71**

Language Structure

Passive with agent

New Words

clip, coward, curtain, freedom, govern, hope, railing, sadly, scratch, spider, swing, use, web

## Teaching Notes

The Passive without the agent was introduced in Book 4 in sentences like these:

*The window was broken.*

*The money has been stolen.*

In this use we either do not know who performs the action or it is not important. We are now going to practise the use of the Passive in which the person who performs the action is stated. At the same time you are going to revise the different tense forms of the Passive.

Before working the exercises the teacher can demonstrate this construction by telling the pupils to perform a number of actions in the classroom which can be described in sentences like these:

*The blackboard was cleaned by Zia.*

*The window was opened by Uzma.*

*The picture was drawn by Susan.*

This can be developed into a memory game in which a number of pupils perform actions. When they have finished, other pupils try to remember who performed which action, and to say so using sentences like the ones above.

Work Exercise 2 to 4 orally. Exercise 5 should be worked orally at first, but may then be used as a revision exercise.

## Workbook 5

Pages 36-37

Page 36 practises the use of the Passive with the agent and Page 37 revises verb tenses.

## Speech Guide

Remember the three different pronunciations of *ed* in past participles:

*ed* equals /t/: clapped, asked, knocked, ached.

*ed* equals /d/: lived, begged, cried, answered.

*ed* equals /id/: painted, acted, added, posted.

## Answers to Exercises

*Exercise 1:*

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

*Exercise 2:*

*Note:* All combinations are possible.

*Exercise 3:*

a. collected   b. done.   c. broken   d. seen, caught   e. painted   f. eaten  
g. read   h. paid   i. dug   j. eaten

*Exercise 4:*

a. The traveller was attacked by thieves.   b. The little boy was bitten by a snake.   c. The ring in the shop was bought by a rich man.   d. All the thieves have been caught by the police.   e. Prizes will be given to the prize-winners by Mrs Jan.   f. The car is being repaired by two men.   g. New curtains for the window are being made by Mrs Jan and Uzma.   h. The tree was blown down by the wind.   i. The order was quickly obeyed by all the children.   j. The fisherman was bitten by a shark.

*Exercise 5:*

a. The desk was broken by Maruf.   b. Uzma's homework was done for her by Mr Jan.   c. Omer was bitten in the leg by a little dog.   d. The bus was being driven by a fat, cheerful man.   e. The side of the car had been scratched by a sharp stone.   f. Zeb was invited by her cousin to spend the weekend with her.   g. The bill for the meal will be paid by Mr Shah.   h. The playground was divided into two parts by a railing.   i. Some of the things in the cupboard are being eaten by cockroaches.   j. Coal is used for making fire by people in cold countries.   k. One piece of paper is fastened to the other by a paper clip.   l. The curtains for the school's stage will be made by some of the girls.

*Exercise 6:*

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

*Exercise 8:*

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 actors and actresses were acting for three hours.   f. The Headmaster was speaking for half an hour.

*Exercise 9:*

*Note:* All combinations are possible.

*Workbook 5, Page 36:*

2. The roof of the hut was blown away by the wind.   3. The little girl was frightened by a big dog.   4. Mr Sumro was knocked down by a bus.   5. The accident was seen by several people.   6. Mrs Ali's purse was found by a little

boy. 7. That picture was painted by a friend of mine. 8. The broken window was mended by a workman. 9. The letter to the newspaper was written by one of the pupils. 10. The boat was made by the boys in this school. 11. This game is played by four people. 12. The book was written by Charles Dickens.

Workbook 5, Page 37:

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 shining 13. knew  
14. had written 15. have finished 16. has torn 17. looks, will have

## CHAPTER 16

Pages 72-75

Language Structure

*wish*

New Words

darling, fee, fairy, loincloth, lotus, pink, window.

Teaching Notes

This chapter practises the use of the past form after *wish*. After working each group of sentences in Exercise 3, give the pupils practice in making up their own sentences on the same pattern. For example after Exercise 3 let the pupils first practise making sentences on their own beginning: *I wish I could ...*, then practise sentences beginning: *I wish someone could ...*

Exercise 4 practises a common difficulty: the use of the past form after *wish*, but the present form after *hope*.

Workbook 5

Pages 38-39

Answers to Exercises

Exercise 1:

a. E., b. D., c. D., d. C.

Exercise 2:

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

Exercise 3:

a. 1. I wish I could sing but I can't. 2. I wish he would tell me but he won't.  
3. I wish Omer could come but he can't. 4. I wish she would help me but she won't.  
5. I wish we could play football but we can't. 6. I wish they would sit down but they won't.  
7. I wish I could find my book but I can't. 8. I

wish he would show it to me but he won't. 9. I wish she could do it but she can't. 10. I wish I could see it but I can't.

- b. 1. I wish I knew the answer but I don't. 2. I wish I understood it but I don't. 3. I wish I slept well but I don't. 4. I wish she lived near me but she doesn't. 5. I wish I liked ice cream but I don't. 6. I wish I didn't sit in the front of the class but I do. 7. I wish I didn't like sweets but I do. 8. I wish I didn't have a headache but I do. 9. I wish we didn't do homework every night but we do. 10. I wish we didn't have arithmetic twice a day but we do.
- c. 1. I wish I were grown up but I am not. 2. I wish he were here but he is not. 3. I wish she were my sister but she is not. 4. I wish I were tall but I am not. 5. I wish they were coming but they are not. 6. I wish I were not afraid but I am. 7. I wish he were not ill but he is. 8. I wish the shop were not closed but it is. 9. I wish it were not raining but it is. 10. I wish the apples were not rotten but they are.
- d. 1. I wish I had gone there but I didn't. 2. I wish I had done it but I didn't. 3. I wish he had given me one but he didn't. 4. I wish she had bought one but she didn't. 5. I wish I had seen the film but I didn't. 6. I wish I had not told her but I did. 7. I wish the dog had not bitten him but it did. 8. I wish the ball had not broken the window but it did. 9. I wish we had not lost the ball but we did. 10. I wish I had not broken my pen but I did.

*Exercise 4:*

a. hope b. wish c. wish d. hope e. wish f. hope g. wish h. hope  
i. wish j. hope

*Exercise 6:*

a. When Mr Ali 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 hours. 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 Shah, she was wearing a new hat. 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.

*Workbook 5, Page 38:*

2. I wish it would stop raining. 3. I wish I had a kite. 4. I wish she would give me an orange. 5. I wish it were time to go home. 6. I wish I had a bicycle. 7. I wish it were a holiday today. 8. I wish I could swim. 9. I wish I had something to do. 10. I wish someone would clean the blackboard. 11. I wish you would be more careful. 12. I wish I knew the answer.

Workbook 5, Page 39:

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

1. had 2. will 3. would 4. have 5. knew 6. will 7. did 8. will  
9. would 10. will 11. could 12. will

## CHAPTER 17

Pages 76-79

Language Structure

*needn't*

New Words

ashamed, candy, curry, custom, prayer, shy,  
sweetmeat, tray.

Teaching Notes

Work Exercises 2 to 4 orally. Then practise questions and answers like those in Exercise 4. Each pupil asks a question of the next pupil who may reply using *Yes, you must ... or No, you needn't ...* The pupil who asks the question obeys the instruction:

1st Pupil (to 2nd Pupil): *Must I open my desk?*  
2nd Pupil: *Yes, you must open your desk.*  
(1st Pupil opens his desk).

2nd Pupil (to 3rd Pupil): *Must I close my book?*  
3rd Pupil: *No, you needn't close your book.*  
(2nd Pupil does not close her book.)

3rd Pupil (to 4th Pupil): *Must I comb my hair?*  
(and so on)

Then work Exercise 5 orally.

Workbook 5

Pages 40-41

Page 40 practises *needn't* and *must*.

Page 41 includes *must* and *needn't* but also revises some other constructions.

Speech Guide

See that the pupils pronounce the final letter *t* in *must*. This is easier when the next word begins with a vowel because the two words are almost joined together: *Must I ...*, *Must Anjum ...*

See that the pupils sound the final letter *t* in some of the words in Exercise 7: *against, cost*.

In *next to* there is only a very small pause between the letter *t* at the end of *next* and the *t* at the beginning of *to*. They are spoken almost as one letter.

Answers to Exercises
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*Exercise 1:*

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

*Exercise 2:*

a. We don't need to/needn't pay because it is free. b. We don't need to/needn't swim because there is a ferry. c. We don't need to/needn't wear a coat in the summer. d. He doesn't need to/needn't wear a tie at his school. e. She doesn't need to/needn't go to school until nine o'clock. f. A dog doesn't need to/needn't wear a collar when it is a small puppy.

*Exercise 3:*

a. Maruf didn't need to go to the doctor yesterday because he felt much better. b. Omer didn't need to clean his shoes this morning because Uzma had cleaned them. c. Uzma didn't need to sew her dress yesterday because her mother did it for her. d. I didn't need to buy a book because my uncle bought it for me. e. We didn't need to take any food on the picnic because Mrs Shah took plenty. f. I didn't need to clean the board at the end of the last lesson because someone had already cleaned it.

*Exercise 4:*

a. Yes, she must do it again. No, she needn't do it again. b. Yes, they must go. No, they needn't go. c. Yes, he must stand up. No, he needn't stand up. d. Yes, they must wear ties. No, they needn't wear ties. e. Yes, you must change your shirt. No, you needn't change your shirt. f. Yes, you must finish the exercise. No, you needn't finish the exercise. g. Yes, you must take umbrellas. No, you needn't take umbrellas. h. Yes, you must read the book. No, you needn't read the book. i. Yes, he must clean the board. No, he needn't clean the board. j. Yes, you must stop now. No, you needn't stop now.

*Exercise 5:*

a. He must do it again, mustn't he? b. They must wear coats, mustn't they? c. We needn't go home yet, need we? d. He must pay the rent, mustn't he? e. Firemen must be brave, mustn't they? f. We mustn't throw waste paper on to the ground, must we? g. She needn't do it again, need she? h. I needn't sweep the floor, need I? i. She mustn't be afraid, must she? j. I needn't change my shoes, need I? k. He must give you another one, mustn't he? l. We must keep our school clean, mustn't we? m. We needn't do any work, need we?

*Exercise 6:*

'Your shirt is very dirty,' Mrs Shah said to Omer. 'You must change it at once.'  
'Must I change my shorts, too?' asked Omer.  
No, you needn't,' replied his mother.

*Exercise 8:*

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

*Workbook 5, Page 40:*

3. 'No, you needn't pay any money now, but you must pay me tomorrow.'
4. 'No, you needn't get to school by seven-thirty, but you must get there by a quarter to eight.'
5. 'No, you needn't eat all of it, but you must eat some of it.'
6. 'No, you needn't write a whole page, but you must write half a page.'
7. 'No, you needn't do your homework now, but you must do it before you go to school tomorrow.'
8. 'No, you needn't switch off the radio now, but you must switch it off before you go to bed.'

*Workbook 5, Page 41:*

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

**CHAPTER 18**

**Pages 80-83**

Language Structure

*whenever, wherever, etc.*

New Words

address, agree, argument, compare, cousin, explain, fever, freeze, How do you do, kilogram, lay, nonsense, physical, recently, sauce

Teaching Notes

Work Exercises 3 to 5 orally. Exercise 5 is also suitable for written work, if time permits.

Workbook 5

Pages 42-32

Page 43 is general revision.

Speech Guide

See that the pupils pronounce *whenever, wherever, whatever, whichever*, and

whoever as single words. There should be no separation between the two parts. Notice the stress and intonation pattern of the sentences in Exercise 3. The voice does not fall until the end of the sentence is reached:

Whenever the bus  $\nearrow$  STOPS, the doors are  $\searrow$  OPened.  
Wherever they  $\nearrow$  go, they make many  $\searrow$  FRIENDS.

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

Exercise 3:

Note: All combinations are possible.

Exercise 4:

a. Whenever the bus stopped, someone got off. b. Wherever he went, the dog followed him. c. Whenever Miss Jan explained something, all the children understood. d. Wherever she went, she took her cousin. e. Whenever she went shopping, she carried a little yellow bag. f. Whenever they had physical education, they changed their clothes. g. Wherever the hen went, it laid an egg. h. Whenever we meet someone for the first time, we should say, 'How do you do?' i. Whenever we have a fever, we should go to bed. j. Wherever he went, he gave money to poor people.

Exercise 5:

a. Whatever b. whichever c. Whoever d. whatever e. whatever  
f. whoever g. whatever h. whichever i. Whichever j. Whoever

Exercise 6:

- A., E., B., F., D., C.

Exercise 8:

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

Workbook 5, Page 42:

Note: All combinations are possible providing that *Whenever* is used only with sentences in the top section of the box, and *Wherever* is used only with sentences in the bottom section of the box.

Workbook 5, Page 43:

1. S., 2. S., 3. T., 4. P., 5. S., 6. T., 7. S.

## Language Structure

*so/neither*

## New Words

adventure, born, college, downwards, eager, eagerly, fair (colour), fare, lame, lonely, lump, nasty, nicely, odd, powder, present (adj.), speech, sudden, trip.

## Teaching Notes

Work Exercises 3a orally. Then give the pupils individual practice in replying to remarks made by the teacher like these:

- Teacher: *I was early yesterday.*  
 Pupil A: *So was I.*  
 Teacher: *I went to the cinema last night.*  
 Pupil B: *So did I.*  
 Teacher: *I like oranges.*  
 Pupil C: *So do I.*

Deal with Exercise 3b in the same way.

- Teacher: *I haven't any money.*  
 Pupil A: *Neither have I.*  
 Teacher: *I didn't go out last night.*  
 Pupil B: *Neither did I.*  
 Teacher: *I do not like music.*  
 Pupil C: *Neither do I.*

Work Exercise 4 orally. It may also be used as written work if time permits but note that the workbook also gives written practice.

## Workbook 5

Pages 44-45

Page 44 is general revision.

## Speech Guide

Notice that *neither* is usually pronounced /naiðə/ in England. In America and Australia it is usually pronounced /ni:ðə/. *Either* varies in the same way.

## Answers to Exercises

### Exercise 1:

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

### Exercise 2:

- a. E., b. A.

### Exercise 3:

- a. 1. am 2. was 3. did 4. am 5. have 6. was 7. do 8. did 9. was  
10. is 11. does 12. has 13. will 14. had
- b. 1. have 2. am 3. did 4. was 5. did 6. were 7. did 8. has  
9. does 10. must

### Exercise 4:

a. Naz's medicine was nasty and so was Zohra's. b. Pat wasn't born in Peshawar and neither was Mansoor. c. Mr Ali went to College and so did Mr Shah. d. 6 isn't an odd number and neither is 8. e. English girls sometimes have fair hair and so do German girls. f. Cars are not allowed to park here and neither are buses. g. Mary sings very nicely and so does Helen. h. My dog wouldn't stop barking and neither would his dog. i. The Head Girl made a little speech and so did the Head Boy j. Uzma and Omer weren't present at school yesterday and neither were Zia and Zeb.

### Exercise 5:

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

### Exercise 7:

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

*Note:* In Exercise 7b, two answers are possible: D. or C. but D. is the more likely answer. The difference in meaning should be explained to the pupils:

*Whenever I see Zia, he smiles.*

This means that Zia smiles at me every time he sees me.

*Whenever I see Zia, he is smiling.*

This means that Zia, smiles a great deal of the time and every time I see him he is smiling.

### Workbook 5, Page 44:

3. ... neither does Uzma. 4. ... so is Omer. 5. ... so has Uzma.  
6. ... neither is Omer. 7. ... so did Uzma. 8. ... so do the boys. 9. ... and  
neither are the cups. 10. ... and neither has Uzma.

### Workbook 5, Page 45:

1. B., 2. S., 3. D., 4. T., 5. B., 6. S., 7. D.

## CHAPTER 20 Pages 88-91

### Language Structure

*hurt herself, enjoyed themselves, etc.*

### New Words

age, birth, card, chance, complain, cure, dip, during, fill, itch, juicy, lead (v.), leader, log, obedient, patiently, pinch, rail, recess, shade, suck, tame, tip, tune.

### 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

Page 46 only

### Speech Guide

Pay particular attention to the difference between the unvoiced sound /f/ and the voiced sound /v/. Pupils may tend to pronounce the letter *v* in *ourselves*, *yourselves*, and *themselves* as if it were the letter *f*.

### 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. herself   k. themselves   l. himself, himself, himself  
m. himself   n. themselves   o. himself   p. herself

*Exercise 5:*

'Oh!' cried Uzma. 'I've cut myself.'

'How did you do that?' asked Tim.

'I was sharpening a pencil and my knife slipped,' said Uzma.

*Note:* An exclamation mark may be used in place of the full stop after *myself* in the first line.

*Exercise 7:*

a. My mother made me sweep the floor.   b. There is not enough milk in the jug.  
c. The box was too heavy for him to lift.   d. The glass was big enough to hold a pint of water.  
e. The money was stolen during the night.   f. A lot of furniture is made in that factory.  
g. Maruf wanted to know where to put the books.   h. Omer said, 'What shall I do?'  
i. Zeb said, 'I think it's going to rain.'   j. Uzma did not know where to go.

*Exercise 8:*

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

*Workbook 5, Page 46:*

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.

**CHAPTER 21**

**Pages 92-95**

Language Structure

*I did it myself*, etc.

New Words

admit, among, arrange, arrival, dismiss, dumb, fairly, fear, fit, follow, fond, helpful, interested, invite, knot, mind, silently, useful.

Teaching Notes

The words *myself*, *herself*, etc, which are practised in this chapter have the same forms as the ones in the last chapter, but they have a different use. In Chapter 22 they are used as 'reflexive pronouns': the subject of the sentence performs the

action upon *myself, herself*, etc. In Chapter 21 they are used as ‘emphatic pronouns’: they emphasize that the action applies to the subject and not to any one else.

The position of emphatic pronouns may vary. Emphatic pronouns may be placed at the ends of sentences, as in Exercise 2, or they may be placed immediately after the subject. Exercise 3 practises both positions. The teacher may demonstrate and practise the use of emphatic pronouns by means of conversations like these:

Teacher to Pupil: *Please close the window.*

Pupil: *I've closed the window.*

Teacher: *Did anyone help you to close the window?*

Pupil: *No, I closed it myself.*

Work Exercises 2 to 4 orally.

Workbook 5

Pages 47-48

Please note that Page 47 practises the use of emphatic pronouns but Page 48 includes both emphatic and reflexive pronouns.

Speech Guide

Notice that the main stress usually falls on the emphatic pronoun wherever it occurs:

*He does it him ↘ SELF.*

*He him ↘ SELF does it.*

Answers to Exercises

*Exercise 1:*

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

*Exercise 3:*

a. Yes, he himself cleans them. He cleans them himself. b. Yes, she herself does it. She does it herself. c. Yes, I myself bought it. I bought it myself. d. Yes, he himself locked it. He locked it himself. e. Yes, they themselves built it. They built it themselves. f. Yes, I myself caught it. I caught it myself. g. Yes, they themselves work hard. They work hard themselves. h. Yes, we ourselves saw it. We saw it ourselves. i. Yes, she herself makes them. She makes them herself. j. Yes, he himself caught him. He caught him himself. k. Yes, she herself swept it. She swept it herself. l. Yes, they themselves made it. They made it themselves.

*Exercise 4:*

a. myself   b. himself   c. itself   d. yourself   e. myself   f. yourself  
g. himself   h. herself   i. herself   j. himself   k. himself   l. yourself   m. himself

*Exercise 5:*

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

*Exercise 7:*

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

*Workbook 5, Page 47:*

2. No, he can do his homework himself.   3. No, they can cook the food themselves.   4. No, we can push the car ourselves.   5. No, you can sharpen the pencil yourself.   6. No, she can do the work herself.   7. No, you can clean the board yourselves.   8. No, she can clean her shoes herself.   9. No, he can get the newspaper himself.   10. No, thank you. I can carry the bag myself.   11. No, you can do the exercise yourself.   12. No, she can clean the windows herself.

*Workbook 5, Page 48:*

1. myself   2. yourself   3. himself   4. herself   5. ourselves   6. yourselves  
7. themselves   8. himself, himself   9. itself   10. itself   11. herself   12. yourself  
13. yourself   14. themselves   15. himself   16. themselves   17. themselves  
18. yourselves.

**CHAPTER 22**

**Pages 96-99**

Language Structure

Present perfect continuous tense

New Words

attend, bedroom, delay, demand, direct, division, excuse, fortunate, friendly, gentleman, hall, heaven, kindly, owner, polish, pond, relative, sore, squeak, worry, yawn.

Teaching Notes

Demonstrate and practise the use of the present perfect continuous tense using sentences like these:

*When did we begin reading?  
We began reading half an hour ago.  
How long have we been reading?  
We have been reading for half an hour.*

*When did we begin reading?  
We began reading at ten o'clock.  
How long have we been reading?  
We have been reading since ten o'clock.*

Work Exercise 2 orally. Then ask the pupils to compose their own sentences using phrases like *living in Islamabad, living in my flat, going to school, learning English, using this book*. First make up sentences using *for*, then use *since*.

*I have been living in my flat for two years.  
I have been living in my flat since 2005.*

Then work Exercises 3 and 4 orally.

Workbook 5

Pages 49-51

Page 49 practises the present perfect continuous tense and Pages 50 and 51 are general revision.

Speech Guide

Pay particular attention to these words in Exercise 6:

steal:	sti:l	not	stil
afford:	əfɔ:d	not	əfɔd
reward:	riwɔ:d	not	riwɔd
visit:	visit	not	vi:si:t
leave:	li:v	not	liv
shape:	ʃeip	not	ʃep

Answers to Exercises

*Exercise 1:*

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

*Exercise 2:*

*Note:* All combinations are possible.

*Exercise 3:*

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

*Exercise 4:*

a. has been raining   b. have been swimming   c. has been living, has seen  
d. has been trying, has not sold   e. have been lying, have not had   f. have been  
sitting, has come   g. has been tying, has picked   h. has been writing, has not  
finished   i. has been sleeping, has not woken   j. have been working, have not  
stopped.

*Exercise 5:*

‘How long have you been waiting for the bus?’ asked Tom.

‘We’ve been waiting for two hours,’ said Dick.

‘What a long time!’ said Tom. ‘I hope it comes soon.’

*Exercise 7:*

a. C.,   b. B., A.,   c. B.,   d. A.

*Exercise 8:*

a. Alan asked David what he was doing.   b. The teacher said to the little girl,  
‘Where do you live?’   c. Omer asked Uzma if she was reading.   d. The book was  
so interesting that Uzma could not put it down.   e. Children should not/ought  
not to/ must not/play with matches.   f. We thanked him for being helpful.

*Workbook 5, Page 49:*

3. We have been waiting for one hour.   4. The men have been working since  
three o’clock.   5. The boys have been playing football since two o’clock.   6. Mrs  
Ali, has been cooking the meal for half an hour.   7. She has been reading the book  
for two days.   8. We have been living in Sialkot since 1995.   9. They have been  
writing for five minutes.   10. It has been raining since six o’clock.   11. He has  
been talking for half an hour.   12. She has been working for two months.

*Workbook 5, Page 50:*

1. E.   2. Q.   3. D.   4. T.   5. E.   6. P.   7. A.

*Workbook 5, Page 51:*

1. E.   2. Q.   3. B.   4. Q.   5. B.   6. S.   7. A.

**CHAPTER 23**

**Pages 100-103**

Language Structure

*else*

New Words

complain, deserve, gods, mad, pale, pardon, surprising,  
thankfully.

## Teaching Notes

Practise questions and answers like those in Exercise 2 using first the picture on Page 102. Then give more practice using phrases like:

*on the blackboard.*  
*on the desk.*  
*in your desk, etc.*

Continue this practice until the pupils are able to use both questions and answers without any help from the teacher. Then work Exercise 3 orally. It might also be used for written practice if time permits, but there is more written practice in the workbook.

## Workbook 5

Pages 52-53

Page 52 gives written practice using *else*. Page 53 is general revision.

## Speech Guide

Notice that in the conversation on Page 102, the main stress may be on the word *else* every time it appears:

- A:** *There is a* ↘ **BOOK** *on the table.*  
**B:** *Is there anything* ↗ **ELSE** *on the table?*  
**A:** *Yes, there is something* ↘ **ELSE**. *There is a* ↘ **GLASS**.  
**B:** *Is there anything* ↗ **ELSE** *on the table?*  
**A:** *No, there isn't anything* ↘ **ELSE**.

## Answers to Exercises

Exercise 1:

- a. C. b. B. c. E. d. C. e. C. f. D. g. A. h. C.

*Note:* In all exercises *someone, anyone, no one*, may be used in place of *somebody, anybody, nobody*.

Exercise 3:

- a. something else    b. anything else    c. What else.    d. nothing else  
e. everything else    f. somebody else    g. nobody else, Everybody else    h. Who else, anybody else  
i. anywhere else, somewhere else, Where else, nowhere else, everywhere else.

*Exercise 4:*

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

*Exercise 5:*

a. A., b. E., c. E.

*Workbook 5, Page 52:*

2. 'No, I went to the Air Terminal but I didn't go anywhere else.'  
'Yes, I went to the Air Terminal and I went somewhere else.'
3. 'No, I spoke to Uzma but I didn't speak to anybody else.'  
'Yes, I spoke to Uzma and I spoke to somebody else.'
4. 'No, I met Maruf but I didn't meet anyone else.'  
'Yes, I met Maruf and I met someone else.'
5. 'No, I listened to the radio last night but I didn't do anything else.'  
'Yes, I listened to the radio last night and did something else.'

*Workbook 5, Page 53:*

1. D., 2. R., 3. A., 4. P., 5. D.

*Workbook 5, Page 54:*

1. fall, fallen, fell 2. flew, fly, flown 3. forget, forgot, forgotten 4. get, got, got  
5. grow, grown, grew 6. have, had, had 7. lent, lent, lend 8. left, left, leave  
9. find, found, found 10. rise, rose, risen

*Workbook 5, Page 55:*

4. didn't it? 5. does she? 6. isn't it? 7. is it? 8. aren't you? 9. isn't he?  
10. aren't they? 11. are they? 12. didn't you? 13. do you? 14. won't you?  
15. have you? 16. shouldn't they? 17. oughtn't she? 18. didn't we? 19. did she?  
20. haven't we?

## REVISION TESTS (MAIN BOOK)

### REVISION TEST 1

#### Section A

- (1) D. (11) D. (21) D. (31) A. (41) E. (51) A. (61) C.  
(2) D. (12) A. (22) A. (32) A. (42) A. (52) C. (62) D.  
(3) B. (13) B. (23) D. (33) B. (43) E. (53) A. (63) A.  
(4) C. (14) E. (24) E. (34) E. (44) D. (54) C. (64) B.  
(5) B. (15) E. (25) D. (35) A. (45) A. (55) E. (65) E.  
(6) P. (16) S. (26) Q. (36) R. (46) P. (56) C. (66) R.  
(7) P. (17) Q. (27) S. (37) S. (47) S. (57) Q.  
(8) Q. (18) Q. (28) P. (38) Q. (48) Q. (58) P.  
(9) P. (19) P. (29) T. (39) S. (49) Q. (59) P.  
(10) S. (20) R. (30) S. (40) R. (50) P. (60) S.

#### Section B

- 1 'I've lost my dog,' said Omer. 'Have you seen it?'  
'No, I haven't,' said his friend, 'but I'll help you to look for it.'  
'Thank you,' said Omer. 'Let's try this street.'
- 2 (a) 1. D., 2. A., 3. E., 4. C., 5. B.  
(b) 1. D., 2. A., 3. E., 4. B., 5. C.  
(c) 1. E., 2. A., 3. D., 4. B., 5. C.  
(d) 1. C., 2. A., 3. B., 4. D., 5. E.

### REVISION TEST 2

#### Section A

- (1) B. (11) B. (21) A. (31) B. (41) D. (51) C. (61) C.  
(2) C. (12) B. (22) C. (32) A. (42) C. (52) C. (62) R.  
(3) E. (13) B. (23) A. (33) B. (43) A. (53) A. (63) B.  
(4) A. (14) E. (24) B. (34) D. (44) D. (54) D. (64) B.  
(5) D. (15) D. (25) E. (35) A. (45) D. (55) C. (65) D.  
(6) S. (16) T. (26) P. (36) P. (46) Q. (56) S. (66) E.  
(7) P. (17) P. (27) Q. (37) S. (47) S. (57) T.  
(8) P. (18) S. (28) P. (38) R. (48) Q. (58) R.  
(9) R. (19) R. (29) P. (39) P. (49) R. (59) T.  
(10) T. (20) S. (30) R. (40) Q. (50) R. (60) T.

## Section B

- 1 'It's very hot today, isn't it?' said Ann.  
'It certainly is,' said George. 'Let's go for a swim.'  
'I can't,' said Ann. 'I have to help my father.'
- 2 (a) 1. B., 2. E., 3. A., 4. C., 5. D.  
(b) 1. A., 2. D., 3. B., 4. C., 5. E.  
(c) 1. B., 2. E., 3. A., 4. C., 5. D.  
(d) 1. B., 2. E., 3. C., 4. A., 5. D.

## REVISION TEST 3

### Section A

- (1) E. (11) D. (21) E. (31) A. (41) B. (51) A. (61) D.  
(2) D (12) E. (22) E. (32) A. (42) C. (52) B. (62) D.  
(3) C. (13) B. (23) C. (33) A. (43) E. (53) E.  
(4) E. (14) D. (24) A. (34) C. (44) D. (54) B.  
(5) D. (15) B. (25) D. (35) B. (45) C. (55) C.  
(6) P. (16) S. (26) R. (36) T. (46) S. (56) S.  
(7) P. (17) R. (27) R. (37) S. (47) S. (57) T.  
(8) P. (18) T. (28) Q. (38) P. (48) R. (58) T.  
(9) P. (19) S. (29) R. (39) S. (49) S. (59) S.  
(10) T. (20) B. (30) Q. (40) Q. (50) P. (60) Q.

### Section B

- 1 'Where are you going?' asked Zohra's mother.  
'I'm going to the shop to buy an exercise book,' said Zohra.  
'Please be quick, I want you to help me,' said her mother.  
'All right, mother,' said Zohra. 'I'll be quick.'
- 2 (a) 1. D., 2. B., 3. E., 4. A., 5. C.  
(b) 1. E., 2. D., 3. A., 4. B., 5. C.  
(c) 1. C., 2. A., 3. E., 4. D., 5. B.  
(d) 1. B., 2. A., 3. E., 4. D., 5. C.

## WORD LIST

The following words are introduced for the first time in Book 5. They are taken from the Word List in the official *Suggested Syllabus for Primary Schools* with some additions. The number after each word indicates the page on which it first appears. For words previously introduced, please see the Teachers' Notes to Book 1-4.

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