

ACTIVE ENGLISH

Teachers' Notes

Book 4

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General Introduction

Book 4 and the accompanying Workbook and Teachers' Notes are intended for use in the fifth year of the primary school. At the same time previous work is revised. Revision is in fact a feature of this course. The first eight 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.

The year's work includes the following:

Oral Work

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

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

Reading

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

Teaching New Items

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

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

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

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

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

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

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

Note:

If this procedure is carried out properly, very few mistakes should occur. If at any stage an unreasonable number of mistakes are 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 phonemic symbols are used, the main stress is shown by

ðis iz '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>pin</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 3. 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 4

Pages 1-4

Answers to Exercises

Exercise 1:

a. I am ____ years old. b. Next year I shall be ____ years old. c. I am ____ feet ____ inches tall. d. Next year I shall be ____ feet ____ inches tall.
e. My friend is ____ years old. f. My friend will be ____ years old next year.
g. My friend is ____ feet ____ inches tall. h. My friend will be ____ feet ____ inches tall next year.

Exercise 2:

- a. 'Will you give me a ruler, please?' 'Yes, here it is!'
- b. 'Will you give me some books, please?' 'Yes, here they are!'
- c. 'Will you give me some ink, please?' 'Yes, here it is!'
- d. 'Will you give me a glass, please?' 'Yes, here it is!'
- e. 'Will you give me some eggs, please?' 'Yes, here they are!'
- f. 'Will you give me some milk, please?' 'Yes, here it is!'
- g. 'Will you give me a hammer, please?' 'Yes, here it is!'
- h. 'Will you give me some nails, please?' 'Yes, here they are!'
- i. 'Will you give me some paint, please?' 'Yes, here it is!'
- j. 'Will you give me a box of matches, please?' 'Yes, here it is!'

Exercise 3:

- a. Why did Uzma go to the shop? She went to the shop to buy a dress.
- b. Why did Omer go to the shop? He went to the shop to buy a kite.
- c. Why did Zia go to the zoo? He went to the zoo to see the animals.
- d. Why did Mrs Shah go to the market? She went to the market to buy some fish.

- e. Why did Dina go to the doctor? She went to the doctor to get some medicine.
- f. Why did Tim go to the library? He went to the library to borrow a book.
- g. Why did Zohra go to the Post Office? She went to the Post Office to buy a stamp.
- h. Why did Laila go to the shop? She went to the shop to buy a book.
- i. Why did Dick go to Sialkot? He went to Sialkot to see his uncle.
- j. Why did the children go to the cinema? They went to the cinema to see a film.

Exercise 4:

a. Yes, here is a book for you to read. b. Yes, here is a newspaper for you to read.
 c. Yes, here is some tea for you to drink. d. Yes, here is some water for your dog to drink.
 e. Yes, here is a pen for you to write with. f. Yes, here is a pencil for you to draw with.
 g. Yes, here is a rupee for you to spend. h. Yes, here is a ball for your dog to play with.

Exercise 5:

a. Miss Jan let Uzma read her book. b. Mrs Shah made Omer clean his teeth.
 c. Mrs Shah let Maruf go to the cinema. d. Mr Shah made Zia sweep the floor.
 e. Miss Jan made Zeb do the work again. f. Miss Jan let the children go out to play.
 g. Mrs Shah made the children help her.

Exercise 6:

Note: The letter X means that *to* is not needed. a. X b. to c. X d. X
 e. X, X f. to, X g. X, X h. to, X i. to, X

Exercise 7:

a. Miss Jan told Omer to stand up. b. Mrs Shah told Uzma not to shout.
 c. Uzma told Zeb to wait for her. d. Mrs Shah told the children not to be late.
 e. Miss Rao told Zia to put the chair near the door. f. Mr Shah told Zeb not to drop the cup.
 g. Miss Jan told Dina to switch off the radio. h. The man told the children not to be afraid.

Exercise 8:

a. _____ is the tallest girl in the school. b. _____ is the tallest boy in the school.
 c. _____ is the oldest boy in my class. d. _____ is the oldest girl in my class.
 e. _____ is the youngest boy in my class. f. _____ is the youngest girl in my class.
 g. _____ is taller than I am. h. _____ is younger than I am.
 i. _____ is older than I am. j. _____ is shorter than I am.

Exercise 9:

a. David has more oranges than Robin. Robin has fewer oranges than David.
b. Ann has more water than Betty. Betty has less water than Ann. c. Jack has more dogs than John. John has fewer dogs than Jack. d. Jack's book has more pages than John's book. John's book has fewer pages than Jack's book. e. The boys have more ink than the girls. The girls have less ink than the boys.

Exercise 10:

Some possibilities are:

A bus is not as fast/big/long as a train.

A bus is not as fast/big/long as an aeroplane.

A car is as fast as a train.

A car is not as big/long as a train.

A car is not as fast/big/long as an aeroplane.

A pencil is as big/thick/long as a pen.

A newspaper is not as thick as a book.

An orange is as big as an apple.

A bird is not as fast/big as a train.

A bird is not as fast/big as an aeroplane.

A bird is not as big as a dog.

Exercise 11:

Note: All sentences must begin with either: *Mary works...* or *Mary doesn't work...* or *The boys work...* or *The boys don't work...* All combinations are possible.

Exercise 12:

Some possibilities are:

1. I feel hungry. Let's have something to eat. 2. I feel thirsty. Let's have a drink. 3. I feel tired. Let's have a rest. 4. I feel tired. Let's go to bed. 5. I feel tired. Let's go home. 6. I feel sleepy. Let's go to bed. 7. I feel sleepy. Let's go home. 8. I feel hot. Let's have a rest. 9. I feel hot. Let's have a drink. 10. I feel hot. Let's go inside. 11. I feel cold. Let's go inside. 12. I feel cold. Let's go home.

Exercise 13:

a. He has already cleaned it. b. She has already written it. c. They have already done it. d. He has already bought some. e. He has already sold it. f. She has already taken it.

Exercise 14:

Note: The answers suggested are the most likely but individual pupils may truthfully give different answers. c. Yes, I have often read a book. d. No, I have

never written a book. e. No, I have never driven a motor car. f. Yes, I have often seen lightning. g. Yes, I have often heard thunder. h. No, I have never seen a tiger in the street.

Exercise 15:

c. Yes, I've just finished it. d. No, but I've almost reached it. e. No, but I've almost finished it. f. Yes, I've just finished it.

Exercise 16:

Note: only answers that make good sense should be accepted.

Exercise 17:

Some possibilities are:

1. Please pick up the books. I have already picked them up.
2. Please pick up your hat. I have already picked it up.
3. Please pick up the balloon. I have already picked it up.
4. Please switch on the light. I have already switched it on.
5. Please switch off the light. I have already switched it off.
6. Please switch out the light. I have already switched it out.
7. Please put on your hat. I have already put it on.
8. Please put off the light. I have already put it off.
9. Please put out the light. I have already put it out.
10. Please put away the books. I have already put them away.
11. Please blow out the light. I have already blown it out.
12. Please blow up the balloon. I have already blown it up.
13. Please take off your hat. I have already taken it off.
14. Please take away the books. I have already taken them away.

Exercise 18:

a. John has stopped laughing. b. The boys have stopped talking. c. Ann has stopped reading. d. The bus has stopped moving. e. The girls have stopped writing. f. The dogs have stopped fighting.

Exercise 19:

a. I like walking but I don't like running. b. I like talking but I don't like singing. c. I like playing but I don't like working. d. I like running but I don't like jumping. e. I like drawing but I don't like painting. f. I like swimming but I don't like dancing.

Exercise 20:

- a. 1. He liked, it, didn't he? Yes, he did.
2. She didn't like it, did she? No, she didn't.

3. They helped him, didn't they? Yes, they did.
 4. They didn't do it, did they? No, they didn't.
 5. She lives there, doesn't she? Yes, she does.
 6. He doesn't know the answer, does he? No, he doesn't.
 7. They come to school by bus, don't they? Yes, they do.
 8. They don't come by car, do they? No, they don't.
 9. We don't live in England, do we? No, we don't.
 10. We live in Peshawar, don't we? Yes, we do.
- b.
1. It is cold, isn't it? Yes, it is.
 2. She isn't here, is she? No, she isn't.
 3. He is happy, isn't he? Yes, he is.
 4. She wasn't talking, was she? No, she wasn't.
 5. They weren't working, were they? No, they weren't.
 6. It was hot yesterday, wasn't it? Yes, it was.
 7. The boys were swimming well, weren't they? Yes, they were.
 8. John will help us, won't he? Yes, he will.
 9. You won't forget, will you? No, I won't.
 10. She can sign well, can't she? Yes, she can.
 11. They can't find it, can they? No, they can't.
 12. Ann has finished, hasn't she? Yes, she has.
 13. John hasn't bought his books, has he? No, he hasn't.
 14. They haven't finished, have they? No, they haven't.
 15. The men have gone home, haven't they? Yes, they have.
 16. We have finished, haven't we? Yes, we have.

Exercise 21:

- a. Why is she crying? She is crying because she is unhappy. b. Why does he sleep in the daytime? He sleeps in the daytime because he works at night.
- c. Why did Omer go to Kotri? He went to Kotri because he wanted to see his friend.
- d. Why is he wet? He is wet because it is raining. e. Why does she stay at home on Saturdays? She stays at home on Saturdays because school is closed. f. Why did he put up his hand? He put up his hand because he wanted to answer the question.
- g. Why is he running to school? He is running to school because he is late.
- h. Why does he live in Sialkot? He lives in Sialkot because he works there. i. Why did she buy a new ruler? She bought a new ruler because she lost her old one.

Exercise 22:

- a. Stay b. is c. that d. who e. both of f. plenty, few

Workbook 4, Page 1:

1. it is 2. will 3. the oldest 4. less 5. clean 6. has already 7. seen
8. almost 9. didn't 10. rains.

Workbook 4, Page 2:

1. ... you to read. 2. ... the children go to the cinema. 3. the man
get out of the car. 4. ... not to shout. 5. ... fewer pages than the red book.
6. ... as fast as an aeroplane. 7. ... as well as Tom. 8. ... stopped raining.
9. ... number of chairs in the room. 10. ... they were doing a bhangra dance,
it began to rain./When it began to rain, they were doing a bhangra dance.
11. ... of the children were girls. 12. ... amount of chalk in the cupboard.

Workbook 4, Page 3:

2. I heard them yesterday. 3. I saw them yesterday. 4. I told her yesterday.
5. I spoke to him yesterday. 6. I gave it to her yesterday. 7. I tore my shirt
yesterday. 8. I tried to swim yesterday. 9. I laughed in class yesterday. 10. I
bent my ruler yesterday. 11. I won the race yesterday. 12. I did it yesterday.
13. I thought of it yesterday. 14. I knew about it yesterday. 15. I held it yesterday.
16. I sat on the beach yesterday.

Workbook 4, Page 4:

2. ... build some new flat. 3. ... is telling them an exciting story. 4. They
have eaten a very good meal. 5. They began the new book yesterday. 6. She
has bought her new red umbrella to school. 7. He told his teacher about his dog.
8. They have found ten rupees. 9. They have gone home. 10. They have bought
some cakes and some oranges. 11. He told them the story last week. 12. The
Headmaster spoke to the children yesterday.

CHAPTER 1

Pages 9-11

Language Structure

shall, like

New Words

taxi, jacket, blouse, diamond, price, afford,
real, bamboo, birdcage, fountain pen,
bunch (of flowers), furniture

Teaching Notes

Demonstrate the sentence in Exercise 1. First the teacher makes the suggestions and replies, the pupils repeating after her, and then carries out the action. Then the teacher makes the suggestions to the pupils who reply either in a group or individually. Finally the pupils should be able to use the dialogue in pairs. Now

introduce the expressions in Exercise 2. Read Exercise 1 on Page 9. Then read Exercise 2, letting groups of pupils or individuals read the suggestions and the replies.

Group A : *Shall I open the window?*

Group B : *Yes, please.*

Group C : *Shall I open the door?*

Group B : *Yes, please.*

Go through Exercise 3 orally several times until all the pupils have taken part.

Comprehension Passage: The Present Shop. 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 must 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.

Exercise 5 and 6 should be gone through orally until as many pupils as possible have taken part.

Exercise 7 deals with a common pronunciation difficulty, confusion between the short sound /i/ as in *it*, and the long sound /i:/ as in *eat*. This exercise follows the same pattern throughout much of the book. It is divided into three parts:

- a. Here the sound is introduced in pairs of words to show that if the sound is pronounced wrongly the word has a different meaning. The teacher should read these words several times while the pupils listen.
- b. The next stage is listening practice. This is most important. Most pronunciation difficulties begin with the pupils' failing to *hear* the differences in sounds. There are several ways in which Exercise b can be used for listening practice. For example, the teacher may write the words on the board and put a letter or number over each column. The first column, which contains the short sound *it, sit, etc.*, can be given the number 1, and the second column, with the long sound *eat, seat, etc.*, can be labelled number 2. The third column is labelled 1 again. The teacher then reads out a word and the pupils have to say, or write down, the column in which the word occurred. Another method is for the teacher to dictate words to the class in any order, the pupils writing out the words in full. Another way is for the teacher to read out the words in any order, calling upon individual pupils to repeat the words. (Since they do not know which words to expect, they will have to listen very carefully.) The rest of the class can be asked to judge whether the imitation was correct or not. Exercise b can then be used for practice in producing the correct sounds, the pupils reading the words across the page. The words are arranged in such a way as to be self-correcting. For example, the pupil is called upon to read *it - eat - it*. If, as it is likely, he mispronounces the first word as *eat*, he then sees his mistake when he pronounces the second word in the same way. This gives him an opportunity to correct his pronunciation when he comes to the word *it* for the second time.
- c. Exercise c. is a similar exercise to b. except that this time the pairs of words occur in sentences. This exercise can be used for more listening practice, if time permits, by writing them on the board and numbering them, or they can simply be used for reading practice. In some chapters there are additional sentences for reading practice only.

Workbook 4

Page 5. Go through orally first.

Speech Guide

1. The sound /i/ and /i:/ give rise to both kinds of error. A long sound is sometimes wrongly shortened, while a short sound is sometimes wrongly lengthened. Be on the lookout for these mistakes throughout the lesson, particularly with the following words:

Please /pli:z/ clean /kli:n/ sweep (swi:p) ice cream /'aɪskri:m inside/in' said/
window/'windou/ ring/rɪn/ it/ɪt/

2. Notice the stress and intonation pattern. The question does not begin with a question word; it expects the answer 'Yes' or 'No'.

Shall I open the ↗ WINDOW? ↘ YES, please.
↘ THANK you.

Answers to Exercises

Exercise 3:

- a. No, let's not go by train. Let's go by bus.
- b. No, let's not go by taxi. Let's go by train.
- c. No, let's not go on Friday. Let's go on Saturday.
- d. No, let's not go to Sialkot. Let's go to Sukkur.
- e. No, let's not cross the road. Let's stay on this side.
- f. No, let's not have a cup of tea. Let's have a cup of coffee.
- g. No, let's not spend all our money. Let's keep some.
- h. No, let's not buy an ice cream. Let's buy some sweets.
- i. No, let's not have a swim. Let's have rest.
- j. No, let's not go to Malir. Let's go home.

Exercise 4:

Notes: Short answers should always be accepted but for teachers who prefer the children to answer in full sentences, these are given in brackets.

- a. Presents. (The shop sells presents.)
- b. Uzma. (Uzma wants to go inside the shop.)
- c. Zia. (Zia wants to buy a warm jacket.)
- d. A sari. (Zeb wants to buy a sari.)
- e. A ring. (Omer first wanted to buy a ring.)
- f. No, they were not. (The diamonds were not real.)
- g. Zia. (Zia wanted to buy a table.)
- h. Bamboo. (It was made of bamboo.)
- i. A birdcage. (It looked like a birdcage.)
- j. No. (The flowers were not real.)

Workbook 4, Page 5:

2. Shall we go for a swim or shall we have a picnic.
3. Shall we go today or shall we go tomorrow?
4. Shall we do our homework or shall we listen to the radio?
5. Shall we buy some sweets or shall we eat our oranges?
6. Shall we go to the cinema or shall we play football?

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

CHAPTER 2

Pages 12-14

Language Structure

the same as, different from

New Words

nightingale, beautifully, forest, command, jewels, key, (for winding up toy), repair, screw, screwdriver, cross, against, cap, donkey, eagle, same, punctuation.

Teaching Notes

For the comprehension passage, please see the notes on Chapter 1. Question 1, true and untrue answers, should not be attempted until the passage has been thoroughly discussed.

Exercise 2 should be worked orally. The teacher first provides examples for the pupils to imitate. Then the pupils produce their own. Exercise 3 should be worked orally at first and may then be used as a written exercise if time permits.

The punctuation passage, Exercise 4, should be read aloud by the teacher first, several times if necessary, so as to bring out the meaning. It may then be written on the board, the pupils taking it in turn to supply the punctuation, the teacher helping and explaining. The correct version can then be copied out by the class. In later Chapters, or with better classes, it may not be necessary to write the passage on the blackboard. The teacher can prepare it orally with the class, anticipating any difficulties and explaining. The pupils then write out the passage. Whichever method is used, the important thing to remember is that there should be enough preparation to prevent mistakes. As with all language work, the pupils do not benefit by making mistakes for the teacher to correct. The aim is to practise correct English and to avoid mistakes.

For exercise 5, please see the notes to Exercise 7 in Chapter 1.

Exercise 6, Revision, should be worked orally.

Workbook 4

Pages 6-7

Speech Guide

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

Answers to Exercises

Exercise 1:

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

Exercise 3:

- a. No. A wood is different from a forest. It's smaller.
b. No. A horse is different from a donkey. It's bigger.
c. No. A cap is different from a hat. It's smaller.
d. No. An eagle is different from a nightingale. It's bigger.
e. No. A hat is different from a cap. It's bigger.
f. No. A nightingale is different from an eagle. It's smaller.
g. No. A stream is different from a river. It's smaller.
h. No. A river is different from a stream. It's bigger.

Exercise 4:

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

Exercise 6:

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

Workbook 4, Page 6:

Some possibilities:

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

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

Workbook 4, Page 7:

2. SCREW 3. FOREST 4. DONKEY 5. BAMBOO

CHAPTER 3

Pages 15-17

Language Structure

may: Possibility

New Words

sure, certain, perhaps, calm, windy, bright, dull, cloudy, continue, cover, period, sunshine, temperature, rise.

Teaching Notes

Read the dialogue with the children. For a second or third reading different pupils can read the parts of Kamran and Mahmud.

Go through Exercise 1 to 3 orally in the usual way. Exercise 1 is suitable for written work if the teacher wishes.

Read Exercise 4 with the pupils in the same way. The pupils can take the parts of Mahmud and Kamran and the teacher, or a very good pupil, the part of the Radio Announcer.

Exercise 5 should first be practised as a dialogue between the teacher and individual pupils, the teacher asking the question and the pupils replying. Further practice may be given in pairs, either two at a time with the whole class listening, or allow the whole class to work in pairs, with the teacher walking around and supervising.

Exercise 6 is worked in the usual way. See notes to Chapter 1 if you are in doubt.

Exercise 7 should be worked orally.

Workbook 4

Pages 8-9

This can be given for homework but, if so, oral preparation is suggested.

Speech Guide

Note the stress and intonation used in Exercise 5:

What will you be when you grow ↘ UP?
 I'm not ↘ SURE. I may be a ↗ TEACHer.
 or I may be a ↘ DOCTor.

Answers to Exercises

Exercise 1:

On Friday morning Mahmud may play football or he *may* help his father. In the afternoon he *will* go fishing with Mansoor. They *may* catch some fish. If they catch some fish, they *will* cook them. In the evening Mahmud *may* watch the television or he *may* listen to the radio.

On Friday, Kamran *may* go to New Town or he *may* help his father. Musarrat *will* go to New Town.

Exercise 2:

a. Yes, it may be cold. b. Yes, she may help us. c. Yes, he may go to Poona. d. Yes, they may tell us. e. Yes, there may be a holiday. f. Yes, he may have read the book. g. Yes, the pen may be broken. h. Yes, the shop may be closed. i. Yes, they may go swimming. j. Yes, she may be ill. k. Yes, the cat may be thirsty. l. Yes, he may have missed the bus. m. Yes, he may be afraid of the dog. n. Yes, it may be in the newspaper.

Exercise 3:

a. I'm not sure. It may be cold or it may not. b. I'm not sure. She may help us or she may not. c. I'm not sure. There may be a holiday or there may not. d. I'm not sure. He may go to Sialkot or he may not. e. I'm not sure. The sun may shine or it may not. f. I'm not sure. The shop may be closed or it may not. g. I'm not sure. They may go swimming or they may not. h. I'm not sure. They may win the game or they may not. i. I'm not sure. The bus may be full or it may not. j. I'm not sure. He may do it again or he may not.

Exercise 4:

a. On Wednesday night the weather will be dull and cloudy and clouds will cover Peshawar. There may be some heavy rain.
b. There may be some more rain on Thursday.
c. There may be periods of sunshine on Thursday.
d. Yes, it will be hot on Thursday.
e. When the temperature is high, it is hot.
f. On Friday and Saturday the weather may be bright and hot.

Workbook 4, Pages 8 to 9:

2. Across: different	Down: pencil
3. Across: clean	Down: roars
4. Across: homework	Down: paper
5. Across: unhappy	Down: easy
6. Across: painter	Down: 1. glass 2. pen

- | | |
|----------------------|-------------------------------------|
| 7. Across: shirts | Down: 1. ink
2. song |
| 8. Across: needle | Down: 1. wheels
2. driver |
| 9. Across: yesterday | Down: 1. shoes
2. ring |
| 10. Across: remember | Down: 1. tea
2. sure
3. thumb |

CHAPTER 4

Pages 18-20

Language Structure

ever and yet

New Words

collect, captain, magic, place, honest, weight, scales, butter, bury, excited, excitement, body, secret, elephant.

Teaching Notes

Lead the pupils to an understanding of the passage in the usual way.

Exercise 2, 3 and 4 are conversation exercises. In each case at first the teacher should say the first half and the pupils reply. Then the pupils should be allowed to work in pairs.

Exercises 3 and 4 should be practised until the pupils know the conversation by heart. In Exercise 4, the pupils may use other words in place of *car*.

Workbook 4

Pages 10-11

Speech Guide

In making the sounds /d/ and /t/, the speech organs of the mouth are in the same position. The only difference is that for the /t/ sound, the vocal cords are relaxed and for the /d/ sound, the vocal cords are tightened to produce a slight vibration.

Notice the stress and intonation of the conversation in Exercise 3. Remember that when a word is repeated it is usually unstressed.

Have you finished ↗ WRITing yet?

↘ No, I ↘ HAVEN't finished writing, but
I've ↘ NEARly finished.

Answers to Exercises

Exercise 1:

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

Exercise 2:

(Note: Answers may of course differ according to the experience of the pupils.)
a. No, I've never seen an elephant. b. Yes, I've often seen a dog. c. Yes, I've often had my hair cut. d. No, I've never been in an aeroplane. e. Yes, I've often been on a bus. f. No, I've never climbed a mountain. g. Yes, I've often swum in the sea. h. Yes, I've often read a book. i. Yes, I've often been to the cinema. j. No, I've never been in a boat.

Exercise 6:

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

Workbook 4, Page 10:

(Different pupils may produce different true answers.)

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

Workbook 4, Page 11:

3. No, I have not finished reading yet but I have nearly finished. 4. No, she has not finished sewing yet but she has nearly finished. 5. No, he has not finished drawing yet but he has nearly finished. 6. No, they have not finished playing football yet but they have nearly finished. 7. No, they have not finished cleaning the room yet but they have nearly finished. 8. I have not finished cleaning my

shoes yet but I have nearly finished. 9. No, the man has not finished mending the tap yet but he has nearly finished. 10. No, the girls have not finished painting yet but they have nearly finished. 11. No, I have not finished this page yet but I have nearly finished. 12. No, Mrs Shah has not finished cooking yet but she has nearly finished.

CHAPTER 5

Pages 21-23

Language Structure

since and ago

New Words

since, fetch, master, jar, traveller, travel, distance, certainly, indoors, idea, yet.

Teaching Notes

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

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

Then work Exercise 2 and 3 orally, and afterwards in writing if time permits. Read the passage on Page 22 and deal with the questions.

Workbook 4

Pages 12-13

Answers to Exercises

Exercise 2:

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

Exercise 3:

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

Exercise 4:

a. He sent the two men into the town two days later.

- b. They put a cross on the door.
- c. They went to fetch their Captain.
- d. Ali Baba's servant saw the cross on the door.
- e. She put a cross on every door in the town.
- f. He was angry because he could not find Ali Baba's house.
- g. He took twenty donkeys and forty oil jars.
- h. Ali Baba did not know that he was the Captain.
- i. She wanted to put some oil into the lamp.
- j. She wanted to kill the thieves.

Workbook 4, Page 12:

3. He has had the car since September. 4. She has not seen him since last year. 5. She has not visited her mother since 1968. 6. He has not been home since seven o'clock. 7. He has had the book since last Thursday. 8. She has been ill since last December. 9. She has used that pencil since January. 10. She has carried that bag since four o'clock. 11. He has collected stamps since he was a boy.

Workbook 4, Page 13 (bottom of the page):

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

CHAPTER 6

Pages 24-26

Language Structure

have : Obligation

New Words

name, beneath, main, crop, wheat, chew, twig, plough, bullock, potter, cart, leader, reader, sugar cane.

Teaching Notes

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

Workbook 4

Pages 14-15

Answers to Exercises

Exercise 1:

- a. Five
- b. Wheat.
- c. He gets up very early.
- d. He has no toothbrush.
- e. He made it out of the branch of a tree.
- f. They pull Haq's plough and they carry water from the well.
- g. He takes the potter's pots to market in his cart.
- h. He grows it.
- i. He gives some of his crops for a piece of cloth.
- j. There are chairs and desks.
- k. There are no books.
- l. He will give them some money.

Exercise 2:

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

Exercise 3:

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

Exercise 4:

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

Workbook, Page 14:

4. I have to wait for my mother now.
5. I shall have to help my father tomorrow.
6. I had to stay in bed yesterday.
7. I have to go to school now.
8. I shall have to go to see a doctor tomorrow.
9. I had to go to Quetta yesterday.
10. I have to go home now.

11. I shall have to leave school next year.
12. I had to do a lot of work yesterday.

Workbook 4, Page 15:

1. two, three, six, eight, four
2. run, jump, play, sleep, laugh
3. lion, cat, dog, horse.
4. happy, lazy, clever, angry.
5. rice, fruit, sugar, bread.
6. aeroplane, car, bus, train.
7. hospital, house, school.
8. eye, leg, hand.

CHAPTER 7

Pages 27-29

Language Structure

enough, too

New Words

shelf, oven, onion, chilli, goat, broom, prepare, grind, bake, feed.

Teaching Notes

The sentences in Exercise 1 and 2 should be practised first using real objects in the classroom. Then work Exercise 1, 2 and 3 orally.

Exercise 3 is also suitable for written work if required.

Workbook 4

Pages 16-17

Answers to Exercises

Exercise 3:

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

Exercise 4:

- a. She does not have enough money to buy soap.
- b. It is made of bamboo sticks and dry mud.
- c. They do not have enough money to buy furniture.
- d. They have their breakfast when Haq has finished his breakfast.
- e. She has to look after Babu.
- f. He goes outside the village to look after Haq's goat.
- g. She does it to make flour.

- h. They put them in the sun to dry.
- i. They play with little stones.
- j. Zeba has to wash and feed them.

Workbook 4, Pages 16-17:

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

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

CHAPTER 8

Pages 30-32

Language Structure

too ... to

New Words

discover, discovery, engine, sail (n. & v.), believe, break, shore, tiny, bow, arrow, shoot, platform, customer, dozen.

Teaching Notes

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

The box is too big to go into the desk.

The desk is too heavy to lift.

The tea is too hot to drink.

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

Then practise the structure in Exercise 3 using classroom situations:

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

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

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

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

Workbook 4

Pages 18-19

Speech Guide

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

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. He was too sleepy to keep his eyes open.
- b. She was too old to go to school.
- c. The boy was too young to go to school.
- d. The man was too tired to run.
- e. We were too late to see the football match.
- f. The desk was too heavy to lift.
- g. The book was too big to go into the desk.
- h. The tea was too hot to drink.

Exercise 4:

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

Workbook 4, Page 18:

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

Workbook 4, Page 19:

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

New Words

motor car, city, carpenter, guard, officer, touch, temple, creep, fasten, war, attack, bar, enemy, leave.

Teaching Notes

Practise the new structure using classroom situations:

*Peter is strong. He can lift the desk.
Peter is strong enough to lift the desk.*

*Mary is tall. She can touch the picture.
Mary is tall enough to touch the picture.*

Then work Exercises 1 and 2 orally.

Practise the conversation in Exercise 3 using classroom situations:

Teacher: *Please touch the picture, Ann.*
Ann: *I can't.*
Teacher: *Why can't you touch the picture?*
Ann: *I'm not tall enough.*

Then work Exercise 3 orally.

Workbook 4

Pages 20-21

Note: Some explanation, and blackboard demonstration, may be necessary before allowing the pupils to write the answers on Page 21. These punctuation points are very important. Do not introduce the possessive apostrophe after plural nouns at this stage.

Speech Guide

The /s/ and /f/ sounds: /s/ is made with the lips unrounded, while /f/ is made with rounded lips and the tongue much further back.

Answers to Exercises

Exercise 2:

- He is strong enough to lift a horse.
- The city was big enough to hold a million people.
- The football was small enough to go inside a desk.
- The library is big enough to hold ten thousand books.
- The guard was strong enough to fight any other soldier.

- f. The glass is big enough to hold a litre of water.
- g. The bridge is strong enough to carry two hundred cars.
- h. The room is big enough to hold three hundred people.
- i. The bow is strong enough to shoot an arrow a long way.
- j. The horse was big enough to carry three men.

Exercise 3:

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

Exercise 4:

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

Exercise 6:

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

Workbook 4, Page 20:

- 2. The girl was small enough to get through the window.
- 3. The horse was fast enough to win the race.
- 4. He was not big enough to carry the box.
- 5. The rope was strong enough to hold four men.
- 6. The room was not big enough to hold fifty people.
- 7. The boat was big enough to hold twenty people.
- 8. The boat was not big enough to go far out to sea.
- 9. The clothes were not thick enough to keep the children warm.
- 10. Jack was not tall enough to reach the window.
- 11. Anu was not old enough to go to school.
- 12. The parcel was small enough to go into the letter box.

Workbook 4, Page 21:

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

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

CHAPTER 10

Pages 36-39

Language Structure

The Passive (without agent)

New Words

skin, wrap, warmth, fur, important, reason, wild, taste, way, spark, heater, gas, electricity, daily, loaf, loaves.

Teaching Notes

Please note that all the exercises in this chapter practise the use of the passive without the agent: we are not told who performs the action. This is the most common and useful work of the passive. We often want to refer to an action when we do not know who performs it or it is not important. In sentences of this kind we often use the word *someone* as in Exercises 3 and 5 or *they* as in Exercise 4.

All exercises should be worked orally.

Exercise 2 is meant to practise the different tenses of the passive and Exercises 3, 4 and 5 demonstrate its use. Exercise 6 practises agreement between subject and verb when using the passive.

Exercise 7 practises three different tenses of the passive in one conversation, which should be learnt by heart.

Exercise 8 should first be demonstrated on the board, the pupils providing the punctuation. When the model is complete on the board, and the pupils have had plenty of time to study it, it should be cleaned off. Then the pupils write out the passage with the correct punctuation in their books. Please remember that the aim is, as always, to anticipate and *avoid* mistakes. If no pupil makes a single mistake, the teacher has been completely successful.

Workbook 4

Page 22-23

As in all workbook exercises, all the words have been prepared in class.

However, some of the verb forms used in the passive do give a great deal of difficulty to learners of English, and teacher may be well advised to go through Pages 22-23 orally several times before the pupils do the work in writing.

Speech Guide

The /f/ and /v/ sounds in Exercise 9 are another common difficulty. The /f/ sound is unvoiced and the /v/ sound is voiced. Teachers can demonstrate the difference very simply by asking the pupils to place their fingers lightly on their throats. The vibration that takes place when the sound is voiced can be easily felt.

Answers to Exercises

Exercise 1:

a. hot countries b. to keep people warm c. cook food d. two pieces of wood e. matches

Exercise 3:

a. The clock was broken. b. The car was sold. c. The pen was mended.
d. The food was cooked. e. The windows were broken. f. The cakes were burnt.
g. The money was lost. h. The rupees were found. i. The chalk was dropped.
j. The door was closed.

Exercise 4:

a. A lot of cigarettes are smoked in America. b. A lot of radios are made in Japan.
c. A lot of fish is sold at Karachi. d. A lot of coconuts are grown in Malaya.
e. A lot of things are found on the beach. f. A lot of books are kept in that library.
g. A lot of money is spent in the holidays. h. A lot of furniture is made in that factory.

Exercise 5:

a. The clock has been mended. b. The pens have been sold. c. A hole has been dug.
d. Two rupees have been found. e. A mistake has been made. f. A purse has been lost.
g. The room has been swept. h. The book has been taken. i. The newspaper has been torn.
j. A fire has been started.

Exercise 6:

a. is b. is c. are d. were e. are f. was g. were h. was i. has j. has
k. has l. have m. have n. has o. has p. have

Exercise 10:

- a. He is not tall enough to reach the ceiling.
- b. She is not strong enough to lift the box.

- c. He was not quick enough to catch a bus.
- d. The car is not big enough to take eight people.
- e. She is not small enough to hide under the desk.
- f. She was not old enough to go to school.
- g. He is not rich enough to buy a car.
- h. The gate is not high enough to keep out dogs.
- i. The knife is not sharp enough to cut wood.

Workbook 4, Pages 22-23:

a. painted 4. broken 5. bitten 6. spent 7. driven 8. eaten 9. pleased
 10. placed 11. closed 12. lost 13. shown 14. worn 15. covered 16. made
 17. carried 18. taken 19. given 20. thrown 21. killed 22. written
 23. carried 24. cut 25. closed 26. marked 27. tied 28. hurt 29. bent
 30. thrown 31. done 32. finished, given.

CHAPTER 11

Pages 40-43

Language Structure

what to do, etc.

New Words

destroy, life, cause, wire, allow, parent, rescue, ambulance, passage, healthy, health, strength, tell, weekly, order.

Teaching Notes

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

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

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

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

Workbook 4

Pages 24-25

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

Speech Guide

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

Can you tell me what to ↘ DO?

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

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

Answers to Exercises

Exercise 1:

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

Exercise 3:

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

Exercise 4:

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

Exercise 5:

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

Exercise 6:

- Mrs Shah showed Zeb how to sew.
- Mrs Jan taught David how to cook.

- c. Mr Jan showed Sam how to look after a shop.
- d. Kamran taught Mahmud how to play football.
- e. Miss Ali showed Zohra how to draw a map.
- f. Mr Ali taught Mansoor how to paint.
- g. Kamran showed Mahmud how to make a kite.

Exercise 7:

- a. Peter did not know what to say.
- b. Mary did not know when to bring the book to school.
- c. Frances did not know where to put the cup of tea.
- d. Dick did not know how to mend the broken chair.
- e. Zohra did not know what to write.
- f. Ann did not know when to ring the bell.
- g. Tom did not know where to put the bicycle.
- h. Pat did not know how to mend the radio.
- i. Uzma did not know where to put the flowers.
- j. Maruf did not know what to draw.

Exercise 9:

- C. A. D. B. E.

Exercise 11:

- a. has, have b. was c. was, has d. were, have e. were f. has g. has, has
h. has

CHAPTER 12

Pages 44-47

Language Structure

He said that..., etc.

New Words

watchman, trick, stupid, really, amusing, boast, rudely, reply, boastful, anger, calmly, guess.

Teaching Notes

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

Exercise 4, 5 and 6 should be worked orally. Exercises 5 and 6 are particularly suitable for written work if the teacher wishes and if time permits, but please note that the workbook provides more practice.

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

Answers to Exercises

Exercise 1:

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

Exercise 3:

- c. Zeb thought that it was an orange.
d. Sam thought that it was a knife.
e. Sumro thought that it was an apple.
f. Zohra thought that it was a rubber.
g. Maruf thought that it was a rubber.

Exercise 5:

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

Exercise 6:

- a. Omer said that it was cold.
b. Maruf said that it was raining.
c. Tom said that he liked swimming.
d. Uzma said that she wanted to see it.
e. Zeb said that she wanted to go home.
f. Jack said that he wanted a drink.
g. Zohra said that she liked walking.
h. Omer said that he knew the answer.

Exercise 7:

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

Exercise 9:

- a. Zeb told Zohra when to begin. b. Zeb told Dick how to tie the parcel.
c. Uzma told Zeb where to put the flowers. d. Mr Shah told John how to measure the desk. e. Miss Jan told the children when to come to school. f. Mr Shah told Sam where to put the desk.

Workbook 4, Page 26:

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

Workbook 4, Page 27:

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

CHAPTER 13

Pages 48-51

Language Structure

Tell me what you want, etc.

New Words

habit, advise, wealth, wise, need, mean, properly,
dark, darkness, daylight, exercise (physical), brain,
fresh, breathe.

Teaching Notes

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

WHAT
I don't know what

He	is	a farmer
is	he	?
he	is	

WHAT
I don't know what

She	wants	something.
does	she wants	?
she	wants	

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

Workbook 5

Pages 28-29

Page 28 gives plenty of practice in writing of the above point. The punctuation exercise at the top of page 29 should be regarded as a test to enable the teacher to find out the pupils' difficulties in punctuation. Spaces have been left for

punctuation marks to be inserted, and if mistakes occur they indicate difficulties. More explanation and practice would then need to be provided. The second exercise on page 29 is revision.

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

Exercise 3:

a. I don't know what she is. b. I don't know what her name is. c. I don't know what she is doing. d. I don't know what he is saying. e. I don't know what she is drawing. f. I don't know what the time is. g. I don't know what they are doing. h. I don't know what they are singing. i. I don't know what the girls are holding. j. I don't know what the boys are reading. k. I don't know what the children are writing. l. I don't know what the men are doing.

Exercise 4:

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

Exercise 5:

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

Exercise 6:

a. Please tell me what he is doing. b. Please tell me what her name is.
c. Please tell me what the girls are reading. d. Please tell me what she can draw.
e. Please tell me what the girls will sing. f. Please tell me what he wants.

g. Please tell me what the girls want. h. Please tell me what Peter said. i. Please tell me what the children did. j. Please tell me what boys like to read.

Exercise 9:

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

Workbook 4, Page 28:

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

Workbook 4, Page 29:

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

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

CHAPTER 14

Pages 52-55

Language Structure

I asked him how he did it, etc.

New Words

illness, disease, dirt, microscope, germs, rotten, sour, ache, drain, rubbish, spit, brackets.

Teaching Notes

See Chapter 13. If time permits, Exercise 5 is particularly suitable for written work since it revises the previous lesson.

Workbook 4

Pages 30-31

Speech Guide

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

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

Exercise 3:

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

Exercise 4:

a. Maruf asked Uzma how she cooked it. b. Omer asked Tom how he did it. c. Maruf asked Omer how he came to school. d. The man asked the boys how they climbed the tree. e. Mrs Jan asked Zohra how she lost her handkerchief. f. The teacher asked Zeb how she got the wrong answer. g. Mr Ali asked Maruf how he broke the window. h. Helen asked Teresa how she dropped the glass.

Exercise 5:

a. I asked Uzma how old she was. b. I asked Omer what he was doing.
c. I asked Helen what she was making. d. I asked Jack how big the box was.
e. I asked Sam how long the string was. f. I asked Mabel what she was sewing.
g. I asked Mr Shah how wide the road was. h. I asked Zia what he was drawing.
i. I asked Kamran how many desks there were in the room. j. I asked Sumro
how many people he saw. k. I asked Mahmud what he was doing with the knife.
l. I asked Zohra what Uzma was reading. m. I asked Mr Ali how many books
there were in the library.

Exercise 6:

'What is it?' Uzma asked.

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

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

'One rupee,' said Omer. 'It was very cheap, wasn't it?'

Exercise 7:

C, A, D, B,

Exercise 9:

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

Workbook 4, Page 30:

2. We asked him how he made it. 3. She asked him how he fell down.
4. We asked her how she went there. 5. He told her how he tore his shirt.
6. The teacher wanted to know how he cut his finger. 7. Her mother wanted to
know how she knocked over the glass. 8. The policeman tried to find out how
the man stole the money. 9. We asked (him) how he could carry the big box.
10. She told us how she joined the pieces together. 11. He told us how he found
it. 12. They wanted to know how it got there.

Workbook 4, Page 31:

3. Zohra asked Lucy how old Zia was. 4. Mr Jan asked Zia how long the
ruler was. 5. Maruf asked Omer how big the boat was. 6. Zia asked Mr Hai
how wide the river was.

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

Language Structure

She wants to know when we are leaving, etc.

New Words

mutton, pulses, cheese, skin, pea, bean, potato, peanut, cabbage, lemon, melon, peach, mango, pineapple.

Teaching Notes

For Exercise 2 to 4, please see Chapter 13. Exercises 5 and 6 are for general revision of work done in previous years. Exercise 8 is revision of the last two lessons.

Workbook 4

Page 32

Speech Guide

The sound /t/ is unvoiced and /d/ is voiced. These two sounds were practised in Chapter 4 at the beginning of words. Here they are practised in the final position, that is, at the ends of words.

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

Exercise 3:

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

Exercise 4:

a. I don't know when she arrived. b. Please find out when Peter went home.
c. Can you tell me when she left home? d. Do you know when the accident

happened? e. I don't know when the game began. f. Do you know when Mr Ali came to Peshawar? g. Can you tell me when the rain stopped? h. I don't know when the lesson began. i. Find out when the man reached the town. j. Can you tell me when the ship arrived?

Exercise 5:

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

Exercise 6:

a. I want to buy a newspaper, a pencil, an apple, an orange and a pair of shoes.
b. She gave me a piece of paper, a bottle of ink and a pen, but the pen was broken.
c. I live in a street called New Street. There is a fire station at the end of the street.
d. My sister works in a shop in Lahore. The shop sells shoes. Yesterday was a holiday and the shop was closed.
e. I want a book to read. I have read the one that you gave me.
f. It was a very hot day. The sky was blue. There was not a cloud in the sky. The sun shone all day.
g. There is a big picture on the wall at the back of our classroom. When we were having an English lesson, our teacher took the picture off the wall and pinned it to the blackboard.

Exercise 8:

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

Workbook 4, Page 32:

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

CHAPTER 16

Pages 60-63

Language Structure

She told us where it is, etc.

New Words

succeed, death, memory, repeat, cough, forgetful, stiff, lean, earn, hunger, excellent.

Teaching Notes

For Exercise 2 to 5 please see Chapter 13. Exercise 6 is general revision of early work.

Workbook 4

Pages 33-35

Speech Guide

Please see note to Chapter 15.

Answers to Exercises

Exercise 1:

a. made the King laugh for many years. b. Mat was too old. c. forgetful.
d. a little money. e. to buy food for Wanda. f. very pleased.

Exercise 2:

a. ...where Peter is. b. ...where Mary is. c. ...where the girls are.
d. ...where John is going. e. ...where Ann is staying. f. ...where the boys are going.
g. ...where the girls are playing. h. ...where the noise is coming from.
i. ...where the people are going. j. ...where the bus is going.

Exercise 3:

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

Exercise 4:

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

Exercise 5:

a. ...where she is? b. ...where Mr Ali is? c. ...where she lives? d. ...where

they play? e. ...where he works? f. ...where he kicked the ball? g. ...where the teacher put the picture? h. ...where the dogs are? i. ...where they keep the snakes? j. ...where she took the letter?

Exercise 6:

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

Exercise 8:

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

Workbook 4, Page 33:

- | | |
|------------|----------|
| 1. ACROSS: | DOWN: |
| 1 hat | 1 hop |
| 3 pay | 2 toy |
| 2. ACROSS: | DOWN: |
| 1 four | 1 farm |
| 3 must | 2 rest |
| 3. ACROSS | DOWN: |
| 1 green | 1 grass |
| 2 ships | 2 noses |
| 4. ACROSS: | DOWN: |
| 1 mother | 1 market |
| 3 tailor | 2 reader |

Workbook 4, Page 34:

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

Workbook 4, Page 35:

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

CHAPTER 17

Pages 64-67

Language Structure

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

New Words

fortune, fold, chest, candle, upon, death, believe, neither, naughtily, forgive, gratefully, successful, absent.

Teaching Notes

For Exercises 2 and 3 please see notes to Chapter 13.

Exercise 4 continues the general revision of early work.

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

Workbook 4

Pages 36-37

Answers to Exercises

Exercise 1:

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

Exercise 3:

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

Exercise 4:

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

Exercise 6:

'Why is your little sister crying, Betty?' said Tom.
'She fell down and cut her knee,' replied Betty.
'It's only a little cut. I will soon be better.'

Exercise 8:

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

Workbook 4, Page 37:

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

CHAPTER 18

Pages 68-71

Language Structure

Which and who

New Words

wish, spread, wing, fail, crash, failure, gently, crowd, cigar, steer, log.

Teaching Notes

For Exercises 2 to 4 please see Chapter 13.
Exercises 5 and 6 are general revision exercises.

Workbook 4

Pages 38-39

Speech Guide

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

Answers to Exercises

Exercise 1:

a. none of them succeeded. b. hot air c. 1,800 m. d. could not be steered
e. caught fire easily.

Exercise 2:

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

Exercise 3:

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

Exercise 4:

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

Exercise 5:

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

Exercise 6:

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

Exercise 8:

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

Workbook 4, Page 38:

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

Workbook 4, Page 39:

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

CHAPTER 19

Pages 72-75

Language Structure

Revision of Items 13 to 20.

New Words

successfully, modern, difference, skilful, skill, glider, without, helper, success, speed, bravery, airport, cargo, airmail.

Teaching Notes

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

Speech Guide

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

Exercise 3:

- a. 1. Peter said that it was hot. 2. Mary said that it was cold. 3. David said that Mary was reading a book. 4. Dick said that Tom was helping his father. 5. Sumro said that Kamran was at home.
b. 1. Jack said that he was hot. 2. Allen said that he was tired. 3. Zohra said that she was ready. 4. Tim said that he was working. 5. Tom said that he was twelve. 6. Rose said that she was Helen's sister. 7. Omer said that he was Uzma's brother. 8. Zeb said that she was going home. 9. June said that she was thirteen. 10. Joan said that she was ready.
c. 1. Tom said that the men were working. 2. Mahmud said that the girls were singing. 3. Mansoor said that he did his homework in the evening. 4. The boys said that they liked playing football. 5. The little girls said that they played games every day. 6. Mrs Jan said that she went to the market every day. 7. Peter said that he thought it was very cold.

Exercise 4:

- a. Tom asked Ann what she was reading.
b. Betty asked Joan when the people were arriving.
c. Miss Jan asked Tom which book he wanted.

- d. Miss Shah asked Uzma how her father was.
- e. Jack asked John where he was going on Saturday.
- f. Mrs Shah asked Omer why he wanted a dollar.
- g. Uzma asked Omer who the boy in the green shirt was.
- h. Mrs Shah asked the girls what they were doing.
- i. Mr Jan asked Omer how his father and mother were.
- j. Zeb asked Omer who the children playing football were.

Exercise 6:

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

Workbook 4, Page 41:

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

CHAPTER 20

Pages 76-79

Language Structure

Indirect questions with *whether/if*.

New Words

famous, ever, even, protect, knights, strange, centre, lady, appear, lovely, church, wedding, hall, joy, joyful, boat, truth.

Teaching Notes

Previous chapters dealt with indirect questions which began with a question word: *what, how, when*, etc. In this chapter the questions do not begin with a question word. They are questions that expect a *Yes* or *No*. When they become indirect questions, the order of subject and verb changes as with other indirect questions but we add the word *if* or *whether*. *If* is more common and is used in all exercises in this chapter, but *whether* may be used in place of *if* in all examples. Notice the changes but usually a present tense in a direct question becomes a past tense in the indirect form. Notice that in Exercise 2e *Do you like*, the present tense, becomes *he liked*, the past tense.

Workbook 4

Pages 42-43

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. 1. I asked if it was hot. 2. I asked if the cup was empty. 3. I asked if the glass was full. 4. I asked if Mary was well. 5. I asked if John was working. 6. I asked if the bus was coming. 7. I asked if Peter was reading a book. 8. I asked if Mr Shah was going to Lyari. 9. I asked if anyone was using the telephone. 10. I asked if anyone was feeling tired.
- b. 1. I asked if they were empty. 2. I asked if they were ready. 3. I asked if the plates were clean. 4. I asked if the windows were dirty. 5. I asked if the eggs were old. 6. I asked if the boys were coming. 7. I asked if the men were mending the window. 8. I asked if the women were buying fish. 9. I asked if the cars were moving. 10. I asked if the boys and girls were dancing.
- c. 1. I asked Mary if she was hot. 2. I asked Peter if he was cold. 3. I asked Mary if she was ready. 4. I asked Zohra if she was going home. 5. I asked Sumro if he was feeling tired. 6. I asked the children if they were ready. 7. I asked the girls if they were all right. 8. I asked the boys if they were getting wet. 9. I asked the boys and girls if they were going to swim.
- d. 1. I asked Omer if he would close the door. 2. I asked Uzma if she would open the window. 3. I asked Dick if he would clean the blackboard. 4. I asked David and Jack if they would give out the books. 5. I asked Mansoor if he could see the picture. 6. I asked Musarrat if she could lift the box. 7. I asked the girls if they could hear the music. 8. I asked the boys if they would wait outside. 9. I asked Jack if he could see the boat. 10. I asked the boys if they could swim.
1. I asked Zeb if she liked sweets. 2. I asked Susan if she liked swimming. 3. I asked Tim if he went to the cinema. 4. I asked June if she sat at the back of the class. 5. I asked Dick if he lived in Lahore. 6. I asked Zeb if she went to school on Saturdays. 7. I asked David if he wrote with his left hand. 8. I asked Jane if she ever read a book. 9. I asked Zohra if she ever helped her mother. 10. I asked Maruf if he liked going to school.

Exercise 3:

a. Ann said that she was reading an exciting book. b. John said that he thought it was very cold. c. Mary asked Peter what he was drawing. d. Peter asked Tom where the glasses were. e. Ann asked Betty which book she liked best. f. John asked Ann why the bus was stopping. g. Sumro asked Zohra who the girl

with the long hair was. h. Peter asked Ann how her sister was.

Workbook 4, Page 42:

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

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

Workbook 4, Page 43:

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

CHAPTER 21

Pages 80-83

Language Structure

while

New Words

huge, harmless, cobra, deer, butterfly, vulture, bathe, jungle, overhead.

Teaching Notes

Demonstrate the use of *while* by means of actions performed in the classroom. One action must be continuous, taking place over a period of time during which the other action takes place. For example, one pupil may be told to clean the

blackboard, and while he is doing it another pupil is told to shut a window. The teacher then says:

While Omer was cleaning the blackboard, Maruf shut the window.

At first the children imitate the teacher. Then they produce their own sentences in reply to the teacher's question: *What happened?*

Workbook 4

Pages 44-45

These two pages revise the use of *some* and *any*.

Speech Guide

Earlier chapters have practised the use of the unvoiced sound /t/ and the voiced sound /d/. When these sounds are followed by the letter *s*, it is pronounced /s/ after /t/ and /z/ after /d/. In other words when the letter before *s* is unvoiced, *s* is also unvoiced. When the letter before *s* is voiced, *s* also is voiced.

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. They go there to watch the animals.
- b. They can see the wild animals more easily.
- c. Five or seven including the driver.
- d. They go down to a waterhole to drink.
- e. They become too old to catch other animals.

Exercise 3:

Note: All 25 combinations are possible.

Exercise 4:

- a. Someone opened the door while I was sleeping.
- b. Someone stole their clothes while they were swimming.
- c. Mrs Jan cooked a meal while Mr Shah was watching television.
- d. Miss Jan marked their books while they were writing.
- e. The telephone rang while we were eating.
- f. The postman came while he was having breakfast.

Exercise 5:

- a. While they were carrying the books, they dropped one.
- b. While she was looking out of the window, she saw an aeroplane.
- c. While he was putting on his shirt, one of the buttons came off.
- d. While the bus was moving, one of the passengers got off.
- e. While we were looking at the blackboard, the door opened.
- f. While I was writing the letter, I dropped my pen.
- g. While I was waiting for my friend, I saw my teacher.
- h. While the men were working, it began to rain.
- i. While the boys were riding the bicycles, a car came along.

Exercise 6:

- a. I want *a* glass of *X* milk and *a* piece of *X* bread.
- b. On the desk were *a* bottle of *X* ink and *a* box of *X* pens.
- c. He had *a* piece of *X* chalk and *a* piece of *X* wood in his pocket.
- d. You can drink *X* milk, *X* water and *X* tea but you cannot drink bottle of *X* ink.
- e. We wash with *X* soap and *X* water and dry our hands and face with *a* towel.

Exercise 7:

- a. some, any b. some, any c. any, some d. some, any.

Exercise 9:

- a. I asked Kamran if the tea was hot. b. I asked Sumro if the plates were clean. c. I asked David if he was feeling all right. d. I asked the children if they were looking at the blackboard. e. I asked Jack if he would pick up the ruler. f. I asked the boys and girls if they could see the farmer. g. I asked the boys if they liked to climb trees. h. I asked Mary if she lived in New Town. i. I asked John if he would help David. j. I asked the girls if they could cook the food.

Workbook 4, Page 44:

3. 'Yes, there are some boys in the car,' said Zeb.
4. 'No, there aren't any children in the car,' said Zeb.
5. 'Yes, there is some water in the glass,' said Omer.
6. 'Yes, there is some paper on the desk,' said Omer.
7. 'No, there isn't any rice in the bowl,' said Maruf.
8. 'No, there isn't any bread on the table,' said Uzma.
9. 'Yes, there are some apples in the bowl,' said Zohra.

Workbook 4, Page 45:

3. There aren't any rulers on the table but there are some rulers on the chair.
4. There isn't any water in the bottle but there is some water in the glass.

5. There isn't any bread on the floor but there is some bread on the table.
6. There aren't any oranges under the chair but there are some oranges on the chair.
7. There isn't any writing on the wall but there is some writing on the blackboard.
8. There aren't any aeroplanes on the ground but there are some aeroplanes in the air.

CHAPTER 22

Pages 84-87

Language Structure

before and *after*

New Words

goods, motor cycle, daily, die, fault, blame, improve, corner, curve, improvement, flyover, future.

Teaching Notes

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

writes	rides
/raɪts/	/raɪdz/
seats	seeds
/si:ts/	si:dz/

Note: As always, plenty of listening practice is recommended.

*After he closed the door, he cleaned the blackboard.
He cleaned the blackboard after he closed the door.*

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

Exercises 6 and 7 are general revision.

Workbook 4

Pages 46-47

Speech Guide

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

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. There are many accidents in Karachi because there is a great deal of traffic.
- b. Corners are dangerous because drivers cannot see other cars coming around corners.
- c. New bridges have been built to make journeys shorter.
- d. Traffic lights are put at crossroads to stop the cars in one road and let the cars in the other road go on. Then they do not crash into each other.
- e. They are safer because when one road comes above the other road, the cars cannot hit each other.

Exercise 3:

Note: All combinations are possible.

Exercise 4:

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

Exercise 5:

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

Exercise 6:

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

Exercise 7:

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

Exercise 9:

- a. Mrs Shah asked Uzma if the tea was ready. b. Peter asked the man if the snake was dead. c. Ann asked Zohra if she was asleep. d. The teacher asked the girls if they were listening. e. Mr Jan asked John if he would open the door. f. Zohra asked Peter if he could help her. g. Miss Ali asked Mary if she lived in Peshawar. h. Miss Shah asked the girls if they liked singing. i. Ann asked David if he enjoyed fishing. j. The woman asked John if he would help her.

Workbook 4, Page 46:

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

Workbook 4, Page 47:

Note: All combinations are possible.

CHAPTER 23

Pages 88-91

Language Structure

until

New Words

pedestrian, footbridge, subway, obey, until, zebra crossing, signal, sign, law, punishment, rush, film.

Teaching Notes

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

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

Speech Guide

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

Note: All combinations are possible.

Exercise 3:

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

Exercise 4:

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

Exercise 5:

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

Exercise 6:

a. Tom is thinner than Tim. b. Zeb is more careful than Zohra. c. Uzma is happier than Jane. d. David is cleverer than Donald. e. Exercise 6 is easier than Exercise 5. f. Zohra's marks are better than Susan's marks. g. Maruf's marks are worse than Jack's marks.

Exercise 8:

a. After she looked carefully, she crossed the road. She looked carefully before she crossed the road. b. After the light turned red, the car stopped. The light turned red before the car stopped. c. After they looked right, left, then right again, they crossed the road. They looked right, left, then right again before they

crossed the road. d. After the bus moved off, Mary crossed the road. The bus moved off before Mary crossed the road. e. After he rushed out into the road, he saw the car. He rushed out into the road before he saw the car. f. After Tom finished the exercise, he gave it to Miss Jan, Tom finished the exercise, he gave it to Miss Jan, Tom finished the exercise before he gave it to Miss Jan. g. After they arrived at the cinema, the film began. They arrived at the cinema before the film began. h. After the Headmaster spoke to the boys and girls, they went to their classroom. The Headmaster spoke to the boys and girls before they went to their classrooms.

Workbook 4, Page 48-9:

Note: All combinations are possible.

CHAPTER 24

Pages 92-95

Language Structure

so ... that ...

New Words

helpless, wicked, throat, squeeze, grow, annoy, because of, refuse, order, cattle, sunrise, midday, club, sunset.

Teaching Notes

Demonstrate sentences like those in Exercise 2. Use the present tense first, then the past tense:

Teacher: *Maruf, please try to lift my desk.*

Maruf: *I can't lift it. It is very heavy.*

Teacher: *The desk is so heavy that Maruf cannot lift it.*

(Maruf returns to his place.)

Teacher: *The desk was so heavy that Maruf could not lift it.*

Practise in this way until all pupils are able to produce sentences using *so ... that ...*

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

Workbook 4

Pages 50-51

Speech Guide

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

Answers to Exercises

Exercise 1:

a. his mother's enemy b. he was very strong c. a tree d. sunset e. twice
f. hands

Exercise 2:

Note: All combinations are possible.

Exercise 3:

a. The box was so heavy that no one could lift it. b. The lion was so fierce that no one would go near it. c. The lion's skin was so thick that the arrows did not hurt it. d. Hercules was so strong that he killed the lion with his hands. e. John was so tired that he went to sleep in class. f. David was so tall that he could touch the top of the door. g. The writing was so small that no one could read it. h. Peter was so thirsty that he drank three glasses of water. i. The knife was so sharp that it could cut wood easily. j. The book was so interesting that Mary could not stop reading it.

Exercise 4:

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

Exercise 5:

a. Yes, I am. b. No, I am not. c. Yes, it is. d. No, it isn't. e. Yes, I have.
f. No, I haven't. g. No, it isn't. h. Yes, it is.

Exercise 6:

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

Exercise 8:

a. The bus did not start until the conductor rang the bell. b. He did not open his umbrella until it began to rain heavily. c. The robber did not run away until the policeman arrived. d. Mr Jan did not read the newspaper until he got home. e. Mr Ali did not lock the door until he went to bed. f. Mrs Ali did not close the window until the storm began. g. Miss Jan did not send for the doctor until she felt ill.

Workbook 4, Page 50:

2. The tree was so tall that the boys could not climb it.
3. She was so late for school that the first lesson was finished.
4. She was so frightened that she could not stop shaking.
5. He was so happy that he could not stop smiling.
6. He was so strong that he could lift two desks.
7. He was so pleased to hear the news that he ran home to tell his mother and father.
8. It was so hot that they could not work.
9. He was so fierce that everyone was afraid of him.
10. She was so kind that everyone liked her.
11. He was so rich that he had three houses.

Workbook 4, Page 51:

2. did not fall off 3. did not run to 4. did not put a hat on 5. he did not push his car 6. did not open the window 7. he did not ride his 8. she did not eat an 9. he did not sit near the door 10. did not shut the door 11. did not write on the board 12. she did not go to school.

CHAPTER 25

Pages 96-99

Language Structure

where

New Words

difficulty, desert (n.), hunt, outdoors, shape, close, giant, nearby, ocean, reward, spot, flat.

Teaching Notes

Demonstrate the use of *where* using examples like these:

This is the place where I sit.

That is the place where you sit.

This is the place where Omer sits.

That is the place where Uzma sits.

Then work Exercises 3 and 4 orally.

Exercise 5 revises verb tenses. Give pupils time to prepare the answers before going through it with them. If mistakes occur, stop and discuss.

Exercise 6 revises the position of adverbs of frequency, giving pupils practice in composing sentences. Please note that all combinations do NOT make good sense. The pupils must choose words which produce a sensible meaning. While doing this, they are practising the use of the adverbs of frequency.

Page 52 gives more practice in the use of adverbs of frequency and Page 53 gives more practice in the use of *so ... that ...*

Speech Guide

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. He killed animals and ate them.
b. He thought that Atlas was a mountain.
c. He thought that the King would give him a reward.
d. He was frightened of Hercules.

Exercise 3:

Note: All combinations are possible.

Exercise 4:

a. This is the flat where my friend lives. b. That is the place where the accident happened. c. This is the spot where we had a picnic last year. d. Can you find the place where we stopped reading? e. He showed me the place where the stone hit him. f. Take me to the shop where you bought the books. g. This is the cinema where there was a fire. h. This is the room where we have our music lessons.

Exercise 5:

- a. helps, is helping b. climbs, climbed c. knows, knew d. walks, went
e. bites, bit f. taught, is teaching.

Workbook 4, Page 52:

2. We never come to school by aeroplane.
3. We never/sometimes/often draw pictures in our books.
4. The teacher sometimes/often reads to us.
5. We always go to bed at night.
6. The sky is sometimes/often blue.
7. I always/never/sometimes/often walk to school.

8. The bird sometimes/often sits in a tree.
9. The sun is sometimes/often hot.
10. There are always seven days in a week.

Workbook 4, Page 53:

2. He was so tall that he could touch the top of the door.
3. She was so tired that she could not keep her eyes open.
4. The box was so heavy that no one could lift it.
5. The window was so high that no one could see out of it.
6. She was so clever that she was top of the class every time.
7. He was so happy that he could not stop smiling.
8. She was so sad that she could not stop crying.
9. The Headmaster was so pleased that he gave the whole school a holiday.
10. He was so hungry that he ate three plates of rice.
11. He was so strong that he could carry three other boys.
12. The dress was so pretty that everyone liked it.

CHAPTER 26

Pages 100-103

Language Structure

should, ought

New Words

accidentally, housewife, contain, drag, cry, liquid, kerosene, stupidly, fright, grown-up, swallow, slippery, ought, should.

Teaching Notes

Work Exercises 2 to 3 orally.

Exercise 4 is revision.

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

Workbook 4

Pages 54-55

Page 54 gives more practice with *should* and *ought to*. Page 55 gives more practice with the infinitive construction.

Speech Guide

For all the examples in Exercise 6, the letters *es* at the ends of the words are pronounced /iz/. The children will tend to pronounce them /ez/. Give them plenty of listening practice first.

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. 1. You ought to try to stop accidents. 2. We ought to keep hot water away from small children. 3. We ought to put a kerosene heater in safe place. 4. Children ought not to play with sharp things. 5. Children ought not to touch electric heaters. 6. We ought to put medicine away in a safe place. 7. We ought to keep passages clear.
- b. 1. We ought not to put hot water where children can reach it. 2. We ought not to put kerosene heaters where they can be knocked over. 3. We ought not to let children play with knives or scissors. 4. We ought not to be careless with electricity. 5. You ought not to leave medicine where small children can reach it. 6. You ought not to throw fruit skins onto the floor. 7. We ought not to leave things where people can trip over them.

Exercise 3:

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

Exercise 4:

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

Exercise 5:

- C, A, E, B, D.

Workbook 4, Page 54:

3. He should speak more slowly.
4. They should not make so much noise.
5. This school ought to have a bigger playground.
6. We should not put hot things where children can reach them.
7. We should brush our teeth twice a day.
8. Children ought not to play in the street.
9. Children should not play with sharp things.
10. We ought to help other people when we can.
11. Accidents ought not to happen.
12. We should not throw rubbish on the ground.

Workbook 4, Page 55:

2. Will you lend me your scissors to cut this piece of paper?
3. Here is some money to buy some ice cream for us all.
4. Here is a map to show you the way to Lahore.
5. I want a match to light a fire.
6. He wants one rupee to buy a stamp.
7. Here is a pen to write with.
8. She is looking for a warm coat to wear in the winter.
9. I want a piece of paper and an envelope to write a letter.
10. Here is a box with a lock to keep your things in.
11. I need a piece of cloth to bandage this cut on his leg.
12. Let's go to the zoo to see all the animals.

CHAPTER 27

Pages 104-107

Language Structure

They made him captain, etc. Preposition and gerund.

New Words

same, size, alike, lamp post, equal, equally, increase, check, exact, false, examine, manager.

Teaching Notes

Work Exercises 2, 3 and 4 orally. All three exercises are suitable for written work if time permits.

Prepare Exercise 5, punctuation, on the board as usual before the pupils are allowed to write it out. They can afterwards check their own work.

Workbook 4

Pages 56-57

Speech Guide

Notice the stress and intonation pattern of the examples in Exercises 1, 2 and 3. The main stress usually falls on the word:

He was made ↘ CAPtain.

All the windows were pushed ↘ Open.

The bus went by without ↘ STOPping.

Answers to Exercises

Exercise 1:

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

Exercise 2:

a. They made Omer the leader. b. They painted the wall yellow. c. They named the baby Zohra. d. They made Mr Jan Chairman. e. They called the new baby Bob. f. They made him King. g. They named the ship 'Golden Star'. h. They made Mr Ali manager of the shop. i. They made Tom Form Monitor. j. They washed the cups and saucers clean. k. They named the new road Assembly Road. l. They swept the room clean. m. They pushed the door open. n. They made the floor dirty. o. They opened their mouths wide. p. They broke the door open.

Exercise 3:

a. All the windows were pushed *open*. b. All the bicycles were painted *red*. c. Someone made the bathroom floor very *wet*. d. In the winter, thick clothes keep us *warm*. e. The boys made their shirts very *dirty*. f. The little baby girl was named *Zohra*. g. The children were told to keep their hands *clean*. h. Mr Ali was made *manager* of the factory. i. The heater soon made the water *hot*. j. 'Please open your mouth *wide*,' the doctor said. k. The young man was made *King* of all the land. l. The children made their shoes *muddy*.

Exercise 4:

a. Tom walked past us without stopping. b. He stopped the bus by putting up his hand. c. Dick was punished for being late for school. d. Mary walked past us without seeing us. e. He found the answer by looking in a book. f. He cleaned the desks by wiping them with a cloth. g. The car drove through the crowd of people without hurting anyone. h. He saved the drowning girl by holding on to her hair. i. Mrs Jan was very pleased with the children for helping her. j. He did the exercise without making one mistake.

Exercise 5:

'Our teacher read us a story,' said Mary.

'Was it a good one?' asked John.

'Yes, it was very good,' Mary replied.

Exercise 7:

a. You should be very careful. b. You should not be so careless. c. Children should not play with matches. d. We should try to stop accidents from happening. e. Cars should not drive fast through towns and villages. f. Children should not be allowed to play with sharp things. g. Hot water should not be left where children can reach it. h. We should put medicine away where little children cannot reach it. i. We should not put things in dark passages where people may trip over them.

Workbook 4, Page 56:

2. I called my dog Rover.

3. They are going to paint the ship red.
4. They made him Captain.
5. That ship is called the 'Sea Wind'.
6. The baby was named Suzy.

Eye, Queen, Umbrella, Ant, Lemon: EQUAL
 Ambulance, Lorry, Ice cream, King, Egg: ALIKE
 Glass, Umbrella, Envelope, Sailor, Scissors: GUESS

Workbook 4, Page 57:

3. A pencil is used for writing. 4. He spoke without thinking. 5. She won a prize by working hard. 6. He reached the boat by swimming. 7. He opened the door by pushing hard. 8. Deep Water Bay is a good place for swimming. 9. She became good at sewing. 10. The bus went by without stopping. 11. He became good at football by practising in the evening. 12. Mr Shah came in and sat down without speaking.

CHAPTER 28

Pages 108-111

Language Structure

What a ...!

New Words

rough, deep, shallow, depth, salty, flow, plant, dive, diver, press.

Teaching Notes

Demonstrate *What a ...* by going around the class admiring the children's position, using sentences like these:

What a nice dress!
What a pretty dress!
What a nice pen!
What a pretty box!

More examples can be provided by using drawing on the black board:

What a big tree!
What a small dog!
What a tall building! etc.

Then get the pupils to produce exclamations like these when the teacher points to a particular object. The pupils can use any suitable adjective: *big, nice, pretty, tall, etc.*

Now repeat the above using the plural form:

What pretty boxes!

What nice pens!

What big trees! etc.

Do the same with a few examples of uncountable nouns using *nice*:

What nice fruit!

What nice hair! (e.g. on doll)

What nice tea!

Then work Exercise 3 and 4 orally.

Exercise 5 should be worked orally, and in writing if time permits.

Exercise 6 revises an important construction: verbs which are followed by an *infinitive with 'to'*: and verbs which are followed by an *infinitive without 'to'*: *made him do it, let him come, etc.*

Exercise 7 should be worked orally and in writing.

Workbook 4

Pages 58-59

Answers to Exercises

Exercise 1:

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

Exercise 2:

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

Exercise 3:

- a. What a big ship! b. What a small dog! c. What a lovely picture!
d. What a nice boy! e. What a pretty girl! f. What a tall building! g. What good coffee!
h. What tall grass! i. What nice fruit! j. What nice people!
k. What lovely hair! l. What big books!

Exercise 4:

a. *What* a lovely day! b. *What* interesting people! c. *What* nice tea!
d. *What* a kind man! e. *What* a good idea! f. *What* lovely apples! g. *What*
beautiful music! h. *What* a rough sea! i. *What* fun! j. *What* lovely flowers!

Exercise 5:

a. They watched the sinking ship. b. She knocked over the pan of boiling
water. c. The car was hit by a falling tree. d. We listened to the laughing children.
e. He ran after the moving car. f. He rubbed his aching back.

a. The police looked for the stolen jewels. b. She mended her torn dress.
c. They looked everywhere for the lost dog. d. They could not eat the burnt food.
e. She gave the finished exercise book to the teacher. f. He drank tea from a
cracked glass.

Exercise 6:

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

Exercise 7:

C, A, E, B, D.

Exercise 9:

The buses were all *red/green* etc.

The little girl was named *Uzma/Zeb* etc.

'Open your mouth *wide*, ' said the dentist.

The policeman pushed the door *open* and walked inside.

There was mud on the path and the boys made their shoes *muddy*.

'Wash your hands *clean*, please,' Mrs Jan said to the children.

Workbook 4, Page 58:

Note: All combinations are possible.

Workbook 4, Page 59:

2. The mother picked up the crying baby. 3. No one saw the broken window.
4. The boy was wearing a torn shirt. 5. He could not open the locked door.
6. He fell off while getting off a moving bus. 7. She put her finger in the boiling
water. 8. He hid the stolen money. 9. They could hear the sound of running water.
10. They had a written test. 11. He stepped in front of a moving bus. 12. His
broken arm was very painful.

Language Structure

glad to see you, afraid to tell him, etc.

New Words

happily, fun, enjoyment, lucky, public, sandy, risk, companion, tiring, stomach.

Teaching Notes

Practise making sentences using the table at the bottom of Page 113. All twelve combinations are possible. Then work Exercise 3 orally, and in writing if time permits.

Exercise 4 and 5 are revision exercises to be worked orally. Work Exercise 6, punctuation, on the board as usual.

Workbook 4

Pages 60-61

Page 61 is a revision exercise.

Speech Guide

Exercise 7 gives examples of a number of words containing letters which are not pronounced. This can also be regarded as a spelling exercise. The teacher reads words to the pupils, who repeat them after her. The pupils then read the words aloud. Finally the teacher may dictate words to the pupils to check their spelling.

Answers to Exercises

Exercise 1:

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

Exercise 2:

a. Beaches which are sandy with shallow water are best for swimming.
b. They become frightened. Then they sink and swallow water. c. If one person gets into difficulty, the others can help him. d. The red flag means that it is dangerous to swim. e. If people swim when their stomachs are full of food, they often become ill.

Exercise 3:

a. We were pleased to see him. b. I was sorry to hear that he was ill. c. I was happy to see that he was better. d. They were glad to hear the good news. e. I was glad to hear that you would help us. f. I was sorry to hear the bad news. g. I was sorry to hear that the money was stolen. h. I was glad to hear that the thief was caught.

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

Exercise 4:

a. Mr Memon told the children to put down their pens. b. Mrs Jan told the children not to forget to wipe their shoes. c. Omer told Uzma to put her books on the table. d. The teacher told Omer not to stand on his chair. e. Zohra told Maruf to put on his coat. f. Mr Ali told the children not to be late.

Exercise 5:

- a. Mary has more sisters than Ann. Ann has fewer sisters than Mary.
- b. Peter has more milk than Tim. Tim has less milk than Peter.
- c. Zohra has more bread than Zeb. Zeb has less bread than Zohra.
- d. Mr Shah has more bags than Mr Zia. Mr Zia has fewer bags than Mr Shah.

Exercise 6:

'Can you swim?' said Omer.

'No,' said Uzma 'Can you?'

'Yes, I can swim a little,' answered Omer.

'Will you please teach me, Omer?' said Uzma.

Workbook 4, Page 60:

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

Workbook 4, Page 61:

3. *There are more* nails in picture 5 than there are in picture 1.
4. *There are fewer* nails in picture 1 than there are in picture 5.
5. *There is as much* water in picture 6 as there is in picture 4.
6. *There is more* water in picture 2 than there is in picture 3.
7. *There are fewer* flowers in picture 12 than there are in picture 8.
8. *There are fewer* flowers in picture 8 than there are in picture 12.
9. *There are as many* flowers in picture 7 as there are in picture 8.
10. *There is more* milk in picture 10 than there is in picture 9.

11. *There is less milk in picture 9 than there is in picture 10.*
12. *There is as much milk in picture 11 as there is in picture 9.*

CHAPTER 30

Pages 116-117

Language Structure

General Revision

Teaching Notes

All Exercises should be worked orally at first. Exercise 6 revises a large number of different constructions. It should be worked orally very thoroughly several times. If time permits, and the teachers think that the children need practice, it can then be set as written work. Exercise 7 is similar.

Exercise 8 is an important exercise: it practices the past tense and present tense forms of irregular verbs. Ask the pupils to make sentences beginning: *Every day I ...*, *Yesterday I ...*, and *Now I have ...*. They have to finish the sentences themselves.

Workbook 4

Pages 62-64

Page 62 revises a number of important constructions and page 63 practices the forms of tense of some more irregular verbs.

Answers to Exercises

Exercise 1:

Note: All combinations are possible grammatically but they do not all make good sense. The pupils must provide only sentences with a sensible meaning.

Exercise 2:

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

Exercise 3:

Note: The most probable answers are given.

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

Exercise 4:

a. Yes, I've just seen it. b. No, but I've almost written it. c. No, but I've

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

Exercise 5:

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

Exercise 6:

a. Mr Shah let the children stop work. b. Mrs Hai made Peter wash his hands. c. Miss Jan told Mary to sit down. d. Zohra has less milk than Uzma. e. Zia has fewer pencils than Omer. f. The river is too wide for us to cross. g. A car is not as big as a bus. h. The girls have stopped singing now. i. A forest is not the same as a wood. j. A donkey is different from a horse. k. It may rain tomorrow. l. He has been in Sialkot since 1995. m. She came to this school two years ago. n. He lived here for a year. o. I must go home now. p. There are not enough chairs in this room. q. The box is big enough to hold fifty books. r. A lot of rice is grown in Thailand. s. Uzma did not know what to do. t. Tom did not know where to put his bicycle. u. John said that it was cold. v. Ann said that the birds were singing. w. Zohra said that she wanted to go home. x. Peter asked John what he was doing. y. The shopkeeper asked them which one they wanted. z. The policeman asked the man who he was.

Exercise 7:

a. Mahmud asked where the bus was going. b. Zohra asked John if the glass was empty. c. I asked Zeb if she liked ice cream. d. Mary said, 'Peter, what do you want?' e. Ann said that she was feeling tired. f. While he was driving home, a wheel came off his car. g. After they finished work, they went home. h. They did not cross the road until the light turned green. i. The desk was so heavy that we could not lift it. j. That is the village where my friend lives. k. They ought not to be so careless. l. The bus went by without stopping. m. We thanked him for being so helpful. n. What a nice boy! o. What big oranges! p. She was afraid to touch the snake. q. I was very pleased to see him.

Workbook 4, Page 62:

2. Maruf's desk is bigger than Omer's (desk).
3. Mr Shah let the boys go outside.
4. Zeb said that she wanted an ice cream.

5. We will start when they are ready.
6. Omer asked Zohra where she was going.
7. He asked them what they wanted.
8. The teacher told them not to do it.
9. It was so heavy that no one could lift it. *Alternative answer:* It was too heavy for anyone to lift.
10. He asked her if she knew what to do.
11. The window was so small that he could not get through it. *Alternative answer:* The window was too small for him to get through.
12. She asked him when he was going.

Workbook 4, Page 63:

2. build, built 3. eats, eaten 4. makes, made 5. sent, sent 6. brought, brought
7. carried, carried 8. caught, caught 9. threw, thrown 10. tied, tied
11. joined, joined 12. corrected, corrected.

Workbook 4, Page 64:

1. did 2. doesn't it 3. did 4. one 5. some 6. he wants

WORD LIST

The following words are introduced for the first time in Book 4. 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 Books 1, 2 and 3.

A		bold	77	chilli	28
absent	67	bow	30	church	76
accidentally	100	brackets	54	cigar	69
ache	52	brain	48	close	96
advice	48	bravery	72	cloudy	16
afford	10	break	30	club	92
against	13	breathe	48	cobra	80
airmail	73	bright	16	collect	18
airport	72	broom	28	command	12
alike	104	bullock	24	companion	112
allow	40	bunch	10	contain	100
ambulance	40	bury	18	continue	16
amusing	44	butter	18	corner	84
anger	45	butterfly	80	cough	60
annoy	92			cover	16
appear	76	C		crash	68
arrive	21	cabbage	56	creep	34
arrow	30	cage	10	crop	24
attack	34	calm	16	cross	13
		calmly	45	crowd	68
B		candle	64	cry	100
bamboo	10	cap	13	curve	84
bake	28	captain	18	customer	32
bar	34	cargo	72	cycle	84
bathe	81	carpenter	34		
bean	56	cart	24	D	
beautifully	12	cattle	92	dark	48
because of	92	cause	40	darkness	48
believe	64	centre	76	daylight	48
beneath	24	certain	15	daily	84
blame	84	certainly	22	death	64
blouse	10	check	105	deaf	60
boast	44	cheese	56	deep	108
boastful	44	chest	64	deer	80
body	19	chew	24	depth	108

desert	96	feed	28	helpless	92
destroy	40	fetch	22	honest	18
diamond	10	film	91	housewife	100
die	84	flat	98	huge	80
difference	72	flow	108	hunger	61
difficulty	96	flyover	85	hunt	96
dirt	52	fold	64	I	
discover	30	footbridge	88	idea	23
discovery	30	forest	12	illness	52
disease	52	forgetful	60	improve	84
distance	22	forgive	64	improvement	84
dive	109	fortune	64	important	36
diver	109	fox	80	indoors	22
donkey	13	fresh	48	increase	85
dozen	32	fright	100	J	
drag	100	fun	112	jacket	10
drain	52	fur	36	jar	22
dull	16	furniture	10	jewel	12
E		future	85	joy	76
eagle	13	G		joyful	76
earn	60	gas	36	jungle	80
electricity	36	gently	68	K	
elephant	19	germs	52	kerosene	100
enemy	34	giant	96	L	
enjoyment	112	glider	72	lady	76
equal	104	goat	28	lamp post	104
equally	104	goods	84	law	89
even	76	Government	24	leader	26
exact	105	gratefully	65	lean	60
examine	105	grind	28	leave	34
excellent	61	grow	92	lemon	57
excite	19	grown-up	101	life	40
excitement	19	guard	34	liquid	100
exercise	48	guess	46	log	71
F		H		lovely	76
fail	68	habit	48	lucky	112
failure	68	harmless	80	M	
false	105	health	40	magic	18
famous	76	healthy	40		
fasten	34	heater	36		
fault	84	helper	72		

mail (air)	73	pineapple	57	screw driver	12
main	24	place	18	secret	19
manager	106	plant	108	shallow	108
mango	57	platform	30	shape	96
master	22	plough	24	shelf	27
mean	48	port (air)	72	shoot	30
melon	57	potato	56	shore	30
memory	60	potter	24	should	102
microscope	52	prepare	28	sign	89
midday	92	press	109	signal	88
modern	72	price	10	since	23
motor car	33	properly	48	size	104
mutton	56	protect	76	skill	72
		public	112	skilful	72
N		pulses	56	skin	56
name	24	punctuation	14	slippery	101
naughtily	64	punishment	89	sour	52
nearby	97			spark	36
need	48	R		speed	72
neither	64	reader	26	spit	52
nightingale	12	real	10	spot	98
		really	44	spread	68
O		reason	36	squeeze	92
obey	88	refuse	92	steel	28
obediently	96	repair	12	steer	69
ocean	97	repeat	60	stiff	60
officer	34	reply	44	stomach	113
onion	28	rescue	40	strange	76
order	43	reward	97	strength	40
ought	102	risk	112	stupid	44
outdoors	96	rotten	52	stupidly	100
oven	28	rough	108	subway	88
overhead	81	rubbish	52	succeed	60
		rudely	44	success	72
P		rush	89	successful	65
parent	40			successfully	72
passage	40	S		sugar cane	24
pea	56	sail	30	sunrise	92
peach	57	salty	108	sunset	92
peanut	56	same	13	sunshine	16
pedestrian	88	sandy	112	sure	15
perhaps	15	scales	18	swallow	101
period	16	screw	12		

T

taste	36
taxi	9
tell	40
temperature	16
temple	34
throat	92
tiny	30
tiring	112
torch	34
travel	22
traveller	22
truth	76
twig	24

U

until	88
upon	64

V

vulture	80
---------	----

W

war	34
warmth	36
watchman	44
way	36
wealthy	48
wedding	76
weekly	43
weigh	18
wheat	24
while	82
wicked	92
wild	36
windy	16
wing	68
wire	40
wise	48
wish	68
without	72
wrap	36

Y

yet	23
-----	----

Z

zebra	88
zebra crossing	88