

**Advance
with
English
4**

Teacher's Book

OXFORD
UNIVERSITY PRESS

Guidelines for Teachers

Advance with English 4 aims to develop the students' communicative skills as well as their ability to produce correct sentences. Therefore the activities require pair and group work as well as individual work. Students should be encouraged to discuss problems and tackle tasks together.

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

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

Each teaching unit of *Advance with English 4* contains five thematically linked sections: Reading; Language practice; Using English or Reading for Information; Practical Conversation and Composition.

READING

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

There is a wide variety of different types of reading, authentic in both language and format. This includes articles from newspapers and magazines (Unit 1), extracts from brochures (Unit 4), stories (Unit 8 and 9), and poems (Unit 11).

HOW TO USE THE MATERIAL

The *What do you think?* section continues the thinking processes started in the introductory section. Students anticipate what they will read about by scanning the material, looking at titles, pictures, captions and other

features. At this stage they must not read the passage. Next, they should make intelligent guesses and express opinions about the content of the material by answering the questions in this section.

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

The *Finding the facts* section which follows, aims to provide students with a purpose for reading. This usually takes the form of an information-extraction type exercise where students are required to find information in the passage that will enable them to complete various exercises. For example, an interview (Unit 10), newspaper reports (Unit 2), a diary (Unit 8), or an outline (Unit 9). Sometimes the information is used to check the facts in a table (Unit 1), or in an advertisement (Unit 3), or students match requirements with information (Unit 4), or statements with speakers, or with speakers' or writers' views (Unit 5 and 6).

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

The vocabulary exercises are designed to encourage students to use contextual clues and make intelligent guesses to determine meanings. There are also exercises requiring students to use new lexical items for production in different contexts. These vocabulary items are reviewed in Unit 7.

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

The *Reading* section normally ends with a *Summary* exercise. Having read the passage and understood it thoroughly, the students can tackle this final exercise in selection, comprehension, and expression with confidence. This *Summary* section contains a wide variety of exercises designed to develop progressively the students' summarizing skills.

Considerable guidance on technique is given at the start and gradually withdrawn, until students are left with only minimal help.

LANGUAGE PRACTICE

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

First, students are presented with language items and explanations of their functions. Students are then guided through a series of exercises, some tightly controlled, which require them to use the language intelligently, not mechanically. Examples can be found in Unit 1, where students are asked to read a dialogue and identify expressions used to give advice, then they must use them to complete part of a letter. The students are then required to use the language in a realistic dialogue where one student makes statements and the other offers suitable advice, making appropriate use of the relevant language items.

HOW TO USE THE MATERIAL

Various approaches are possible. For example, in Unit 1, the teacher may take one part of the presentation dialogue (S1) and a student the other (S2). The students select the language items for giving advice and apply these to complete the extract from the letter that forms the second part of the exercise (S2). This exercise, when completed, should be read out by one or more students and any possible variations discussed.

There is also a pair exercise for which, in the early units, the teacher may want to take the part of S1 or S2 and have the students respond before handing the exercise over to the students do the exercise themselves. Further reinforcement can be provided by asking students to write out some or all the language items.

USING ENGLISH

This section alternates with the *Reading for information* section described on the following page. It presents students with practical tasks in which they must use language intelligently, in realistic contexts. These tasks include writing questionnaires, making and handling enquiries, arguing and debating, writing rules and regulations, dealing with customers, taking notes, acquiring and exchanging information and reporting back.

READING FOR INFORMATION

This section is designed to familiarize students with a wide variety of reading material, which differs from that found in the *Reading* section. It gives students the opportunity to practise and acquire the skills needed to use such material for their own reference. For example, students are given practice in reading indexes, tables of contents and publishers' blurbs, and further practice in scanning reading matter for specific information. Students are also asked to read at speed and make predictions about the contents of newspaper and magazine articles.

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

PRACTICAL CONVERSATION

This section is normally divided into four parts: *Pronunciation practice*, *Everyday conversation*, *Role-play/Discussion* and *Picture conversation*.

Pronunciation practice is provided by minimal word pairs and by practising the words in the context of sentences. There are exercises both on vowel and consonant sounds, on consonant clusters and on stress and intonation. The students can practise by repeating a model given by the teacher.

The *Everyday conversation* section presents a conversation that illustrates a particular language function and requires students to work together to create their own dialogue, using this language function. For example, in Unit 5 students read a dialogue illustrating the *Asking for help* function and then go on practising language in a realistic context, also prepares students for the Oral Examination.

Role-play/Discussion exercises either take the form of a role-play, based on the preceding *Everyday conversation*, or of a discussion, based on the *Reading* section. The aim is to further increase students' fluency by providing them with a freer form of oral practice.

The *Picture conversation* section presents a picture, which is usually related to the theme of the reading material and is accompanied by questions. This is designed to encourage students to express their own points of view, as well as asking them to make factual observations about the picture. Thus students develop the ability to talk about matters of general interest. Again, this provides excellent practice for students preparing for the Oral Examination.

COMPOSITION

The *Composition* exercises are presented in two parts: Discussion and Writing. The discussion should always precede the writing so that the students have plenty of ideas available for their compositions. They can then concentrate on presenting their ideas as a well organized piece of writing. The *Reading* section, at the beginning of the unit, provides the basis for the *Composition* so that students may draw on the information to boost their own ideas for the topic they will be writing about.

The *Discussion* section normally takes the form of a group discussion with each group finally reporting back to the class as a whole. The aim is to provide a practical exercise in communication that will generate and explore the ideas which the students will write about. The discussion is as important as the writing and at least as much time should be spent on it.

The *Writing* section is designed to be as practical and useful as possible and to introduce students to the many kinds of writing. It therefore includes letters, reports, stories, extracts from diaries, as well as the more traditional type of composition.

STUDY NOTES

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



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Answer Key



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Unit 1

READING Pages 2–6

- A** 1 a. Success b. People
c. Failure d. Leaders. Strategies of taking charge
e. Success f. Failure.
g. London

- 2 Ray Meyer: Basketball coach: DePaul University
Harry Truman: President: USA
Fletcher Byrom: retired chairman: Koppers Company
William Smithburg: chairman: Quaker Oats
Thomas J Watson: founder: IBM

- B** 1 a. legendary b. dropped c. straight
d. obstacles e. acquisition f. risks
g. flopped h. guess

- 2 a. straight b. risks c. dropped
d. acquisition e. obstacles f. legendary
g. guess h. flopped

- 3 concentrate on pay attention to
springboard a piece of a wood that helps you jump higher
Senators members of a senate (legislative body)
maxim a saying
pet accessory something small used by a pet
wrote off admitted it had no value
resignation a statement that you will leave your job
blurted out said suddenly
fused mixed or joined together
hailed welcomed

- C** Jaffer: . . .
Bilal: They played 29.
Jaffer: . . .
Bilal: No.
Jaffer: . . .
Bilal: Yes.

Jaffer: . . .
 Bilal: Yes.
 Jaffer: . . .
 Bilal: No. He said that making mistakes is a sign that *you're learning*.
 Jaffer: . . .
 Bilal: Yes, but he didn't lose his job.
 Jaffer: . . .
 Bilal: You mean that leaders don't worry about failure because they *enjoy what they are doing too much*? Yes, I do agree.

- D
- | | |
|---------------------------------------|----------------------|
| b. The interviewers | c. Ray Meyer |
| d. Leaders don't think about failure. | e. Fletcher Byrom |
| f. Fletcher Byrom | g. William Smithburg |
| h. People | i. the leaders' |
| j. IBM | k. Leaders |
- E
- 1 Failure.
 - 2 The junior executive's mistake cost the company millions of dollars. Watson regarded this expensive mistake as an important lesson that the junior executive would learn from. This is why Watson said, 'We've just spent millions of dollars educating you.'

LANGUAGE PRACTICE Pages 6–10

- A
- 2 . . . and later in the afternoon, I met Tania. She was worried. She was afraid she *might* fail her examination. I told her she *shouldn't* worry about failing. However, she said she *did* worry so I told her she *must* try to stop. It was essential. She asked me how and I replied, 'You've *got to decide to try to* do your best. That's all.' I told her failure was a beginning not an end. That's how she *ought* to think about it. After chatting to Tania I went into the . . .
 - 2 S1: I've spilt coffee on my jacket.
 S2: Then have it cleaned.
 S1: Where?
 S2: At the dry-cleaner's.
 - 3 S1: I've damaged my car.
 S2: Then have it fixed.
 S1: Where?
 S2: At a garage.

- 4 S1: I've hurt my ankle.
S2: Then have it treated.
S1: Where?
S2: At the doctor's.
- 5 S1: I've damaged my front tooth.
S2: Then have it X-rayed.
S1: Where?
S2: At the dentist's.
- 6 S1: I've torn my coat.
S2: Then have it mended.
S1: Where?
S2: At a tailor's.
- 7 S1: I've broken my glasses.
S2: Then have them repaired.
S1: Where?
S2: At the optician's.
- 8 S1: I've lost my ID card.
S2: Then have it replaced.
S1: Where?
S2: At the immigration department.
- 9 S1: I've broken my necklace.
S2: Then have it mended.
S1: Where?
S2: At the jeweller's.

- C 2 There *used to be* a house on the hill. Now there is a *block of flats*.
3 There *used to be* a barber at number 82. Now *there is a supermarket*.
4 Diana *used to have long hair*. Now *she has short hair*.
5 They *used to go to school*. Now *they go to university*.

- D 1 c. When did you *last get your hair cut*, Tariq?
d. Do I *have to pass a driving test before I get a licence*?
e. Do I need to renew my library ticket every year?
f. Must I give the exact fare to the driver?
- 2 Waiter, this *can't be right*. There *must be some mistake*.
3 You *should have brought your umbrella*, Jenny. It's going to rain.
4 I *used to*, but now I *don't*.

READING FOR INFORMATION *Page 10*

- 1 Advertisements
- 2 Alphabetical order.
- 3 a. 17–20 b. 3 c. 6
d. 1 e. 11 f. 1, 8–9, 12
g. 4 h. 11 i. 2

PRACTICAL CONVERSATION *Pages 11–15*

- D
- 1 Runner number 3.
 - 2 Runner number 5.
 - 3 Runner number 2.
 - 4 A few yards.
 - 6 Ice cream and drinks.
 - 7 Accidentally spilling it on the boy in front of him because he is excited about the race.
 - 8 Annoyed.
 - 9 High jump.
 - 10 She has hurt her foot.
 - 11 The first-aid officers are about to carry her on a stretcher.
 - 12 A first-aid officer's uniform.
 - 13 Three boys. Because they won first, second, and third places.
 - 14 Proud and happy.
 - 15 Gold, silver, and bronze.

Unit 2

READING Pages 16–20

- A**
- 1 A practical joker.
 - 2 They show some of the jokes described in the story.
 - 3 Jokes.
- B** Yesterday afternoon, two men were tricked by a practical joker in a *London Street . . . London council . . . their help . . . some measurements . . . had been tricked . . . made himself scarce*. Police in Oxford were angered yesterday when they went to *arrest . . . they were really workmen . . . digging a hole in the road . . . real workmen . . . looking for the practical joker . . . called Cole*. One of London's quietest streets yesterday witnessed amazing scenes, as about *four thousand . . . along Berner street . . . number fifty-four . . . had received letters . . . deliver goods to the landlady . . . at exactly ten o'clock . . .*
- C**
- 1 a. victim
c. oblige
e. is anyone's guess
g. made himself scarce
i. legitimately
k. get his own back
 - 2 a. went off
c. is anyone's guess
e. own back
g. embarrassed
i. legitimate
 - b. embarrassed
d. went off
f. around
h. on another occasion
j. imitated
 - b. victims
d. oblige
f. makes himself scarce
h. imitate
j. around
- D**
- 1 C
 - 2 a. 1, 2, 3, 4, 5, 6, 8,
b. 2, 4, 5, 8
c. 3, 4, 6, 8, 9, 10
- E**
- 1 B
 - 2 B
 - 3 Prince
 - 4 Because his victims would be angry.
 - 7 Although he thought the jokes were funny, he decided to be careful.

LANGUAGE PRACTICE *Pages 21–26*

- B**
- 1 S1: Mr Khan's a taxi driver.
S2: Oh, he drives a taxi, does he?
S1: Yes. He's driving one now.
 - 2 S1: Mr Awan's a baker.
S2: Oh, he bakes bread, does he?
S1: Yes. He's baking some now.
 - 3 S1: Tariq's a mechanic.
S2: Oh, he repairs cars, does he?
S1: Yes. He's repairing one now.
 - 4 S1: Alam's a conductor.
S2: Oh, he conducts orchestras, does he?
S1: Yes. He's conducting one now.
 - 5 S1: Mr Shah's a pilot.
S2: Oh, he flies an aeroplane, does he?
S1: Yes. He's flying one now.
 - 6 S1: Mrs Dean's a nurse.
S2: Oh, she looks after patients, does she?
S1: Yes. She's looking after one now.
 - 7 S1: Salim's a fireman.
S2: Oh, he puts out fires, does he?
S1: Yes. He's putting one out now.
 - 8 S1: Binish's a typist.
S2: Oh, she types letters, does she?
S1: Yes. She's typing one now.
 - 9 S1: Mr Malik's a security guard.
S2: Oh, he guards a bank, does he?
S1: Yes. He's guarding one now.
- D**
- 1 Smith: ... received ... picked ... heard ...
 - 2 Jones: ... rang ... complained ...
 - 3 Jones: ... know ... leaks ...
 - 4 Jones: ... conducts ...

- E 1 a. Shakespeare
 c. The Wright brothers
 e. Yuri Gagarin
 g. Charles Dickens
 i. Fleming
 k. Rutherford
- b. Neil Armstrong
 d. The Egyptians
 f. Edison
 h. The Chinese
 j. Rontgen
- 2 a. Alexander Graham Bell
 c. Thomas Adams
 e. Walt Disney
- b. Alfred Nobel
 d. The Chinese

- F 1 Alan was reading a book when the door bell rang.
 2 While Helen was ironing, the vase broke.
 3 He was singing when the audience left.
 4 While Ann was swinging, the branch broke.

PRACTICAL CONVERSATION *Pages 28–29*

- C 2 Four.
 3 No.
 4 The news.
 5 Watering the plants.
- 6 Studying.
 7 Watching the television.
 8 A cowboy
 9 The woman in the kitchen.

- D**
- 1 Facts
 - 2 C
 - 3 Electronic Office System specialists are likely to benefit the most. Typists, messengers and general 'back-up' staff are likely to benefit the least.
 - 4 Office staff are becoming more expensive, office needs to be smaller because of high rent.
 - 5 Instead of fighting his way to the office each morning . . .
 - 6 The topic of discussion in both units is about the way in which traditional methods of doing things are gradually dying out.

- E**
- | | | |
|-----|-----|-----|
| 1 A | 2 A | 3 A |
| 4 A | 5 A | |

- F**
- 1 How an electronic information-storage system works.
 - 2 Reasons why present-day offices must change.
 - 3 The present state of the electronic revolution.
 - 4 Long-distance communication.
 - 5 The value of computers to various professions.
 - 6 Computer-aids.
 - 7 The summing up.

LANGUAGE PRACTICE *Pages 38–42*

- F**
- 2 S1: Will the plane have arrived by 6.30?
S2: No, by 7.15.
 - 3 S1: Will the eclipse have started by ten?
S2: No, by eleven.
 - 4 S1: Will they have reached the top by this evening?
S2: No, by tomorrow morning.
 - 5 S1: Will the rocket have landed on the moon by tomorrow?
S2: No, by the day after.
 - 6 S1: Will Shaista have programmed the computer by lunchtime?
S2: No, about 3 o'clock
 - 7 S1: Will they have completed the flyover by next June?
S2: No, by next August.
 - 8 S1: Will he have finished the lecture by 7.30?
S2: No, by 7.50, I think.
 - 9 S1: Will the race have ended by Tuesday?
S2: No, by next Thursday.

- 10 S1: Will the game have begun by 10 o'clock?
S2: No, by 10.15.
- 11 S1: Will they have finished writing by 11:45?
S2: No, by 11:55.
- 12 S1: Will he have repaid the loan by next July?
S2: No, by the July after next.

READING FOR INFORMATION *Page 43*

- 1 C
2 B
3 for a long time
4 drugs
5 Ayten Haris, a refugee from Bosnia
6 D
7 war
8 Start Here, and Asiacross
9 Asia Magazine

PRACTICAL CONVERSATION *Pages 44–46*

- D** 1 January 21.
2 One hour.
5 He is recording the conversation on a tape recorder, so that he can listen to it again later.
6 Put a telephone call through to the secretary.
7 For the manager.
8 The secretary.
9 Typing.
10 Filing.

Unit 4

READING Pages 48–55

- A**
- 1 B
 - 2 Pakistan.
 - 3 Travel agents.
 - 4 Yes.
 - 6 Japan and Malaysia.
 - 7 Three.
 - 8 The cost of air flights and hotel accommodation.
 - 9 Malaysia.
 - 10 New Zealand.
 - 11 Japan, Malaysia, New Zealand.
 - 12 Japanese live in Japan and speak Japanese. Malays live in Malaysia and speak Malay. New Zealanders live in New Zealand and speak English.

- B**
- Mr King—Japan
Mr Malik—Kota Kinabalu, Malaysia
Miss Khan and Miss Hasan—New Zealand
Mr and Mrs Zia—Kuantan, Malaysia
Miss Chinoy—Japan

- C**
- | | | |
|---|--------------------|---------------------------------|
| 1 | shrines | holy places |
| | stranded | not able to go anywhere |
| | perpetual | never-ending |
| | lush plantations | trees growing thickly together |
| | fascinating | very interesting |
| | premier | most important |
| | fringed with palms | with palms growing at the edges |
| | get-away | a place to relax in |
| | a brochure | a small book; a booklet |
| | isolated | lonely |
- 2
- | | | | | | |
|----|---|----|---|----|---|
| a. | A | b. | B | c. | B |
| d. | A | e. | B | f. | A |
| g. | A | h. | A | i. | B |
| j. | B | k. | A | l. | B |
| m. | A | | | | |

- | | | |
|---|----------------------|-------------------------|
| 3 | a. dynamic | b. ultra- |
| | c. testimony | d. resorts |
| | e. blends | f. excursions |
| | g. came across | h. distinctive |
| 4 | a. cultural heritage | b. collect-call system |
| | c. toll free | d. paradise |
| | e. tucked down | f. off the beaten track |
| | g. thermal geysers | |

- D**
- 1 Malaysia.
 - 2 Japan.
 - 3 New Zealand.
 - 4 Malaysia.
 - 5 Japan.
 - 6 Malaysia.
 - 7 Japan.
 - 8 Goodwill guide programme to assist with language problems; Japan Travel Phone which provides travel related information and language assistance; teletourist service which tells you what is going on in and around Tokyo or Kyoto.
 - 9 Rs 40,540.
 - 10 Yes, except for breakfast which is included in the cost of the hotel accommodation.
 - 11 Telephone (51) 214344 for more details.
 - 12 An excursion fare would cost Rs 40,280; a package fare would cost Rs 35,750.

- E**
- 1 Japan Travel Phone
 - 2 teletourist service
 - 3 Kuantan
 - 4 Penang, Kuantan, Kota Kinabalu
 - 5 travel agents
 - 6 New Zealand is off the beaten track of the world's tourist traffic.

- F**
- 1 The tropical island of Penang with its sandy beaches has always been a favourite with Hong Kong residents.
 - 2 Kuantan is Malaysia's east-coast resort with white crescent-shaped beaches fringed with palm trees and casuarina trees. It is recommended as a get-away.

LANGUAGE PRACTICE Pages 56–60

- C**
- | | | | |
|---|-----------------|---|---------------|
| 1 | has been coming | 2 | has seen |
| 3 | has noticed | 4 | has grown |
| 5 | has noticed | 6 | has completed |
| 7 | has lived | | |
- D**
- b. S1: What about the pavements?
S2: They have become more crowded since I've been coming here.
- c. S1: What about the prices?
S2: They have become more expensive since I've been coming here.
- d. S1: What about the harbour?
S2: It has become more polluted since I've been coming here.
- e. S1: What about the airport?
S2: It has become busier since I've been coming here.
- f. S1: What about the roads?
S2: They have become wider since I've been coming here.
- E**
- 2 S1: How long has Mr Walker been working as a fisherman?
S2: He hasn't been working as a fisherman. He's been working as a farmer.
- 3 S1: How long has Mr Walker been coming to Pakistan on business?
S2: He hasn't been coming on business. He's been coming for pleasure.
- 4 S1: How long has Mr Walker been learning Japanese?
S2: He hasn't been learning Japanese. He's been learning Chinese.
- 5 S1: How long has Mr Walker been staying at the Ambassador?
S2: He hasn't been staying at the Ambassador. He's been staying at the Orient.
- 6 S1: How long has Mr Walker been playing squash?
S2: He hasn't been playing squash. He's been playing golf.
- 7 S1: How long has Mr Walker studying Japanese history?
S2: He hasn't been studying Japanese history. He's been studying Chinese history.
- 8 S1: How long has Mr Walker been touring temples?
S2: He hasn't been touring temples. He's been touring museums.
- F**
- 1 S1: *Why is the floor not shining?*
S2: I'm sorry. I haven't polished it yet.

- 2 S1: *Why are the curtains drawn?*
S2: I'm sorry. I haven't opened them yet.
- 3 S1: *Why are there* no sheets on the bed?
S2: I'm sorry. I haven't made it yet.
- 4 S1: *Why is the* TV not working?
S2: I'm sorry. I haven't repaired it yet.
- 5 S1: *Why are the* lights off?
S2: I'm sorry. I haven't turned them on yet.
6. S1 *Why is the* water-jug empty?
S2: I'm sorry. I haven't filled it yet.
- 7 S1: *Why is the* radio so low?
S2: I'm sorry. I haven't turned it up yet.
- 8 S1: *Why is the* waste-paper basket full?
S2: I'm sorry. I haven't emptied it yet.

- G** 1 S1: *Are you going to* leave for Japan tomorrow?
S2: No, I'll leave when I've recovered from my fever.
- 2 S1: *Are you going to* write your postcards now?
S2: No, I'll write them after I've eaten lunch.
- 3 S1: *Are you going to* call for details this afternoon?
S2: No, I'll call when I've read the brochure.
- 4 S1: *Are you going to* leave for the airport now?
S2: No, I'll leave when I've finished packing.
- 5 S1: *Are you going to* visit the glacier tomorrow?
S2: No, I'll visit it after I've visited the geysers.

- H** 1 S2: Oh, has he?
- 2 S2: Oh, did she? Where does she live now?
- 3 S2: Oh, has she?
- 4 S2: Oh, did they? Where do they study now?
- 5 S2: Oh, did you? What do you work as now?
- 6 S2: Oh, have you?
- 7 S2: Oh, were you? What are you now?

PRACTICAL CONVERSATION Pages 62–64

- D** 1 Five.
- 3 They are being weighed.
- 5 PA2.
- 6 The New York queue.
- 9 An aeroplane.
- 10 It is about to depart.

Unit 5

READING Pages 66–72

- A 5 Crime.
- 6 Plants.
- 7 Answer questions.
- 8 A lie detector.
- 9 A policeman.
- 10 Plants

- B 1 The captain
- 3 The police
- 5 The captain
- 2 Backster
- 4 The sergeant
- 6 Backster

- C 1 a. A b. B c. C
- d. B e. D f. B
- g. C h. A i. D
- j. B k. A l. D
- m. A

- 2 Inspector: Sergeant, were there any witnesses to this jewellery-shop robbery?
Constable: . . .
Inspector: . . . suspects . . .
Constable: . . . culprits . . .
Inspector: . . .
Constable: . . . indicates . . .
Inspector: . . . sceptical . . .
Constable: . . .
Inspector: . . . registered . . .
Constable: . . .
Inspector: . . . tracked down . . .

- D 1 C
- 2 A little foolish.
- 3 The captain's behaviour.
- 4 He wondered why Backster had asked if the plants were in the office when the crime was committed.
- 5 Successful.

- 6 It was not a failure.
- 7 Whether plants have feelings.

- E**
- | | |
|-------------------|------------------|
| 1 2 the constable | 3 the police |
| 4 emotions | 5 emotions |
| 6 Backster | 7 Backster |
| 8 the captain | 9 the two plants |
- 10 people
- 2 2 'The constable, open-mouthed, watched him go.
 - 3 3 'Murder!' said the police and started to look for the murderer.
 - 4 4 The emotions the person feels as he answers, cause pens, attached to the machine, to draw patterns on a graph!
 - 5 5 When a person tells a lie, the emotions connected with lying produce a certain type of pattern on the graph.
 - 6 6 Backster, seated in the office where the murder had taken place, looked at the long list of suspects and shook his head.
 - 7 7 Backster then went on to explain to the captain how, accidentally, he had discovered that when a lie detector was attached to plants, the graphs registered emotions similar to those of a human being.
 - 8 8 However, Backster had done so many good jobs for them in the past, that the captain decided to go along with him.
 - 9 9 So that was how it happened that the two plants from the office were put in jail for their own protection; and this was the reason why the captain felt a little foolish.
 - 10 10 The plants people talked nicely to, thrived.

- F**
- | | | |
|-----|-----|-----|
| 1 E | 2 C | 3 D |
| 4 B | 5 A | 6 F |
| 7 G | 8 H | |

LANGUAGE PRACTICE *Pages 73–75*

- C**
- 2 Mrs Haq had become thinner.
 - 3 Wasi Haq had become stronger.
 - 4 Faiza had grown taller.
 - 5 Grandfather Haq had lost his hair.
 - 6 Grandmother Haq had lost her teeth.
 - 7 Uncle Zafar had moved house.

- 9 Aunt Bina had closed her fast food shop and opened a boutique.
- 10 Cousin Altaf had stopped playing football and started playing rugby.

READING FOR INFORMATION *Pages 76–77*

- 1 C
- 2 B
- 3 C
- 4 A
- 5 Full-colour illustrations.
- 6 Physical and human sciences.
- 7 Yes.
- 8 Soil structure.
- 9 Page 15.
- 10 P14; pp. 73–76; pp. 44–45; pp. 60, 61
- 11 Diagrams and illustrations of how they work.

PRACTICAL CONVERSATION *Pages 77–78*

- B**
- 1 Could you help me to question them?
 - 2 Do you think you could possibly spare us a few days?
 - 3 Well, could you help us at the end of the week?
- D**
- 1 It has been robbed.
 - 2 By a brick.
 - 3 Watches.
 - 4 A watch. He is looking for fingerprints.
 - 5 A magnifying glass.
 - 6 He is asking him what happened.
 - 7 The manager.
 - 8 His head has been cut.
 - 9 Talking into his radio.

Unit 6

READING Pages 80–85

- A** 1 People who provide goods and services.
2 More than one.
3 A person who fights strongly for something he believes in.
4 To talk frankly about or deal with a problem.
8 An insect is inside the packet of rice; the sell by date on the biscuits has expired; the TV remote control is not working properly; the leg of the armchair has broken; the wall in the room is cracked; the window frame does not fit properly; there is a lot of noise coming from the upstairs flat; the workmen are making a lot of noise with their road drills; the lady has fallen over some rubble on the road; the lorry and car are parked on the pavement; the workman who is painting has knocked the pot of paint onto the man below because there is no safety net around the platform he is standing on.

- B** 1 D 2 A 3 D
4 A 5 D 6 D
7 D 8 A 9 A

- C** 1 a. A b. A c. A
d. B e. A f. B
g. A h. A i. A
j. B
2 a. grumbling b. fine
c. petition d. alternative approach
e. receipt f. speak up for
3 a. start complaining b. continue
c. solve the problems d. reduce the bad feeling
e. appear personally f. things become difficult
g. delay taking action h. find the real cause of
i. have a problem

- D** 1 Actions for improved services.
2 a. 4 b. 3 c. 9
d. 2 e. 7 f. 5
g. 10 h. 8 i. 6

- 3 She could have reported the problem to the local environmental health department or approached the shop directly first. She decided to tackle the shop first.
- 4
 - a. What did Mike Frost and Sally Patterson do?
 - b. Did they organize a petition?
 - c. Have you got any posters on your windows?
 - d. Are there any articles about you in the local press?
 - e. How many years did the campaign take?
 - f. What happened to the plans for the road?

F Before you start complaining, decide what you hope to achieve. You might lose your legal rights if you don't complain at once. Friendly behaviour can often get good results for people who complain. Don't give up because you run into problems. Standards can be improved by praise as well as blame. Taking legal action is not the only way to make a complaint. Before taking legal action, it can pay to think of alternatives. Complaints about the environment can sometimes be solved by group action.

LANGUAGE PRACTICE *Pages 85–87*

- B**
- 2 She said that she had just bought a kettle from us.
 - 3 She told me it cost her Rs 1,000.
 - 4 She complained that it was no good.
 - 5 She said it didn't work.
 - 6 She explained that when she plugged it in, nothing happened.
 - 7 She told me that she was going to return it.
 - 8 She said that she would see us in about one hour.

Unit 7

REVISION Pages 92–101

- A 1 B 2 A 3 B
 4 B 5 A 6 A

- B 1 When 2 because 3 after
 4 Although 5 when 6 However
 7 since 8 So 9 before
 10 when 11 and 12 but

- C Robert is a very *dynamic* person. He's so active and full of energy. So when I asked him to come shark fishing with me on my new boat, I was surprised when he said he was *reluctant* to do so. I told him there was no danger, but he was very *sceptical*. 'I don't believe you,' he said. However, after a long argument he *eventually* agreed to come with me.

When we reached the harbour and I showed him my boat, he *literally* turned white with fear. 'I'm not going shark fishing in that,' he said. 'It's only about two metres long. What happens if we meet a fifteen-metre shark?'

'Don't worry,' I said, 'the boat, although small, is completely computerized. There are no *manual* controls on it. It's programmed to turn and come home if it meets anything more than one metre long.'

'No,' he said, 'I'm not going.' 'But you promised,' I said. The argument that followed was *intense* but in the end, I lost and he refused to come. 'Admit it,' I said to him, 'you're afraid.' 'No,' he replied, 'I've a better excuse than that, a *legitimate* excuse. I can't swim!'

- D 1 home 2 look 3 computer
 4 set 5 computer 6 telephone
 7 numbers 8 button 9 telephone
 10 dial 11 computer 12 speak

E CLUES ACROSS

- | | | |
|------------|---------------|--------------|
| 1 risks | 3 destination | 9 access |
| 12 ten | 15 core | 17 obstacles |
| 18 pins | 20 blend | 22 victim |
| 23 resorts | 25 thrive | 27 lot |
| 29 is | 30 ET | 31 registers |
| 32 pace | | |

CLUES DOWN

- | | | |
|-----------|-------------|-----------|
| 2 idea | 4 eye | 5 ill |
| 6 top | 7 scents | 8 decade |
| 10 solid | 11 suspect | 12 tea |
| 13 bother | 14 converts | 16 oblige |
| 19 kilo | 21 loose | 24 sir |
| 26 her | 28 toe | |

- | | | |
|-------|-----|-----|
| F 1 C | 2 A | 3 A |
| 4 C | 5 B | 6 B |
| 7 A | 8 D | |

G On her first day in Tokyo, Mary met *her* friend, Peter, and together they made *their* way to the underground railway station. There were not many people on the platform but the train, when *it* came in, was almost full. Mary began to push forward on to the train but Peter, who had lived in Tokyo for a long time, stopped *her*. 'Don't push,' he said. 'The Japanese think it's very impolite to push.' 'Then how do we get aboard the train?' Mary asked. 'Just wait,' Peter said, 'You'll see.'

Suddenly Mary felt herself being pushed forward on to the train. The people at the entrance began to move aside to make a space for *her*. Mary turned round in time to see Peter being pushed on beside *her* by a powerful man dressed in a uniform and wearing white gloves. *He* pushed a few more people on and then he stopped. The train doors closed and the train began to move. 'I thought you said the Japanese thought it is rude to push,' said Mary. '*They do*,' Peter said. 'But that man who pushed us both aboard is an official pusher. It's his job to push. People don't mind if you bump against them because of a push by an official pusher. But *they* would mind if you did it yourself. That would be bad manners.'

‘Why does he wear gloves?’ Mary asked. ‘It’s a sign of politeness,’ Peter said. ‘He’s showing you that although he has to push you, *he respects you.*’

H PAST

Simple:	I complained
Continuous:	I was complaining
Perfect:	I had complained

PRESENT

Simple:	I complain
Continuous:	I am complaining
Perfect:	I have complained
Perfect continuous:	I have been complaining

FUTURE

Simple:	I will complain
Continuous:	I will be complaining

Unit 8

READING Pages 102–107

- A
- | | | | | | |
|---|----|---|----|---|----|
| 1 | c. | 2 | e. | 3 | d. |
| 4 | a. | 5 | b. | | |
- B
- 06.00 hrs Landed on the planet. Weather *clear*.
 - 06.15 hrs Completed *test* of the *atmosphere*. Registered *three life forms*. Intelligent one walks *upright*.
 - 06.35 hrs *Produced* model body of LF1. *Started* learning language.
 - 06.45 hrs *Finished* learning language.
 - 06.50 hrs *Left* spaceship. Walked *downhill*.
 - 06.55 hrs *Examined* two *primitive* machines.
 - 07.05 hrs *Made* our first *contact* with LF1. LF1's attitude *unfriendly*.
- C
- | | | | |
|---|----------------------|-------------|-----------------|
| 1 | Pretty: B | Gravity: B | Upset: A |
| 2 | a. primitive | b. superior | c. hostile |
| 3 | a. My guess is . . . | b. adapt | c. make contact |
| 4 | a. apprehend | b. disguise | c. startled |
- D
- 1 A
 - 2 Paragraph 3: We'd better not let them see us as we really are yet. Primitives are usually hostile towards life forms different from themselves.
 - 3 Atmosphere.
 - 4 D
 - 5 Paragraph 8: We bring you a message of peace and friendship.
 - 6 C
 - 7 Because the spaceship's Commander thought that human beings might be hostile towards a life form different from themselves.
 - 8 Paragraph 3: Primitives are usually hostile to life forms different from themselves.
 - 9 Paragraph 3: 'Are you sure that's the intelligent one?'
Paragraph 3: 'Then they're even more primitive than we thought.'
Paragraph 3: 'We'd better not let them see us as we really are, yet. Primitives are usually hostile towards life forms different from themselves.'

- 10 a. F b. O c. F
 d. O e. F f. O
- 11 Captain Soshule changed her mind about which life form was superior.
 The Commander did not think highly of the face that appeared on the screen.
 The spaceship's crew had been ordered to contact the planet's inhabitants.
 Captain Scitek was not so good at learning languages.
 The two captains were quite pleased to meet the policeman.
 The spacemen were observed by a policeman hiding in the trees.
 The two captains left the spaceship disguised as businessmen.
 The police constable thought the spacemen might be car thieves.

- | | | | | | | |
|---|---|--------|---|--------|---|-------|
| E | 1 | While | 2 | after | 3 | after |
| | 4 | while | 5 | before | 6 | when |
| | 7 | During | 8 | until | | |

LANGUAGE PRACTICE Pages 108–111

- C 1 Are you *from another planet*?
 Did you *come here alone*?
 Does your ship *use nuclear fuel*?
 Have you *been here before*?
 Do you live *on Mars*?
 Will you *stay here*?
 Can you *tell us about your planet*?
 Is your *home outside the solar system*?
- 2 1 The APP reporter asked if *the spaceman was from another planet*.
 2 The correspondent from PPI asked whether *the spaceman came here alone*.
 3 The PTV reporter wanted to know if *the spaceman had been here before*.
 4 The TVB correspondent inquired whether *the spaceman's ship used nuclear fuel*.
 5 The reporter from the BBC asked whether *the spaceman could tell us about his planet*.

- 6 The ETV correspondent wanted to know whether *the spaceman's house was outside the solar system*.
- 7 The RTV reporter inquired whether *the spaceman lived on Mars*.
- 8 The CBC correspondent asked if *the spaceman would stay here*.

E When the ship landed, the Commander ordered the *engineer to shut off the engines* and told *the Captain not to open the doors yet*. He also asked the *navigator to make a survey*. Then he *told the operator not to use the radio* and asked *the Lieutenant to test the atmosphere*. Finally, he *warned everyone to be careful when they stepped outside*.

F 2 Inspector Hill reported *that they had arrived at the scene of the landing at exactly seven o'clock*. He stated that *it was in the grounds of the Seaview Hotel*.

He said some damage *had been done to the garden* and that he *had sent one of his men to find the owner who had photographed the landing*. He asked *if there were any more men available*. He told *Headquarters not to delay sending the men because the crowds were getting bigger every minute*. He said *he would report again at seven fifteen*.

USING ENGLISH Pages 112–114

- A**
- | | | |
|---|--------------------|-----------------------|
| 1 | a. Go . . . | b. Place . . . |
| | c. Sit . . . | d. Fasten . . . |
| | e. Make sure . . . | f. Do not smoke. |
| 2 | a. Keep . . . | b. Don't leave . . . |
| | c. Wait . . . | d. Press . . . |
| | e. Proceed . . . | f. Don't change . . . |
| 3 | f. a. d. c. b. e. | |

- B**
- 1 *Select one of the channel buttons to obtain a picture on the TV set.*
 - 2 *Insert a cassette into the loading slot.*
 - 3 *Press the record button to start recording.*
 - 4 *Use the pause button to cut out commercials. Press it again to resume recording.*
 - 5 *Press the stop button to stop the recording.*

- 6 Press the *rewind button* to *rewind* the tape.
- 7 Press the *eject button* to eject the tape from the VCR

PRACTICAL CONVERSATION *Pages 114–116*

- D**
- 1 Outer space.
 - 2 In their spaceship.
 - 3 To protect themselves from the polluted atmosphere.
 - 4 To receive and transmit messages
 - 5 Because it resembles the aerals they have on their own helmets.
 - 7 Landing on the roof.
 - 8 He is going to the spacemen in order to speak to them.
 - 9 Filming the scene opposite them.
 - 10 A fire engine has arrived and a crowd is gathering.

Unit 9

READING Pages 118–122

- A**
- 1 Constable Abel.
 - 2 Captain Scitek and Captain Soshule.
 - 3 At the police station.
- B**
- | | |
|-------------|-------------------|
| 1 President | 2 police station |
| 3 cell | 4 headquarters |
| 5 crazy | 6 disappeared |
| 7 doctor | 8 spaceship |
| 9 reform | 10 more civilized |
- C**
- | | |
|--------------|----------------|
| 1 a. odd | b. uncanny |
| c. identical | d. reserved |
| e. reactions | f. outskirts |
| g. fuss | h. locked away |
| i. instant | |
- 2 to get on with some a clang a click relief abruptly turned on his heel bulging
- to start about a loud ringing noise a short, slight sound a feeling of comfort after worry suddenly and unexpectedly turned quickly becoming bigger and rounder
- D**
- 1 Parked round the corner.
 - 2 Because he thought the Visitors were rather odd and asking very strange, childish questions. He thought they must be mental patients whose minds were still like children's.
 - 3 Because he had managed to lock them up in a cell without any trouble and could now telephone police headquarters to report what he had done.
 - 4 Because he had tricked the Visitors into entering the cell, by being friendly. Now they were locked up, he no longer needed to pretend to be friendly.
 - 5 Because he thought that Constable Abel must have suddenly become ill.
 - 6 His mouth fell open and his eyes bulged.

LANGUAGE PRACTICE Pages 122–127

- A 1 an, a 2 a, an, an
3 an, a 4 an, an

B Today *a* young boy told the police that he had seen *a* spaceship in *a* field near his home. ‘At first,’ said *a* policeman, ‘we thought it was *a* joke. However, some things the boy said made us decide to check his information. Investigation revealed that *an* object had flattened grass on the field and blown dirt from *a* track beside the field, more than *a* kilometre down the main highway.’

Our reporter made *a* visit to the area and saw *a* dog with scorched fur and animals from *a* farm nearby with similar but less serious burns.

C 28 grams of plain chocolate for each person

An egg for each person

Some cream and some chopped walnuts for decoration.

Melt the chocolate in a large bowl. Separate the yolks of the eggs from the whites of the eggs. Stir the yolks into the chocolate. Whip the egg whites until they are stiff and then fold into the chocolate mixture. Pour some of the mixture into individual pudding dishes and allow to set over night. Finally, decorate with some whipped cream and some chopped walnuts.

D A spaceship landed on *the* planet, Earth. *The* spaceship carried visitors from *a* distant planet. *The* visitors made a survey. *The* survey showed that Earth was quite primitive.

They met a policeman. *The* policeman thought they were thieves. He locked them in *a* room. *The* room was a prison cell. One of the visitors took *an* object from her pocket. *The* object looked like a pen. She pressed a button and *the* cell turned to dust.

The visitors returned to *a* field where *the* spaceship, was, and decided to return home.

- E** 2 a. The young and the old require special attention.
 b. The blind and the disabled often find it difficult to find jobs.
 c. After the accident, the injured were taken to hospital.

- | | | |
|--------------|--------|--------|
| G 2 A | 5 the | 6 the |
| 7 the | 8 the | 9 the |
| 10 the | 11 The | 12 a |
| 13 the | 14 The | 15 the |
| 16 a | 18 the | 19 an |
| 20 a | 21 The | 22 the |

READING FOR INFORMATION *Pages 128–130*

- A** 1 A visitor from space.
 3 B
 4 D
 5 A
 6 C
 7 Proving that other planets exist.
 8 If any planets are detected, trying to establish if they can support life.
 9 B
- B** Use questions to attract the readers attention to the topic. (1)
 Tells how we might detect life on planets outside the solar system. (4)
 Describes how we might detect planets outside the solar system. (3)
 Discusses the good effects of coming into contact with other life forms. (7)
 Discusses the bad effects of coming into contact with other life forms. (6)
 Asks whether planets exist outside the solar system. (2)
 Tells how we might establish if the life is intelligent and can communicate with us. (5)

PRACTICAL CONVERSATION Pages 130–134

B	1	Give me Sergeant Carter	Impolite
		May I speak to Sergeant Carter, please?	Very polite
		I want to speak to Sergeant Carter.	Impolite
		I wonder if I might speak to Sergeant Carter, please?	Very polite
		Put Sergeant Carter on the line.	Impolite
		Could I speak to Sergeant Carter, please?	Very polite
		I'd like to speak to Sergeant Carter, please.	Polite
	2	Will you hold on, please?	Polite
		Hold on, please.	Polite
		Would you hold on, please	Polite
		Hold on.	Impolite
		Would you mind holding on?	Very polite
		Would you hold on?	Polite
		Will you hold on?	Impolite
		Could you hold on, please?	Polite
	Would you mind holding on, please?	Very polite	
3	Yes.	Impolite	
	All right.	Polite	
	O.K.	Polite	
	Certainly.	Very polite	
	With pleasure.	Very polite	
	I suppose so.	Impolite	
	Of course.	Very polite	
	Yes, but hurry up. I've no time to waste.	Impolite	
	Yes, I'd be glad to.	Very polite	
4	He's out.	Impolite	
	I'm afraid he's out.	Very polite	
	He hasn't come back yet.	Impolite	
	I'm sorry. He's out.	Polite	
	No you can't.	Impolite	
	I'm very sorry. He's out.	Very polite	
	May I help you?	Very polite	
	Yes, I'll put you through	Polite	
	Certainly. Just a moment, I'll connect you.	Very polite	

5	Thanks.	Polite
	That's very kind of you.	Very polite
	Thank you.	Polite
	That's very good of you.	Very polite
	Thank you very much.	Very polite
	Many thanks.	Polite
	Very many thanks.	Very polite
	I'm very grateful to you.	Very polite
6	O.K.	Polite
	Not all.	Very polite
	All right.	Impolite
	That's all right.	Polite
	You're welcome.	Polite
	You're very welcome.	Very polite
	Don't mention it.	Very polite
	It's my pleasure.	Very polite

- D**
- 1 Clock and watches.
 - 2 Three, two male and one female.
 - 3 Some clocks.
 - 7 He has bought a watch. He is writing out a cheque to pay for the watch.
 - 8 The blue and white clock.

Unit 10

READING Pages 136–140

A 1 David Attenborough.

2 B

3 David Attenborough

4 Film them.

5 A photographer.

6 I wanted Geoff to film from *the road*. Geoff wanted to film from the *rice field*.

7 Geoff.

8 No.

9 Geoff.

10 C

B Interviewer: . . .

Geoff: We were seated on our *car* by the side of a *flooded rice field*.

Interviewer: . . .

Geoff: They were *fishing*.

Interviewer: . . .

Geoff: It was about filming the birds. He wanted me to *film* them from the *road*. I wanted to get a *closer* shot.

Interviewer: . . .

Geoff: I believed the shimmer—that's the wavy light—coming from the surface of the water would *ruin* a *telephoto* shot.

Interviewer: . . .

Geoff: *I did*.

Interviewer: . . .

Geoff: I climbed down the *slope* towards the *field*. The birds *looked at* me when I was half-way down, so I *paused*. Then I went *forward* again. The birds still did not *move*. I took one more step. Then the birds rose up . . . and flew to the *centre* of the *field*.

Interviewer: . . .

Geoff: No, I *descended* into the *field*.

Interviewer: . . .

Geoff: I began to *sink* into the blue, stinking *mud*.

Interviewer: . . .

Geoff: No, I *held* it *above* my *head*. Then I gave it to David when he came to *help* me.

Interviewer: Did you need his *help* to get out of the *mud*.

Geoff: No, I managed by *myself*. But I felt a bit *miserable*. Later, however, we both saw the funny side of the incident and had a good *laugh* about it.

- C
- | | | | |
|---|-----------------------|-------------------------------|--------------|
| 1 | a. fascination | b. accustomed to | |
| | c. whereas | d. alarmed | |
| | e. would not give way | f. Have it your way | |
| | g. slope | h. in the interest of harmony | |
| | i. bank | j. miserably | |
| 2 | a. banks | b. slope; miserable | |
| | c. in fascination | d. harmony | |
| | e. accustomed | f. alarmed | |
| 3 | Vehemence: A | Scrambled: C | To alight: B |
| | Clenched: C | Crossly: D | Flapped: B |
| | Retort: A | Flopped: D | |

- D
- 1 The birds are used to the *movement of cars and people* there.
 - 2 That's the only way to obtain film that has *any* quality.
 - 3 All the birds will *stop fishing* and *fly away*.
 - 4 Geoff went *closer to* them.
 - 5 I didn't want to make Geoff *angry*.
 - 6 He was *sinking into the mud*.
 - 7 He was afraid it might be *ruined* by the mud.
 - 8 I did not *want to annoy* Geoff.
 - 9 I *told you so*.
 - 10 B
 - 11 No. He did not look at David when David came to help him. He rejected the offer of David's hand.
 - 12 D

- E
- 2 Filming the birds.
 - 3 The birds.
 - 4 The heat shimmer rising from the surface of the water.
 - 5 The slope.
 - 6 Geoff being covered from head to foot with mud.

F *However*, we argued about the best place to film from. I wanted to do it from the road *but* Geoff wanted to do it from closer. Geoff won the argument and *he went* to the edge of the rice field. *However*, the birds were alarmed and flew to the centre of the field. Geoff stepped into the rice field to get closer *but he* began to sink in the mud. I went to help Geoff *but he* refused my help. *However*, he gave me his camera. Geoff managed to get out of the rice field by himself *but he* was covered in mud.

We drove back to camp together. We did not say much *but* an hour later we both had a good laugh about the incident.

LANGUAGE PRACTICE Pages 142–146

- A 1 b. David was puzzled at Geoff's refusal *to let him help with the filming*.
- c. Geoff was surprised at David's decision *to go back to camp*.
- d. David said that Geoff's attempt *to film the birds had failed*.
- e. David's offer *to help Geoff* was refused.
- f. Geoff said that the best time *to start filming was at six o'clock*.
- g. David said that Geoff's plan *to get nearer the birds* had not succeeded.
- h. Geoff expressed a wish *to go back to camp to have a bath*.
- 2 a. The *method of* filming the birds was the first *difference of* opinion they had on the trip.
- b. Geoff believed that the *solution* to the problem of filming the birds was to get near them.
- c. Geoff got stuck in the mud. That was the *reason for* his anger.
- d. The *friendship between* Geoff and David did not seem to be damaged by the incident. After an hour they had a *laugh about* it.
- e. Because of their *interest in* herons, the two men had stopped to watch them feeding.
- B 1 a. Geoff *was determined to get close to* the birds.
- b. The herons *were afraid to remain* near the road and flew off.
- c. Geoff *was unwise to step* into the rice field.
- d. David *was worried to see* Geoff sinking into the mud.

- e. Geoff *was anxious to save* his camera.
 - f. David *was willing to drive* Geoff back to camp.
 - g. On his return to camp, Geoff *was eager to have* a shower.
 - h. Both men were probably *disappointed not to have filmed* the birds.
- 2
- b. *It is unwise to swim* alone.
 - c. *It is wise to wear extra clothes* in cold weather.
 - d. *It is hard to be first* all the time.
 - e. *It is safe to come out now.* The storm's over.
 - f. *It is dangerous to leave your door unlocked.*
- 3
- a. Madagascar is *famous for* its black herons.
 - b. The birds were *accustomed to* the movements on the road. However, they were *afraid of* people who came too near them.
 - c. David *was annoyed at* Geoff for not filming from the road.
 - d. David was worried in case the birds got *tired of* fishing and flew off.
 - e. Geoff was probably *disappointed at* the failure of his effort to film the birds.
- 4
- a. How clumsy of you to drop it!
 - b. How (kind/thoughtful) of you to offer him a lift!
 - c. How (rude/inconsiderate) of him to do that!
 - d. How naughty of him to do that!

USING ENGLISH Pages 147–150

- 1 Two.
- 2 Friendly.
- 3
 - a. I think we should have a dining table for eight.
 - b. I agree.
 - c. I don't agree.
 - d. What about when all our relatives come?
 - e. Well, because they're bad for your back. They don't.

PRACTICAL CONVERSATION Pages 149–151

- D**
- 1 At an airport.
 - 2 His passport.
 - 6 Opened the man's suitcase.
 - 7 Looking inside the jacket pocket.

Unit 11

READING Pages 154–159

- A 1 a. run out b. essential c. weary
d. familiar e. longed f. exiled
- 2 mined dug holes in the ground to get coal, iron, gold, etc.
gigantic huge
revolving going round in a circle
saviours people who rescue or save
aerial taking place in the air
acrobatics doing clever things with your body
rival compete with
aquatic taking place in the water

- D 1 Aluminium, titanium, iron, silicon. For people to live on.
2 They kept the human race alive by supplying Earth with solar energy.
3 When they dived they fell very slowly towards the water and were able to do aerial acrobatics easily because their bodies floated through the air instead of falling quickly, as on Earth. This is because there was no pull of gravity as there is on Earth.
4 C
5 Playing games and talking with friends.

F We *monitored* what happened on Earth after it received life. As we watched, we thought about our own *barren*, colourless planet surrounded by black space, and grew more and more envious of Earth. We saw the countless blue colours of the oceans. We saw also the numberless green colours of the land and the millions of delicate, *fragile* flowers that covered it. We saw the land filled with living creatures *mastered* by strange *forked* beings. We allowed these beings to have the Earth to *hold in trust*. However, it was these beings who finally destroyed Earth.

We knew this might happen and we came to *intervene*. However, we *miscalculated* and came too late. The final disaster happened so suddenly it *caught us unawares*. The wisdom and the extremely powerful minds we had boasted about had failed to foresee the disaster.

- G**
- 1 Space.
 - 2 By a nuclear bomb.
 - 3 Oceans; plants.
 - 4 No. In time, Earth will renew herself.

LANGUAGE PRACTICE Pages 160–163

- A**
- 1 a. Akram likes *singing*.
Asif hates *listening*.
Akram practises *singing in the shower*.
 - b. Wasim started *writing the story of his life at 8 o'clock*.
He finished *writing chapter one at 10 o'clock*.
He stopped *writing at midnight*.
 - c. Wasim suggested *going to the cinema that evening*.
Ijaz said he didn't feel like *going that evening*.
He said he would consider *going the following evening*.
 - d. Samra denied *eating the biscuits*.
Saad admitted *eating them*.
Saad regretted *eating all the biscuits*.
- B**
- 1 Before *making* a call, make sure you know the number. Excessive pauses after *lifting* the receiver or while *dialling* can cause you to lose your call.
 - 2 After *lifting* the receiver, listen for the *Dial tone*.
 - 3 Dial or key the number carefully.
 - 4 After *dialling*, you will hear a *Ringling tone* if the number is not engaged, and an *Engaged tone*, if it is engaged.
 - 5 On *completing* your call, be sure to replace the receiver properly. By *following* the above instructions you can save a lot of time.
- C**
- 1 I saw him (*take/taking*) the key from his pocket and (*put/putting*) it into the lock.
 - 2 Peter felt something(*slide/sliding*) across his face. It was a large *snake*.
 - 3 Let me *help you* with those cases. They must be heavy.
 - 4 He tried to make me *dive* but I refused.
 - 5 I intend (*to exercise/exercising*) when I get home tonight.
 - 6 I can't bear *fried eggs*. I want boiled eggs instead.

- D**
- 2 S1: *How did you know* Faisal was asleep?
S2: I heard him snoring.
 - 3 S1: *How did you know* the audience was pleased?
S2: I heard them clapping.
 - 4 S1: *How did you know* the twins had gone?
S2: I saw them leaving.
 - 5 S1: *How did you know* the screw was loose?
S2: I saw it moving.
 - 6 S1 *How did you know* Salim was sorry?
S2: I heard him apologizing.
 - 7 S1: *How did you know* Amina was worried?
S2: I saw her frowning.
 - 8 S1: *How did you know* the boys were happy.
S2: I saw them smiling.

USING ENGLISH Pages 164–165

- S1:
- 1 Competitors must be aged between *thirteen and nineteen* years.
 - 2 They must have lived in Pakistan *for more than three* years.
 - 3 They must not *be relatives of* Daily News employees.
 - 4 Poems can be *in Urdu* or English.
 - 5 Poems can be *typed or* handwritten.
 - 6 Poems must not *have been published* before.
 - 7 An *entry fee of Rs 20* is payable.
 - 8 The first *prize is* Rs 10,000.
 - 9 All entries *must be submitted by 15th April*.
 - 10 Winning poems will *be published on 31st May*.
- S2:
- 1 How old must the competitors be?
 - 2 Can you enter if you've lived in Pakistan for 5 years?
 - 3 Can you write a poem in English?
 - 4 Is there an entry fee?
 - 5 What are the prizes?
 - 6 Will the winning poems be published?

PRACTICAL CONVERSATION Pages 165–168

- B**
- 1
 - a. . . . than hard ones.
 - b. . . . than ones without wheels.
 - c. . . . than dark colours.
 - d. Dark colour cases . . . than light colour ones.
 - e. A case with wheels . . . to move around than one without wheels.

- 2 Because there are more than two items to choose between.
- 3 C
- 4 By agreeing with the sales assistant's suggestions.

REVISION EXERCISES Pages 169–172

- A**
- | | | |
|---------------|--------------|----------|
| 1 imitated | 2 remembered | 3 played |
| 4 treating | 5 decided | 6 move |
| 7 wondered | 8 seemed | 9 write |
| 10 requesting | 11 deliver | 12 told |
| 13 imagine | 14 trying | 15 think |
- C**
- | | | |
|---------------|--------------|---------------|
| 1 primitive | 2 accessible | 3 intense |
| 4 hostile | 5 odd | 6 identical |
| 7 distinctive | 8 upset | 9 reluctant |
| 10 sad | 11 annual | 12 legitimate |

D Mr Alvi told me to take the letters to the post office and send them all by express airmail. I asked if I should take the parcels too. He said that I should and told me to send them by registered airmail. He warned me to be careful because the parcels contained diamonds. He also told me not to forget to get money from the cashier to pay for the stamps. I asked if he thought I should go to the post office by myself or with a security guard. He advised me to go with a security guard. He said that he would ring for him and tell him to meet me downstairs in the lobby. I told him not to bother and that I would go by myself.

- E**
- 1 The Governor *has announced* a historic agreement.
 - 2 A European tourist *has been fined* a thousand dollars for a littering offence.
 - 3 A hen *has laid* a square egg in Malir.
 - 4 A wage increase is *necessary* to boost *the* economy says an economist.
 - 5 *The referee disallowed* a last minute goal in *the* cup final.
 - 6 *The Government has approved* a plan to control pollution.
 - 7 *The order for shoes received from you yesterday is not complete.* Please inform us of *the* size of your feet.
 - 8 *I am unable* to meet you in Singapore tomorrow. *The plane has been delayed* by engine trouble. *The estimated time of arrival is now* 2.30 p.m. on Tuesday.

- 9 Congratulations on winning *the* Olympic Marathon. *The* whole family *is* *delighted*.
- 10 Sorry we cannot attend tomorrow's evening banquet. *The* company Director *has organized* an unexpected meeting to discuss promotions. Hope you have *a* good time and *enjoy* the banquet. Good luck with your new job in *the* United States. I will meet you, as arranged, in Canada at *the* end of *the* year.

- F**
- 1 He's looking well and so *is* *his* sister.
 - 2 What *a* great dancer!
 - 3 He's been collecting coins *for* *five* years.
 - 4 I haven't met him *since* 1985.
 - 5 He said that he *had* lots of gold coins.
 - 6 I asked him *how* many coins he *had* exactly.
 - 7 Once a month *they* have their hair cut at Toni's
 - 8 He *used* to be a labourer so he's *accustomed* to hard work.
 - 9 You *won't* get a seat *unless* you come early.
 - 10 You *don't* need to come to the meeting.
 - 11 Bina *was* chosen to represent the school by the principal.
 - 12 Her teacher *let* her leave early.

- G**
- | | | |
|---------------|--------------|--------------|
| 1 constable | 2 strangers | 3 behaviour |
| 4 side | 5 clothes | 6 place |
| 7 throat | 8 way | 9 smile |
| 10 expression | 11 pocket | 12 camera |
| 13 photograph | 14 amusement | 15 annoyance |
| 16 face | | |

**Advance
with
English
4**

Workbook

Answer Key



Blank Page

Unit 1

Pages 1–5

- A Mrs Khan: If you don't know who to ask about the school, you should write to the school principal directly.
- Mrs Khan: You should apply as soon as possible.
- Mrs Khan: If you don't have a passport, you should get one as soon as possible.
- Mrs Khan: To get a visa, you need to show a letter of acceptance from the school.
- Mrs Khan: You should follow the advice of the school and not take too many clothes.
- Mrs Khan: You should arrange for someone to meet you at the airport.
- Mrs Khan: You can ask your bank to transfer the money to the school's bank account.
- Mrs Khan: You should write to the school principal and ask what examinations are offered.

REGISTRATION FORM

Family name: *Naqvi*
First name: *Amina*
Age: *14*
Nationality: *Pakistani*
Full address: *18A, Seaview Villas, Block 4, Clifton
Karachi.*
Home telephone number: *585-0498*
When do you wish to begin your course at Hadleigh? *1st August.*
How long do you wish to stay at Hadleigh? *One month*

- B 3 Mr Khan: Where can we get the form?
Mr Chinoy: You can get the form at the post office.
Mrs Haq: No, you can't. You can get it at government offices or at any kindergarten.
- 4 Mrs Khan: When must we hand in the form?
Mr Chinoy: You must hand in the form in November.
Mrs Haq: No, you mustn't. You must hand it in during October.

- 5 Mr Khan: Who will have to see Salim's birth certificate?
 Mr Chinoy: The Admissions Officer will have to see it.
 Mrs Haq: Yes, that's right. The Admissions Officer will have to see it.
- 6 Mrs Khan: How many schools can we choose?
 Mr Chinoy: You can choose three schools.
 Mrs Haq: No, you can't. You should choose one school only.
- 7 Mr Khan: Will we receive an invitation to go for an interview?
 Mr Chinoy: Yes, you will receive an invitation to go for an interview.
 Mrs Haq: Yes, that's right. You will receive an invitation to go for an interview.
- 8 Mrs Khan: Who must go for the interview?
 Mr Chinoy: You and your child must go for the interview.
 Mrs Haq: Yes, that's right. You and your child must go for the interview.
- 9 Mr Khan: Must I accept a place if it's offered?
 Mr Chinoy: Yes, you must. You must accept a place if it's offered.
 Mrs Haq: Yes, that's right. You must accept a place if it's offered.
- 10 Mrs Khan: Where can I get a new form if a place isn't offered to my child?
 Mr Chinoy: You should go to the post office for a new form.
 Mrs Haq: No, you shouldn't. You should go to the Enrolment Centre for a new form.

- C** 3 You should not have a late night before the yoga class.
 4 You must bring a blanket.
 5 You should not wear your watch.
 6 You must arrive on time.
 7 You should not wear your glasses.
 8 You must arrive calm and relaxed.
 9 You should not force yourself to do any exercises which you cannot do.
 10 You must tie your hair up.
 11 You should not come to the class if you feel ill.
 12 You must stop the exercise if you do not feel comfortable.

Unit 2

Pages 6–9

- A** 1 Zahid Ali is 16 years 3 months old. He lives at 5A Garden Road, Lahore, and goes to The New Approach Secondary School. He likes all indoor games but dislikes *getting up in the morning*. In his spare time *he designs and makes* model aeroplanes. During the weekends he likes to *fly model aeroplanes* and *swim*. He wants to become an *aviation engineer* when he *leaves* school.
- 2 Shirin Azam is 17 years 2 months old. She lives at Flat A, 6th Floor, 74 New Street, Karachi, and goes to Crescent Secondary School. She likes playing netball and gossiping but dislikes people who talk about her behind her back. In her spare time, she does first aid, reads medical books and makes dresses. During the weekends she likes to attend meetings of the St John Ambulance Association and go picknicking. She wants to become a doctor when she leaves school.
- B** 3 Hina: What happened to you?
Mr Khan: *A brick hit me.*
Hina: *When did it hit you?*
Mr Khan: *It hit me when I was walking under a ladder.*
- 4 Hina: *What happened to you?*
Mrs Awan: I cut myself with a knife.
Hina: *When did you cut yourself with it?*
Mrs Awan: *I cut myself with it when I was preparing food.*
- 5 Hina: What happened to you?
Wasim: A window crushed my fingers.
Hina: When did it crush them?
Wasim: It crushed them when I was closing it.
- 6 Hina: What happened to you?
Arif: Water blocked my ears.
Hina: When did it block them?
Arif: It blocked them when I was swimming.
- 7 Hina: What happened to you?
Samia: I felt ill.
Hina: When did you feel ill?
Samia: I felt ill when I was eating.

- 8 Hina: What happened to you?
 Zia: I burnt my hand.
 Hina: When did you burn it?
 Zia: I burnt it when I was holding my kettle.

ACCIDENT REPORTS			
Time	Patient's name	Injury	Cause
4:00	Faraz	Bite	When he was walking home from school, a dog bit him.
4:10	Sara	Scratches	A cat scratched her when she was walking under a ladder.
4:15	Mr Khan	Sore head	A brick hit him when he was walking under a ladder.
5:00	Mrs Awan	Cut	She cut herself with a knife when she was preparing food.
5:05	Wasim	Crushed fingers	A window crushed them when he was closing it.
6:20	Arif	Blocked ears	Water blocked his ears when he was swimming.
7:10	Samia	Felt ill	She felt ill when she was eating.
8:15	Mrs Zia	Burnt hand	She burnt her hand when she was holding her kettle.

Unit 3

Pages 10–13

- A**
- 3 On Tuesday morning, I will be watching a computer demonstration.
 - 4 On Tuesday evening, I will be having dinner with the International Director.
 - 5 On Wednesday morning, I will be attending a meeting at Head Office.
 - 6 On Wednesday afternoon, I will be shopping for you.
 - 7 On Thursday morning, I will be taking a sight-seeing tour.
 - 8 On Thursday afternoon, I will be touring the factory.
 - 9 On Friday morning, I will be speaking at a sales conference.
 - 10 On Friday evening, I will be going to the theater.
 - 11 On Saturday morning, I will be attending a computer exhibition.
 - 12 On Saturday (*afternoon/evening*), I will be flying to New York.
- B**
- 3 Last year, we sold 4,000 cars. By the end of next year, we will have sold 6,000 cars.
 - 4 Last year, we sent 50 staff for training. By the end of next year, we will have sent 80 staff for training.
 - 5 Last year, we built 250 new houses. By the end of next year, we will have built 560 new houses.
 - 6 Last year, we repaired 70 machines. By the end of the next year, we will have repaired 85 machines.
 - 7 Last year, we produced 4,000 pairs of shoes. By the end of next year, we will have produced 7,000 pairs of shoes.
 - 8 Last year, we collected 3 million rupees in rent. By the end of next year, we will have collected 5 million rupees in rent.
 - 9 Last year, we manufactured 2,000 windows. By the end of next year, we will have manufactured 3,000 windows.
 - 10 Last year, we printed 2 million books. By the end of the next year, we will have printed 4 million books.
- C**
- 2 I'm going to be a policeman when I finish studying.
 - 3 I'm going to be a teacher when I finish studying.
 - 4 I'm going to be a dentist when I finish studying.
 - 5 I'm going to be a bank manageress when I finish studying.
 - 6 I'm going to be a lawyer when I finish studying.

Unit 4

Pages 14–16

- A** Interviewer: How long have you been making puppets, Sana?
Sana: I have been making puppets for four years.
Interviewer: How long have you been playing football, Ali?
Ali: I have been playing football for eight years.
Interviewer: How long have you been making kites, Atif?
Atif: I have been making kites for six years.
Interviewer: How long have you been painting, Laila?
Laila: I have been painting for six years.
Interviewer: How long have you been playing the guitar, Farzana?
Farzana: I have been playing the guitar for four years.
- B** 3 Uncle Sam: Have you learned the words for the *numbers 21–30* yet?
Martin: No, we still haven't learned them. They are in Lesson 9.
- 4 Uncle Sam: Have you learned the words for *greetings* yet?
Martin: Yes, we have already learned them. They were in Lesson 3.
- 5 Uncle Sam: Have you learned the words for *go* and *come* yet?
Martin: No, we still haven't learned them. They are in Lesson 8.
- 6 Uncle Sam: Have you learned the words for *places* yet?
Martin: No, we still haven't learned them. They are in Lesson 7.
- 7 Uncle Sam: Have you learned the words for the *numbers 1–10* yet?
Martin: Yes, we have already learned them. They were in Lesson 2.
- 8 Uncle Sam: Have you learned the words for *What is this* yet?
Martin: Yes, we have already learned them. They were in Lesson 4.

- 9 Uncle Sam: Have you learned the words for *this*, *that*, and *which* yet?
Martin: Yes, we have already learned them. They were in Lesson 5.
- 10 Uncle Sam: Have you learned the words for *things in the classroom* yet?
Martin: No, we still haven't learned them. They are in Lesson 10.

Unit 5

Pages 17–22

- A** He asked me if I had ever coughed at night. I told him I had. He asked me if I had ever had a high temperature. I told him I had had one. He asked me if I had ever felt tired in the morning after waking up. I told him I had sometimes felt tired then. He asked me if I had ever felt cold in hot weather. I told him I hadn't. He asked me if I ever had a backache. I told him I had never had backache. He asked me if I had ever been sick. I told him I had when I had gone out in a boat for the first time. He asked me if I had ever had a sore throat. I told him I had often had one.
- B** . . . He asked me if I liked music. I told him that I didn't really but that I liked playing football. He asked me if I had ever won any prizes at school. I told him that last year I was top of the class in English and History. He asked me if I spoke any other languages. I told him that I had never learnt any other languages. He asked me if I had any brothers and sisters. I told him that I had one brother and two sisters. He asked me what I wanted to do when I finished school. I told him that I wanted to go to university.
- C**
- 3 He said they had had only enough food for thirty-five days.
 - 4 He said they had slept in tents.
 - 5 He said they had got up at 6.30 a.m.
 - 6 He said they had had tea with lots of sugar.
 - 7 He said they had packed their tents and started walking.
 - 8 He said they had usually started walking at 9 a.m.
 - 9 He said they had rested each hour, and sometimes even after each half hour.
 - 10 He said they had had tea and chocolate.
 - 11 He said they had sat inside their tents.
 - 12 He said that they never walked or climbed at night.
 - 13 He said that they wrote their diaries and planned the route for the next day.
 - 14 He said they had always had some hot soup.
- D**
- 2 He opened the box he had been keeping the special tools in.
 - 3 He took out the special tools he had been using.
 - 4 He moved the machine he had been repairing.
 - 5 He cleaned the cupboard he had been storing things in.
 - 7 He got the desk he had been working at ready, for me.
 - 8 He repaired the old lamp he had been keeping, for me.
 - 9 He refilled the pots of paint he had been using, for me.
 - 10 He explained the project he had been planning, to me.

Unit 6

Pages 23–26

- A**
- 3 Kamran: But somebody told me that she had designed the programme.
- 4 Kamran: But somebody told me that he had fallen down while running.
- 5 Kamran: But somebody told me that he had won four first prizes.
- 6 Kamran: But somebody told me that she hadn't run in the 200m final.
- 7 Kamran: But somebody told me that he had come third in the high jump.
- 8 Kamran: But somebody told me that she had won second prize in the high jump.
- 9 Kamran: But somebody told me that they had won the relay last year.
- B**
- 3 He said he could repair the pipe quickly.
- 4 He guaranteed they could finish in one day.
- 5 He thought he could do the job easily.
- 6 He advised me to rewire my flat.
- 7 He suggested I had the walls repainted.
- 8 He said he would send me a bill next week.
- C**
- 2 'What a *very silly thing to do!*' he said.
- 3 'Hello,' she said, 'you're looking very well!'
- 4 'Hello,' he said. 'What a lovely evening it is!'
- 5 'Do you like swimming?' he asked her. 'No, I don't,' she replied.
- 7 He greeted (*him/her/them*), and said it was kind of (*him/her/them*) to see him.
- 8 He exclaimed in surprise and said *what a very big car it was*.
- 9 She shouted for help and said she couldn't swim.
- 10 He exclaimed in surprise and said *how heavy the rain was*.
- 11 The hairdresser asked him if he had had his hair cut recently, and he replied that he had two weeks previously.
- 12 The doctor asked her when she was going to see him again, and she replied that she had an appointment the following week.
- 13 He asked her if she would marry him, and she replied he had to be joking.

Unit 7

Pages 27–30

- A**
- | | |
|------------------|-----------------|
| 3 have they? | 4 haven't you? |
| 5 was she? | 6 weren't they? |
| 7 wasn't he? | 8 wasn't it? |
| 9 did I? | 10 can it? |
| 11 mustn't we? | 12 oughtn't he? |
| 13 can she? | 14 does he? |
| 15 doesn't she? | 16 didn't he? |
| 17 doesn't she? | 18 couldn't it? |
| 19 wasn't she? | 20 can it? |
| 21 wasn't he? | 22 didn't I? |
| 23 weren't they? | 24 do you? |
| 25 can't we? | 26 isn't it? |
| 27 wasn't she? | 28 wasn't he? |
- B**
- | | |
|----------------|---------------|
| 7 didn't you? | 8 did he? |
| 9 aren't I? | 10 won't you |
| 11 shall we? | 12 hadn't we? |
| 13 mustn't we? | 14 need we? |
| 15 do you? | 16 don't you? |
| 17 did you? | 18 didn't he? |
| 19 won't she? | 20 will I? |
| 21 should we? | 22 am I? |
| 23 will you? | 24 will he? |
| 25 won't you? | 26 won't she? |
- C**
- 2 He announced *that there had been a change in the programme and that he was going to sing to them.*
 - 3 She complained *that someone was stepping on her foot.*
 - 4 He declared *that he had been given the wrong change and that he was not going to leave the shop until he got the right amount.*
 - 5 The Manager told him *that he had forgotten to include the twenty rupees for delivery.*
 - 6 He reminded them *that they had done it before and that they had been warned before.*
 - 7 He said *that he could not remember what the film had been about.*

- 8 He told them that *he hoped they would have finished by the time he came back.*
- 9 She told him that *she did not want his umbrella, but that she wanted her own.*
- 10 He confessed that *he had never been able to do crossword puzzles.*
- 11 She apologized for *not being able to find her laundry anywhere.*
- 12 He reminded him that *he had to pick him up at noon, outside the supermarket.*
- 13 He said that *he had seen somebody outside.*
- 14 She asked him if *he could open that tin for her.*
- 15 She told her mother that *she would like to go there again.*

- D**
- 3 Dr Roberts: How many students have you taught this year?
 Doctor: Ninety-six.
 Dr Roberts: How many will you have taught by the end of this year?
 Doctor: We will have taught about one hundred and forty-eight students by the end of this year.
 - 4 Dr Roberts: How much medicine has been given this year?
 Doctor: Four hundred litres.
 Dr Roberts: How much medicine will have been given by the end of this year?
 Doctor: About six hundred and fifty litres of medicine will have been given by the end of this year.
 - 5 Dr Roberts: How many operations have you done this year?
 Surgeon: Nine hundred and eighty-two.
 Dr Roberts: How many will you have done by the end of this year?
 Surgeon: We will have done about one thousand five hundred operations by the end of this year.
 - 6 Dr Roberts: How many staff have been employed this year?
 Clerk: Four hundred and sixty-four.
 Dr Roberts: How many staff will have been employed by the end of this year?
 Clerk: About five hundred and thirty-two staff will have been employed by the end of this year.

- 7 Dr Roberts: How many meals have you provided this year?
Cook: Two hundred and fifty thousand.
Dr Roberts: How many will you have provided by the end of this year?
Cook: We will have provided about five hundred and fifty thousand meals by the end of this year.
- 8 Dr Roberts: How many X-rays have been taken this year?
Doctor: Eight hundred and forty-two.
Dr Roberts: How many X-rays will have been taken by the end of this year?
Doctor: About two thousand X-rays will have been taken by the end of this year.

Unit 8

Pages 31–35

- A**
- 3 Anum: She urged me to give some money to a children's hospital.
 - 4 Anum: She tried to persuade me to go on holiday with her.
 - 5 Anum: She wanted me to buy myself a new music centre.
 - 6 Anum: She asked me to buy her a new dress.
 - 7 Anum: She encouraged me to give some books to the school library.
 - 8 Anum: She requested me to lend her some money to buy a bicycle.
 - 9 Anum: She preferred me to save my money for the future.
 - 10 Anum: She expected I would give my grandmother a present.
- B**
- 2 A: Thank you, doctor. I am feeling much better than before. May I have the bill, please?
B: Oh, I don't think you're quite strong enough to receive your bill yet!
 - 3 A: I have just lost my wallet containing Rs 1,000. I will give a Rs 100 reward to anyone who finds it.
B: I'll give Rs 200!
 - 4 A: Dad, I've saved two rupees! I ran behind a bus all the way home.
B: Why didn't you run behind a taxi? That way, you'd have saved ten rupees.
 - 5 A: Yusuf, if you bought something for sixteen rupees and sold it for twenty rupees, would you gain or lose?
B: I would gain. Miss.
 - 6 A: I've just won a prize in the firm's *Ideas On How To Save Money* Competition.
B: What was your idea?
A: I advised my boss to reduce the prize from Rs 500 to Rs 250!
- C**
- 3 They asked me where I wanted to study.
 - 4 They asked me what course I was going to take.
 - 5 They asked me when I would begin my course.
 - 6 They asked me how long the course would last.

- 7 They asked me what I wanted to do in the future, after I had finished my studies.
- 8 They asked me who had advised me to apply for that scholarship.
- 9 They asked me how I would pay for my course if I didn't get a scholarship.
- 10 They asked me who would write me a reference to support my application for the scholarship.

Unit 9

Pages 36–37

- A** 1 If you are ever offered (*some/X*) advice, always listen carefully. You need not accept all (*the/X*) advice you are given. *Some* advice may be valuable but other advice may not be so helpful. *The* advice that *a* teacher gives should always be listened to.
- 2 *The* aeroplane was *an* invention that changed *the* travelling habits of *the* whole world but *the* aeroplane may one day be replaced by *the* spaceship as *a* means of (*X*) travel. *The* travelling time between (*X*) places like Pakistan and *the* United States of America may be only *a* matter of minutes!
- 3 At one time, (*X*) furniture was always made of (*X*) wood. Nowadays *some* furniture is still often made of (*X*) wood but *some* furniture designers often use (*X*) steel, (*X*) plastic materials or (*X*) glass. *The* materials used for making (*X*) furniture must be very strong, of course.

- B** 2 I saw a lot of glue but I didn't see any sellotape.
3 I found a lot of pencils but I didn't find many pens.
4 I found a lot of paper but I didn't find much ink.
5 I purchased a lot of paints but I didn't purchase many crayons.
6 I purchased a lot of paper clips but I didn't purchase many staples.

- C**
- | | | |
|-----------|---------------|---------------|
| 1 for | 2 for | 3 of |
| 4 of | 5 for | 6 for |
| 7 at | 8 of | 9 with |
| 10 of | 11 about | 12 about |
| 13 to | 14 about | 15 for |
| 16 in | 17 at/with | 18 of |
| 19 of | 20 about | 21 of |
| 22 to/for | 23 about | 24 about |
| 25 of | 26 over/about | 27 about |
| 28 for | 29 for | 30 over/about |

- D** 2 X tin is found in *a* number of countries. One of *the* world's biggest producers of X tin is Malaysia, (*the/a*) country which produces over 40% of the whole world's production of X tin. X tin is found in *the* ground and there are *a* number of X ways of obtaining it.

Sometimes X dredges are used to dredge up (*the*) tin from the bottom of mining pools. Sometimes X tunnels are dug but this *is* the most expensive way.

- 3 X rubber also comes from Malaysia and is (*the/a*) most important industry in Malaysia. It is obtained from X rubber trees. A cut is made in *the* bark of (*the/a*) tree and *the* rubber is allowed to collect in *a* small cup which is fastened to *the* tree at *the* bottom of the cut. The rubber is collected every day by (*some*) people called rubber tappers. X rubber is very important because it is used for such things as X tyres.

Unit 10

Pages 38–43

A ... there had been a decrease in sales this year. Mrs Wasim, the personnel manager, expressed both disappointment and surprise at the sales figures. Mr Changez, the managing director, asked what the best way of increasing sales was. Everyone joined in the discussion about how to improve sales. Miss Alvi, the advertising manager, suggested that they should find better methods of advertising. Mr Latif, the finance manager, said they needed personal contacts with buyers. Mr Cheema expressed the opinion that cooperation was needed between the production and marketing departments. Mr Ali, the marketing manager, admitted that sometimes there had been a lack of cooperation between his department and the production department. Mr Cheema offered some criticism at this lack of cooperation between departments and expressed the hope that a solution to the problem would be found.

B 1 ... He was not afraid of the difficulty of the job. He was not ashamed of his own examination results at school. He has G.C.S.E in Urdu, English, Mathematics, history, geography, physics, chemistry, and biology, as well as Advanced Level in mathematics, physics, and chemistry. He was also pleased about the possibility of working abroad for some time.

2 ... He said that he was keen on the chance of studying for further qualifications. At the moment, he has G.C.S.E in Urdu, English, mathematics, history, geography, economics, and art, as well as Advanced Level in English and history. He said that he was ready to do different jobs each day and that he was eager to have the chance of promotion. He also told me that he was quick at learning foreign languages.

C 3 The man said that he was grateful to the rescuer who saved him from drowning in the river.

4 The girl said she was delighted at winning the singing competition.

5 The workers said they were angry at the boss for not paying fair wages.

6 The husband of the mother who gave birth to triplets said he feared the financial burden.

- 7 The mother said she was anxious about her child who was taken to hospital after the accident.
- 8 The audience said they were pleased at the grand concert by the world-famous pianist.
- 9 The headmaster said he was annoyed at the damage at St Philip's School.
- 10 The owner of the champion white cat said she was sure it would win again next year.

- D**
- 1 It is unwise to turn any electric switches on or off.
 - 2 It is dangerous to use matches and not extinguish all naked flames.
 - 4 It is wise to check your appliances to see whether a gas tap has been left on accidentally, or a pilot light has been extinguished.
 - 5 If you suspect a gas leak, it is essential to turn off the whole supply at the gas meter by closing the meter control cock.
 - 6 It is unsafe to press the doorbells of your neighbours' flats.

Unit 11

Pages 44–48

- A**
- 3 Guard: I noticed him look around all the time.
 - 4 Guard: I saw a woman approach him.
 - 5 Guard: I heard them speak to each other.
 - 6 Guard: I listened to them talk about a get-away car.
 - 7 Guard: I noticed them grab the picture and put it into the bag.
 - 8 Guard: I saw them run to their car.
 - 9 Guard: I saw it drive off at high speed.
 - 10 Guard: I noticed it go towards the city centre.
- B** . . . tell lies. Mr Anis denied driving fast. The lawyer mentioned receiving some evidence from an eyewitness. He said he would consider bringing the witness to court. He asked Mr Anis if, because of the evidence, he wished to admit his guilt. He suggested putting the trial off for a few minutes for him to make up his mind. Mr Anis replied that that would not be necessary. He admitted driving dangerously, and regretted causing the accident.
- C**
- | | |
|-----------------------|----------------------|
| 3 waiting/having | 4 bandaging/washing |
| 5 laughing/feeling | 6 removing/using |
| 7 speaking/writing | 8 agreeing/offering |
| 9 taking/worrying | 10 soaking/putting |
| 11 reading/reading | 12 lending/having |
| 13 teaching/speaking | 14 going/lying |
| 15 dining/eating | 16 cooking/doing |
| 17 watching/listening | 18 flying/travelling |
- D**
- | | |
|---------------------|--------------------|
| 2 to finish/talking | 3 watching/to let |
| 4 taking/to do | 5 to bring/putting |
| 6 to stop/hitting | 7 watching/to go |
| 8 eating/move | 9 laughing/drop |
| 10 holding/run | 11 doing/to do |
| 12 taking/to take | 13 going/to go |
| 14 posting/to put | 15 to go /to enrol |
| 16 writing/to get | 17 to take/go |

