

9 Life and Death

STRUCTURES: PAST SIMPLE - PRONOUNCING VERB ENDINGS - BEFORE/AFTER/WHEN

FUNCTIONS: NARRATING PAST EVENTS - TIME ORDER - DEVELOPMENT - CHANGING MONEY

SKILLS: ORDERING EVENTS - SUMMARISING - POINTS OF VIEW - STUDY SKILLS

1 World War I

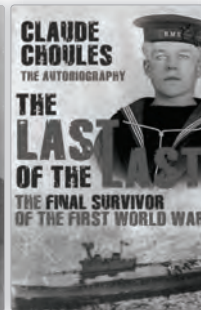
1.1 The last of the last, part 1

A What do you know about World War I? Discuss these questions in groups:

1. When was it?
2. Where was it?
3. Which countries were in the war?
4. How did it start?

B Look at the pictures of Claude Choules. What do you think?

1. When was he born?
2. Where was he born?
3. What was his job?
4. Why is he famous?
5. When did he die?



C Read part A. Are these statements true or false? Correct the false statements.

1. Claude was born in Australia.
2. He joined the navy when he was 13.
3. He moved to Australia in 1926.
4. Claude and Ethel had two children.
5. He wrote a book about his life.
6. He died in 2011. He was 101.

A. Claude Choules was the last living combatant from World War I. He was born on 3 March 1901 in England. He left school when he was 13. He wanted to fight in the war and when he was 14, he joined the British Navy. Claude moved to Australia in 1926. He worked for the Australian Navy. In 1927 he married Ethel Wildgoose, and they had three children. He wrote a book about his life, called *The Last of the Last*. He died on 5 May 2011, aged 110.

Grammar Focus - past simple statements

1. Fill the gaps to complete the rules.

ied irregular ed d

- i. Most verbs are regular. In the past tense, we add _____ to the end of the verb.
- ii. For regular verbs ending in e, we add _____ to the end.
- iii. For regular verbs ending in y, we remove y and add _____.
- iv. Some verbs are _____.

2. Match the rules with the examples.

- a. study - studied
- b. look - looked
- c. have - had
- d. live - lived
- e. meet - met
- f. try - tried
- g. want - wanted
- h. retire - retired

D Fill the gaps with verbs in brackets.

- Claude _____ (have) four brothers and sisters.
- When he was young, he _____ (live) in a town called Pershore.
- He _____ (retire) in 1956.
- He _____ (meet) his wife on a ship.
- Claude's wife _____ (die) when he was 98.

1.2 The last of the last, part 2

A Read part B. Are these statements true or false? If false, correct them.

- Claude went back to England when he was old.
- The army didn't want him because he was very young.
- After he left school, he didn't study again.
- He wrote his life story when he was 66.
- He fought in the two world wars.
- Claude liked fighting.
- He didn't go to ceremonies.

B. Claude left England in 1926 and didn't go back.

The army didn't want him because he was only 14 years old.

He joined the navy and didn't study again for 66 years. In 1981 he did a writing course and wrote his life story.

Claude fought in both World War I and World War II but he didn't like war. He didn't attend ceremonies about war.

Grammar Focus - past simple negative

- I did not eat breakfast this morning.
- She didn't go to class yesterday.

Fill the gaps to complete the rules.

- To form negative sentences in the past simple, we use _____ and _____.
- The short form is _____.

B In groups, write one complete text about Claude's life. Order the information in parts A and B of the text.

C **109** Listen and check.

D Students draw a timeline of Claude's life.

E Close your books. In pairs, retell the story of Claude's life.

1.3 The War to End all Wars



A **110** Listen and read the text about World War I. Answer the questions from **1.1 A**.

On June 28, 1914, Gavrilo Princip shot and killed Franz Ferdinand of Austria in Serbia. Austro-Hungary declared war on Serbia, and Germany joined the Austro-Hungarians. Russia and Britain then declared war on Germany.

Lots of countries joined the war, including France, Italy, Japan and the USA. They fought in Europe, Asia and Africa. The war ended in 1918. France, Britain and the USA defeated Germany and Austro-Hungary.

60 million soldiers fought in the war, and 15 million people died. The survivors called it 'The War to End all Wars', but 21 years later a second world war started in Europe.

B Complete the chart.

present	past
leave	
	wrote
	married
study	
	read
do	

present	past
	did
	fought
shoot	
kill	
start	
	ended

C Look at the verbs in the texts in **1.1**, **1.2** and **1.3**. Put them in the table.

regular	irregular	negative
wanted	was left	didn't want

D Write two true and two false sentences about World War One. Give them to a partner. Correct your partner's false sentences.

1.4 Irregular verbs

A Read the text and write the past simple forms of the verbs in the gaps.

B Write the past simple forms.

eat	have
buy	get
see	teach
go	drink
go	meet
sleep	fly
find	take

Last Friday, Tin Tin Nyo had a meeting in Lashio. She _____¹ up at 5am and _____² to the airport. She _____³ to Lashio, and _____⁴ breakfast and _____⁵ tea on the plane. She _____⁶ a teachers' organisation at 8am, and then _____⁷ their school. She _____⁸ a short class to their students. In the afternoon she _____⁹ to the market. She _____¹⁰ some nice toys for her grandsons, and _____¹¹ a mobile phone for her daughter. In the evening she _____¹² a taxi to Pyin Oo Lwin. She _____¹³ in the taxi.

- | | |
|-----------|---------|
| 1. begin | 6. make |
| 2. come | 7. know |
| 3. win | 8. give |
| 4. lose | 9. ring |
| 5. forget | 10. put |

C Do *Race to the Board* with past simple verbs.

1.5 Pronouncing verb endings

A **111** Listen and repeat the example verbs.

B **111** Listen. What is the main point of this audio? Choose the best answer.

- Irregular past simple verbs have three endings: /t/, /d/ and /ɪd/.
- Regular past simple verbs end in /t/ or /d/. Irregular past simple verbs end in /ɪd/.
- Regular past simple verbs have three endings: /t/, /d/, or /ɪd/.
- Irregular past simple verbs end in /t/ or /d/. Regular past simple verbs end in /ɪd/.

C **112** Classify these verbs into /t/, /d/ and /ɪd/ endings. Listen and check.

moved	married	studied	attended	
started	killed	joined	hated	ruled
declared	ended	defeated	died	

/t/	/d/	/ɪd/
liked	lived	wanted

D Fill the gaps to complete the pronunciation rules about past simple verb forms.

- Regular verbs ending in a /t/ or /d/ sound (e.g. *want*, *end*) end in _____.
- Other regular verbs end in _____ or _____.

E What are the past simple forms of these verbs? Add them to the table in **C**.

need use decide love talk work
walk stop finish repeat listen

F **113** Listen, check and repeat.

1.6 I didn't go to work

A Did you do these things yesterday? Write true sentences.

- go to work *I went to work. or I didn't go to work.*
- get up late
- watch TV
- eat meat
- go to the movies
- visit your friend
- buy food
- listen to music

B Say your sentences to your partner. Give extra information.

I listened to music. My friend played her guitar at my house.

C Tell another student about you and your first partner.

Aye Aye listened to guitar music at home, but I didn't listen to music.

D Do a *Substitution Drill*.

E Do *Speech with Mistakes* with the text from **1.3 A**.

On June 28, 1924, Gavrilo Princip shot...

He didn't shoot him in 1924. It was 1914.

F Choose a year in the past. What happened that year? In your life? In the news? Make a presentation. Tell the class or a group.

1977
1988
1999
2005
2010

2 last night, this morning

2.1 Did you go out?

A Read the *yes/no* questions. What do you think are the answers?

1. Did Paul go out last night?
2. Did he eat Korean food last night?
3. Did Tin Tin Nyo's family come to her house?
4. Did Paw Mu work last night?

B Tin Tin Nyo, Paul, Paw Mu and Apsara are having lunch and talking about last night. Read the dialogue and answer the questions from A.



Paw Mu: Did you go out last night, Paul?

Paul: No, I didn't. I stayed home and ate Korean food. There's a Korean restaurant near my house. What about you, Sayama Tin Tin Nyo?

TTN: I went to my sister's house. All the family were there. Paw Mu, did you work last night?

Paw Mu: Yes, I did. I taught English to Lee and Jessica.

Grammar Focus - past simple: questions

1. Match the statements with the questions and answers.

- a. Did he go to university?
No, he didn't. Yes, he did.
- b. Where did you go last week?
I went to Mawlamyine.

1. This is a *yes/no* question.
2. This is a *wh-* question.
3. These are short answers.
4. This is a long answer.

2. Make the rules for past simple questions.

wh-questions: subject / do / verb / *wh-* word / rest of sentence

yes/no questions: verb / rest of sentence / subject / do

C Put the verbs in the correct form so the sentences are true for you.

1. I (go) to a party last weekend.
2. I (play) football yesterday.
3. I (send) an email to a friend last night.
4. I (listen) to some music yesterday.
5. I (eat) mohingha this morning.
6. I (drink) coffee this morning.
7. I (watch) a good movie last night.
8. I (buy) a newspaper today.

D Write questions for the sentences in C.

1. *Did you go to a party last weekend?*

E Ask and answer the questions in pairs.

2.2 Good news and bad news

A **114** Listen to the next part of the conversation and fill the gaps with words from the box.

accident	was	gave birth	upset
happened	hospital	funeral	

Paw Mu: I had some bad news.

Paul: Oh no, what _____¹?

Paw Mu: My friend's son died in a car _____².

TTN: Oh, I'm sorry to hear that.

Paw Mu: He died this morning in _____³. His _____⁴ is in three days. My friend is very _____⁵.

Paul: Oh, that's horrible.

TTN: Poor Paw Mu had some bad news but I had some good news.

Apsara: What?

TTN: My niece had a baby last night. She _____⁶ to a little girl.

Paul: That's lovely.

Apsara: _____⁷ she a big baby?

TTN: Yes she was. About 5 kilograms.

B What was the good news and the bad news?

C Write the questions in the correct order.

1. did / when / he / die ?
2. how / die / he / did ?
3. die / where / did / he ?

D Make questions about Tin Tin Nyo's niece.

1. when / give birth ?
2. how big / baby ?

2.3 A bean seller's life

A Daw Than Tin is a bean seller in Paungde. Every day she sells her *peh byout* on the streets. Read the text about her life then answer the questions.

1. What time did Daw Than Tin get up?
2. What did she cook?
3. After work, where did she go?
4. Did she like her factory job?
5. Who gave her money in the past?

B Read the sentences about Daw Than Tin's daughter, Moe. Fill the gaps.

work marry start go teach
become live start save leave

1. Moe _____ to the BEHS in Paungde.
2. She _____ school when she was 16.
3. After school, she _____ in the factory with her mother.
4. She _____ English to primary school children in Paungde.
5. She _____ her money for university fees.
6. She _____ studying in 2007.
7. She _____ in a dormitory for three years.
8. After she finished university, she _____ a high school teacher.
9. She _____ her boyfriend last year.

Yesterday I got up at 3.30 in the morning. I made a fire then I washed my face. I cooked my beans on the fire and at 5.30 I left the house.

I walked over five miles yesterday. I was really tired! I sold about three viss of *peh byout* to my customers and I earned about 3,500 kyat. I finished work at 9 o'clock, then I went to the market and I bought more beans and some food for the day. After the market, I went home and prepared my beans for the next day.

I wasn't always a bean seller. I worked in a cigarette factory for 15 years but I didn't like it. Last year, the factory closed. I became a bean seller because I didn't have any money. Selling beans is more difficult than factory work but it's a better job and it's more interesting.

My husband was a trishaw driver. He died last year. Before that, he gave me money every day. My daughter, Moe, sometimes helps me now. Last week, she gave me 15,000 kyat. This week she didn't give me anything. She had no money.



C Write questions to the sentences in 2.3 B, 1-4.

1. Where *did she go to school?*
2. When
3. What
4. Who

D Write more questions about the text. Ask and answer with your partner.

2.4 before, after, when

A Read the text, and put the events in order.

Daw Than Tin went shopping before she went home. When she got home, she made lunch. After lunch, she prepared her beans for the next day.

1. First, she went to the market.
2. Then she _____ and _____.
3. Then she _____.
4. Then she _____.

Grammar Focus - before, after, when

1. What did the writer do first: read the book, see the film, or buy the film?
 - a. I read the book before I saw the film.
 - b. I saw the film after I read the book.
 - c. I bought the film when I finished the book.
 - d. I was in Mandalay when I saw the film.
2. What is the difference between the uses of *when* in c and in d?

B Complete the information about Moe and her father. Fill the gaps with *before, when* or *after*.

1. _____ Moe's father died, he was a trishaw driver.
2. He was 41 _____ he died.
3. He gave money to Moe's mother _____ he died.
4. _____ her father died, Moe gave money to her mother.
5. _____ Moe left school, she became a primary school teacher.

C Fill the gaps about your life.

1. When I was young, I _____.
2. After I left school, I _____.
3. Before I started this course, I _____.

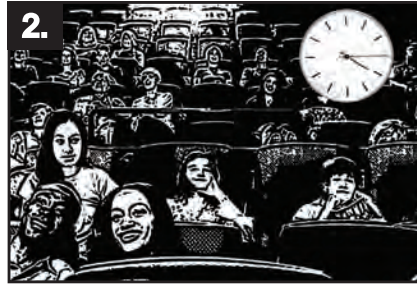
D In pairs, tell your sentences to your partner. Tell the class your partner's sentences.

3 Yesterday

3.1 Apsara's day

A What did you do yesterday? Make a list. Compare it with a partner. Did you do the same things?

B Look at the pictures of Apsara's day in Bangkok. Put them in the correct order.

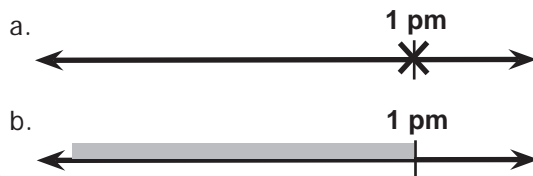


C 115 Listen and check.

Grammar Focus - *until* and *at*

Which timeline shows *until*? Which shows *at*?

1. I sat down until 11pm. 2. I sat down at 1pm.



D 115 Listen. Write *until* or *at* in the gaps.

Yesterday I was in Bangkok with my family. I had breakfast with my mum _____¹ 9.30. Then I met my sister in the shopping mall. She was late. I waited for her in a coffee shop _____² she arrived. We had lunch _____³ 1, and talked about our friends and family. In the afternoon we went to the hairdresser, then I took my nephew and niece to the cinema. The movie was quite long - we were there _____⁴ 6.30. _____⁵ 7 we ate dinner in a restaurant. All my family came. We stayed at the restaurant _____⁶ midnight - we were all really tired when we went home.

E Circle all the past tense verbs in the text. Which are regular and which are irregular?

F Write Apsara's day on a timeline.



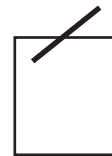
3.2 Your day yesterday

A Look at your list from 3.1 A. Write it on a timeline.



B Write sentences about yesterday. Use *at*, *until* and *then*.

C Do a *Pair Dictation*.



Then I was at a meeting until 11pm.

D Do a *90/60/30*. Find a partner. Speak for 90 seconds about yesterday. Change partners. Talk for 60 seconds about yesterday. Change partners again. Talk for 30 seconds about yesterday.

E *Jigsaw Gap-fill*. Partner A, turn to page 73, Partner B, turn to 75. Ask and answer questions to complete the timetables.

4 Development

4.1 Developed and developing countries

A Brainstorm. What do you know about *the UN, GNI and life expectancy*?

Do you know the phrases *developed country* and *developing country*? What do they mean?

B Read the Development text. Are the sentences true or false? If they are false, correct them.

1. Life expectancy is lower in developed countries.
2. Many countries in Africa are developing countries.
3. Bhutan uses the HDI to measure happiness.
4. Some groups don't like the phrases 'developed' and 'developing'.
5. GDH means 'gross domestic happiness'.

Development

Developing and developed countries

Developing often means 'poorer'. Usually, people in developing countries are poorer than in developed countries. They have lower life expectancies. Developing countries usually have worse health and education systems.

Where are the developed and developing countries? Countries in Western Europe and North America are usually called developed. A lot of countries in South America, Eastern Europe, Africa and Asia are called developing countries.

People and organisations have different ideas about 'developed' and 'developing'. In 2000, the UN secretary-general's definition of developed countries was as *safe, free and healthy*. Some organisations use the Human Development Index (HDI) to measure development. Some people and organisations don't like the words *developed* and *developing*.

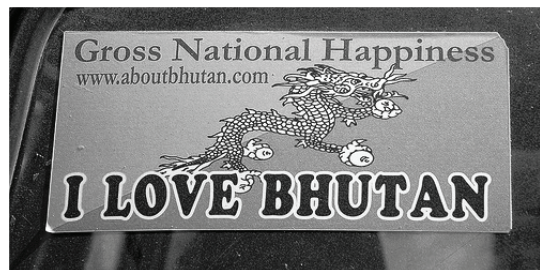
Bhutan doesn't use HDI. It measures the Gross Domestic Happiness (GDH) of its people. GDH looks at the people, the culture, the environment and the government.

Measuring Development - HDI

Every year the United Nations Development Program (UNDP) gives an HDI number (from 0 to 1) to every country in the world. It looks at three things:

- a long and healthy life (life expectancy)
- years of education
- GNI (Gross National Income)

Countries with low HDI numbers are 'developing countries'. Countries with high HDI numbers are 'developed'.



4.2 The HDI

A Read the text called Measuring Development - HDI again and answer the questions.

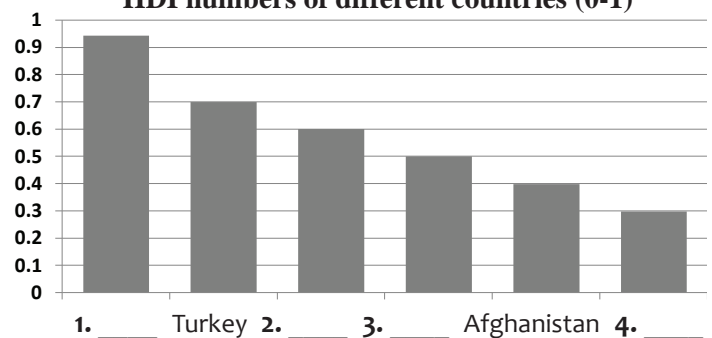
1. What organisation gives HDI numbers to countries?
2. What things does it use to measure HDI?
3. Do developed countries have higher or lower HDI numbers?

B Look at the countries in the box. What do you know about them? Do you think they are developed or developing?

Afghanistan Bangladesh Holland Turkey
Democratic Republic of the Congo Vietnam

C **116** Listen to the information about different countries and complete the graph with the country names.

HDI numbers of different countries (0-1)



D Jigsaw Gapfill. Partner A, turn to page 74, Partner B, turn to 76.

5 Song: Bang Bang

5.1 You shot me down

A These verbs are in the song. What is the past simple form of these verbs?

ride wear shoot hit change grow up play sing ring say take

B *Predict from Keywords.* What is the song about?

C **117** Listen and check.

D **117** Listen. Answer the questions.

1. Who is older, the woman or the man?
2. Who won their fights, the boy or the girl?
3. What happened when they grew up?
4. Why did bells ring and music play?
5. Why did the man leave?
6. Did he say goodbye?

E **117** Listen. Choose the best summary.

1. Girl and boy played together. When they grew up, they got married. Woman shot man because he left her.
2. Woman and man got married. They remembered their childhood games. Man killed woman because she lied.
3. Girl shot boy and injured him. When they grew up, man shot woman because he was angry.
4. Girl and boy played together. Boy shot girl. They grew up and got married. Man left woman, but didn't say why.

5.2 Points of view

A You are the woman from the song.
or
You are the man from the song.
What happened? Tell the story from your point of view.

B If you wrote from the woman's point of view, find a man. If you wrote from the man's point of view, find a woman. Explain your side of the story.

Why did you leave me?

You cooked my pet rabbit.

5.3 More points of view

A Choose one of these people:

1. Ethel Wildgoose (1.1 C)
2. Daw Than Tin's daughter, Moe (2.3 B)
3. Apsara's sister (3.1 D)

Write a paragraph about your husband, mother or sister.

B Compare your paragraph to others who wrote from the same point of view.

C Peer-correct the paragraphs.

6 Phrasebook: Money

6.1 Currencies

A What currencies do people use in these countries?

1. Myanmar
2. Thailand
3. India
4. The USA
5. Europe
6. China
7. Japan
8. The UK

B What other currencies do you know?

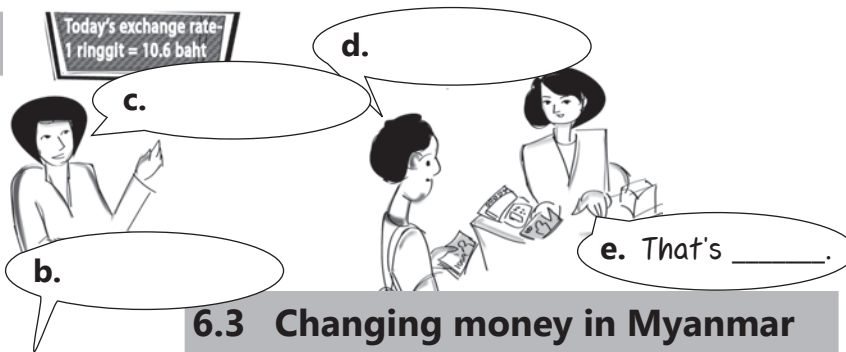
C What information is in this table?

Exchange Rates 10/05/12		
USD	THB	MMK
1	31.8	810
.03	1	25.5

D Write sentences about the table.

The exchange rate is 810MMK to the dollar.

6.2 Changing money



- A** Look at the pictures. What is happening?
- B** Match the sentences and the speech bubbles.
1. What's the exchange rate for ringgit to baht?
 2. Hi. Do you change Malaysian ringgit?
 3. 10.06 baht to the ringgit.
 4. Here's 1000 baht,
- C** What amount and currency is e?
- D** **118** Listen, check and repeat.

6.3 Changing money in Myanmar

- A** **119** Listen. What's the problem?
- B** **119** Listen again and answer the questions.
1. What is today's exchange rate?
 2. How many kyat is 300 dollars today?
 3. How many kyat was 300 dollars yesterday?
- C** How does Jessica ask for the exchange rate? How did the customer ask for this in 6.2?
- D** **Roleplay.** Partner A is a customer, Partner B is a money changer. Use different amounts, currencies and exchange rates.

7 Learning Strategies: Study skills

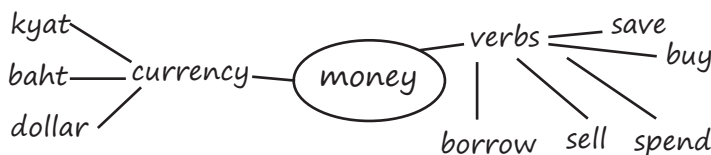
7.1 Making notes

- A** How often do you take notes in English class? Where do you write them?
- B** Sokha is an English language learner from Cambodia. He writes in a notebook. Look at this section of his notebook, and identify:
1. Sokha's opinion of the lesson
 2. grammar notes
 3. a mind-map
 4. vocabulary notes
 5. the date
 6. notes about the topic
- C** Sokha's notes are from Unit 9, Section 4. What would you put in a notebook about this lesson?

Monday 25 September
 developed: បានអភិវឌ្ឍន៍
 developing: កំពុងអភិវឌ្ឍន៍
 life expectancy: អាយុកាលមធ្យម
Human Development Index (HDI) - safe free healthy
Gross Domestic Happiness (GDH) - Bhutan people, culture, environment
 Difficult lesson today. Interesting. Development very important subject.
 No time to answer all questions. Homework.
developed - Australia? Japan, Europe (not Eastern Europe), Singapore
developing - China? Bangladesh, Myanmar, Cambodia, Russia
 poor - poorer bad - worse good - better
 developed - more developed
 ការប្រៀបធៀប ត្រូវបន្ថែម -er ឬ-ier
 ប៉ុន្តែបើពាក្យវែងគេប្រើ - more
 schools — education
 hospitals — health — development
 doctors — health — development

7.2 Mind maps

- A** What is this? What does it do?
- B** In pairs or groups, add words.
- C** Choose another topic or language point from Unit 9, and make a mind-map about it.



Unit 9 Practice

A Asrune's day. Fill the gaps with the correct form of the verbs.



be do go
throw do do
happen be be
be think be be
jump fight run do happen

Ma Hla: What did you _____^{1.} yesterday?

Asrune: I had a very interesting day.

Ma Hla: What _____^{2.} ?

Asrune: Steve and I _____^{3.} to the river. We stopped for lunch. Then there was a loud noise...

Ma Hla: _____^{4.} there a crocodile in the river?

Asrune: Not a crocodile, but an elephant _____^{5.} out of the jungle with two large tigers. One tiger _____^{6.} yellow, and the second tiger _____^{7.} white.

Ma Hla: Wow! What _____^{8.} next?

Asrune: The elephant _____^{9.} Steve into the river. He can't swim...

Ma Hla: What _____^{10.} the tigers _____^{11.} ?

Asrune: They _____^{12.} into the river. I _____^{13.} Steve was tiger food. I jumped in and _____^{14.} the elephants and tiger. Luckily, they _____^{15.} afraid of me, and ran away

Ma Hla: Is Steve OK?

Asrune: Oh, he _____^{16.} a little upset at the time, but he _____^{17.} fine now.

Ma Hla: He's lucky to have a girlfriend like you!



B Answer the questions.

1. Where were Asrune and Steve yesterday?
2. What animals did they see?
3. Can Steve swim?
4. What colour were the tigers?
5. How did Asrune help Steve?
6. How was Steve after this?
7. Why is Steve lucky?

C Look at Su Su's timetable for last week and complete the sentences.

	Thursday	Friday	Saturday	Sunday
Morn	take sister to school	take sister to school	go to market	study
Aft	go to library	study	swimming	volleyball
Eve	visit uncle	exam	meet friends	movie with Mi Mi

1. On Thursday morning, she *took her sister to school.*
2. On Thursday afternoon, she _____
3. On Thursday evening, she _____
4. On Friday _____ took her sister to school.
5. On Friday afternoon, _____
6. _____ had an exam.
7. _____ went to a movie with Mi Mi.
8. On Sunday afternoon, _____
9. _____ went swimming.
10. On Saturday morning, _____

D Write the questions.

1. *What did she do on Thursday morning?*
She took her sister to school.
2. To borrow some books.
3. Her uncle.
4. She had an exam.
5. Maths.
6. On Saturday morning.
7. She bought a new shirt.
8. With Mi Mi.
9. 'Rambo 6'.

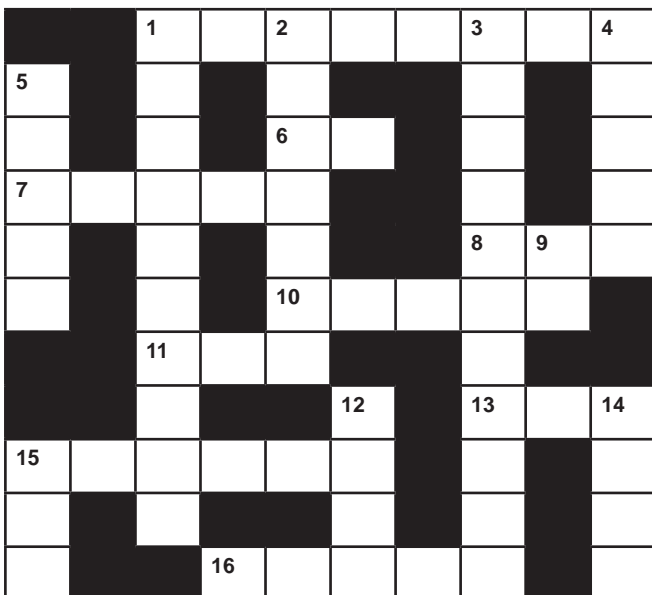
E It's now 7.30pm. Put these events in time order, from past to present.

- This afternoon I went to the shops.
- Last night I ate chicken curry.
- This morning I got up late.
- Last week I visited some friends.
- I'm busy at the moment. Don't talk to me.

F Read the information. Then fill the gaps with *before*, *after* or *when*.

- Saw Day woke up. First, he checked his emails.
- Second, he sat down and drank some coffee. At that moment the telephone rang and he spoke to his friend.
- Third, he went to his friends house. He helped his friend move some heavy furniture.
- Fourth, his friend took him to a teashop. They drank beer and watched TV.

Saw Day usually has coffee before he checks his email. Today, he checked his emails ____¹. he made coffee. He made a coffee and sat down. ____². he sat down, the phone rang. It was his friend Salai. Salai needed help. He needed to move some heavy furniture. ____³. his coffee and a shower; Saw Day went to Salai's house. They moved the furniture. ____⁴. they finished, they went to a teashop. ____⁵. they left the teashop, they went to a bar and had some beers.



G at or until?

- It was a very long meeting. It started at 8am, and people talked _____ 11pm.
- _____ 12, we went out for lunch.
- We stayed in the restaurant _____ 3pm.
- We didn't want to go back to the meeting, but _____ 2.45 the boss came to the restaurant and shouted at us.
- I arrived home _____ 11.20pm.

H Put the information from G on a timeline.



I Classify the verbs into /t/, /d/, /ɪd/ or irregular endings in the past simple.



happen do go want like decide
start listen buy think finish die have
be play work take wash eat watch

/t/	/d/	/ɪd/	irregular
liked			

J Crossword.

Across

Down

- You like hearing this information.
- Today's exchange rate ___ 850 kyat to the dollar.
- The kitchen is very _____. I washed the dishes this morning.
-  _____
-  _____
- Not a woman.
- Last night I _____ my friend for dinner.
- You watch films at the _____.
- He was _____ when his dog died.
- It rules the country.
- Point of view.
- We need to protect the _____.
- Soldiers _____ people with guns.
- You do this on a bicycle.
- Yesterday there was _____ accident on the road. Five people died.
- I want to _____ my exams.
- Speak with people.
- People sometimes _____ when they are unhappy.

K Look at the wordlist and answer the questions.

1. How many jobs are there? List them.
2. How many places are there? List them
3. How many people (not jobs) are there? List them.
4. How many dangerous verbs are there? List them.

L Translate these into your language.

1. He went to Yangon last month,
2. I didn't like the curry.
3. When did U Thant die?
4. I made lunch before I went out.
5. We waited until 9pm, but he didn't come.
6. What's the exchange rate for dollars to kyat?

M Tick the words and phrases you know. Write definitions, examples and/or translations for the words and phrases you find difficult.

accident (*n*)
 amount (*n*)
 attend (*v*)
 awful (*adj*)
 bad news (*n*)
 bean (*n*)
 bell (*n*)
 birth (*n*)
 ceremony (*n*)
 clean (*v, adj*)
 coffee shop (*n*)
 cry (*v*)
 culture (*n*)
 currency (*n*)
 customer (*n*)
 cycle (*v*)
 decide (*v*)
 declare (*v*)
 defeat (*v*)
 definition (*n*)
 developed (*adj*)
 dormitory (*n*)
 environment (*n*)
 exchange rate (*n*)
 face (*n*)

fight (*v*)
 film (*n*)
 fire (*n*)
 funeral (*n*)
 give birth (*v*)
 go out (*v*)
 good news (*n*)
 good time (*n*)
 government (*n*)
 growth (*n*)
 guitar (*n*)
 hairdresser (*n*)
 happiness (*n*)
 health (*n*)
 hit (*v*)
 join (*v*)
 kill (*v*)
 laugh (*v*)
 leave (*v*)
 lie (*n, v*)
 malaria (*n*)
 mall (*n*)
 measure (*v*)
 midnight (*n*)
 money changer (*n*)

music (*n*)
 navy (*n*)
 opinion (*n*)
 point of view (*n*)
 ring (*v*)
 rule (*v*)
 safe (*adj*)
 [bean] seller (*n*)
 send (*v*)
 shoot (*v*)
 sing (*v*)
 spend (*v*)
 story (*n*)
 survivor (*n*)
 system (*n*)
 town (*n*)
 toy (*n*)
 trishaw (*n*)
 upset (*adj*)
 useful (*adj*)
 viss (*n*)
 war (*n*)
 wash (*v*)
 weekend (*n*)
 win (*v*)

N Can you do these things? Tick the correct column.

	a little	OK	well
I can talk about the past.			
I can ask and answer about past events.			
I can pronounce past simple verb endings.			
I can talk about when something happened.			
I can put things in order of when they happened.			
I can discuss issues in development.			
I can identify different points of view.			
I can change money.			
I can make notes in class to help me remember a lesson.			
I can use mind-maps.			

10 Humans and Nature

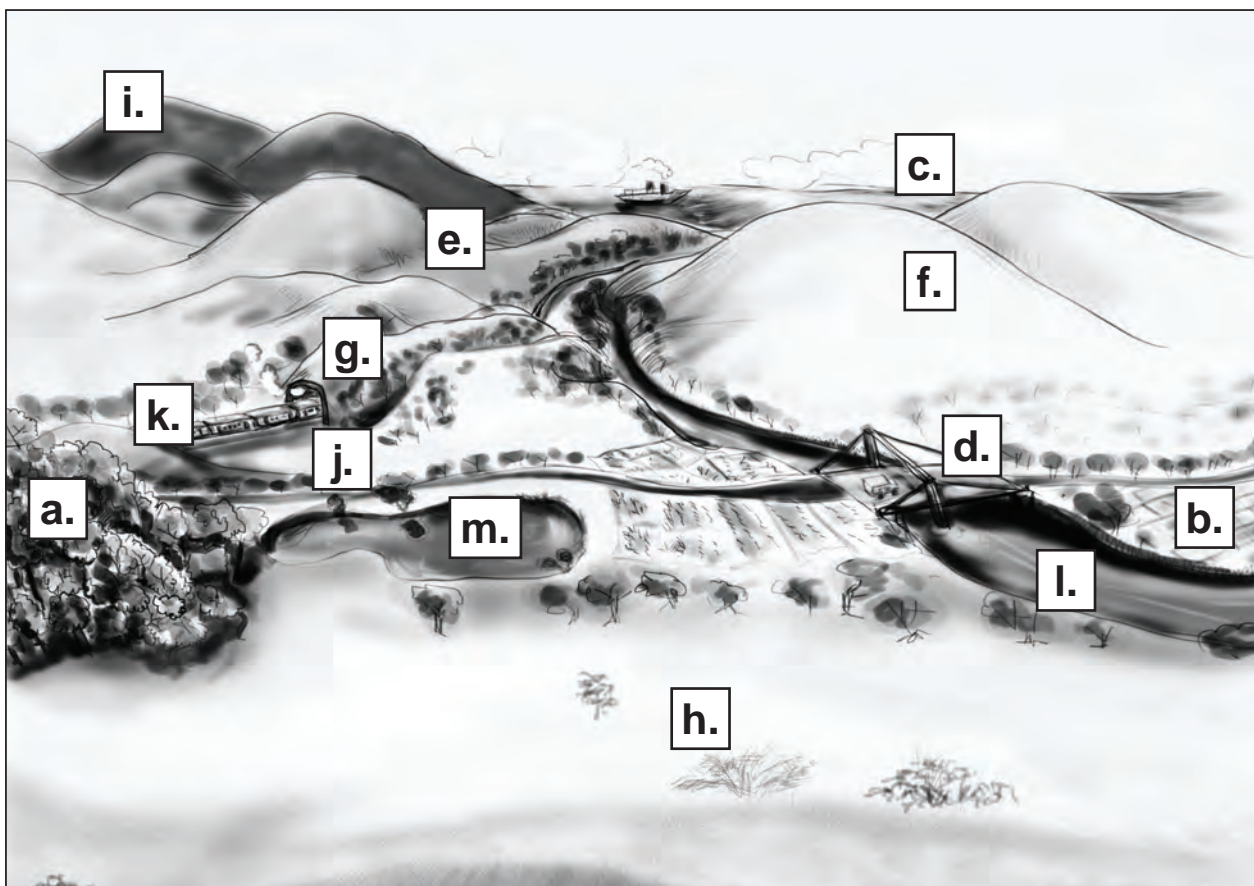
STRUCTURES: SUPERLATIVES - HAVE/HAS GOT - 'S - CONJUNCTIONS - SIMILAR VOWELS
TOPICS AND FUNCTIONS: GEOGRAPHICAL FEATURES - THE ENVIRONMENT - HEALTH - SUGGESTING - INVITING
SKILLS: CAUSE AND EFFECT - FORMAL/INFORMAL WRITING - LANGUAGE LEARNING

1 Geography

1.1 Geographical features

A Find the geographical features on the picture.

- | | | | |
|-----------|-------------|------------------------|-------------|
| 1. bridge | 5. tunnel | 9. desert | 12. lake |
| 2. river | 6. mountain | 10. sea / ocean | 13. railway |
| 3. field | 7. forest | 11. highway / motorway | |
| 4. valley | 8. hill | | |



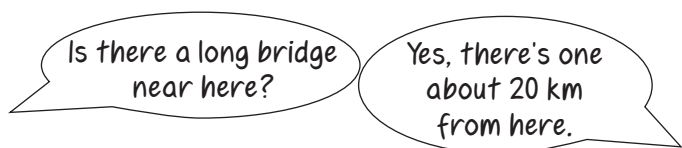
B Are these sentences true for you? If false, correct them.

- There's a mountain near here.
- The sea is about 20 kms from here.
- A railway goes through here.
- This place is in a valley.
- A desert is 500 kms from here.
- There's a large lake near here.
- People are building a dam near here.

C **120** Listen and repeat.

D **120** Listen and answer.

E In pairs, discuss the other features.



F Which of these are made by humans, and which are natural? Classify them.

1.2 Natural geography

A Match these geographical features and adjectives.

- | | |
|-------------|-----------|
| 1. mountain | 3. desert |
| 2. ocean | 4. river |

sunny
big
long
high

B Match the geographical features in **A** with the pictures.

C Use the information in **A** and **B** to complete the sentences.

- _____ is the sunniest place on Earth
- _____ is the highest mountain on Earth.
- _____ is the longest river on Earth.
- _____ is the biggest ocean on Earth.

Grammar Focus - superlative adjectives

We use superlative adjectives to compare things to the whole group.

1. Fill the gaps with the correct form of *long*.

There are a lot of _____ rivers but this one is _____ than all other rivers. It is the _____ river.

2. Complete the spelling rules.

- Most one-syllable adjectives: add _____ or _____ to make the superlative.
- If it ends in consonant-vowel-consonant, double the consonant: *sad* becomes *the* _____.
- Two-syllable adjectives ending in *y*: remove the *y* and add _____.

a. Everest



b. The Nile



c. The Sahara



d. The Pacific

D Make sentences about other places.

- Antarctica / cold / continent
- Hawaii / wet / place
- Libya / hot / country
- The Amazon / big / rainforest

E Look at the animals below. Why do you think they are special? Make sentences about them using these adjectives: *loud, large, fast, tall*. Were you correct? Check with the teacher.

1. giraffe



2. cheetah



3. blue whale



1.3 Human geography

A Quiz. Work in groups. Answer the questions.

- What country is the world's longest bridge in?
- Where is the world's tallest building?
- What city is the most populated?
- What city is the most polluted?
- What is the largest country in the world?

Grammar Focus - superlative adjectives spelling rules 2

- Adjectives with two or more syllables: add _____ or *the least* in front of the adjective.
- Some adjectives are irregular: _____ and _____ become *best* and *worst*.

B Answer the questions about your home town.

- What is the most beautiful building?
- What is the most popular tea shop?
- What is the best place to visit?
- What is the least expensive market?

C Ask your partner the questions in **B**. For each question, also ask your partner *why*.

D Think of your favourite experience. Why was it good? Make notes about it. Use superlatives.

When I was 12 I went to Taunggyi. It's the most beautiful place in Myanmar because...

E Tell a partner about your favourite experience.

F Tell the class or a group about your partner's favourite experience.

2. Water

2.1 Lake Baikal

A Match the words with their definitions.

- | | |
|---------------------|---|
| 1. biodiverse (adj) | a. easy to see through (glass, for example) |
| 2. clear (adj) | b. being a long way down (the sea, for example) |
| 3. deep (adj) | c. having lots of species in it |

B Read the text and complete the table.

Lake Baikal is in Siberia, southern Russia. It is very important to science. Here are some facts about it.

- Lake Baikal is 30 million years old. It is the oldest lake in the world.
- It is 1,642 metres (5,387 feet) deep. It is the deepest lake in the world.
- It is the largest lake in the world. It contains 26,000 km³ of water.
- It is perhaps the clearest lake in the world.
- It is very biodiverse. There are 2,600 types of plants and animals there.



Lake Baikal

Location:	Siberia, Russia
Age:	
Size:	
Depth:	
Biodiversity:	



C Research and write about an interesting or beautiful place near you. Use three or more superlatives.

2.2 Water and humans



C These words and phrases are in the texts. Which do you think are in the *Sea Pollution* text, and which are in *Over-fishing*? Put them in the table.

fishing boats	poison	agriculture
extinct	net	plastic
breed	industry	make a profit
oil and gas		

Sea Pollution	Over-fishing



A How do humans use water?

Brainstorm a class list.

travel by boat and ship
swimming

B You are going to read a text about *sea pollution* or *over-fishing*.

What do you know about these topics?

D Work in pairs. Partner A, read text **A**. Partner B, read text **B**. Check your words from **C**.

A. Over-fishing

"Fisheries production is decreasing all over the world because of overfishing" says U Han Tun from the Myanmar Fisheries Federation (MFF). U Han Tun wants better education for fishers. They need to know about the three main problems with over-fishing:

- Fish populations can't grow, because fishers catch all of them.
- Net size. Some nets catch young, small fish. Fish need time to grow and breed.
- A lot of fish species are becoming extinct.

Overfishing is a problem for small fishers. There aren't a lot of fish, so they can't feed their families. Large fishing companies can't make a profit. Prices increase so people can't afford to eat fish. Everyone, human and fish, loses.

B. Sea Pollution

The biggest polluter in Myanmar's seas is oil and gas companies. The Andaman Sea and the Bay of Bengal have a lot of oil under the sea. Businesses drill under the sea to get the oil and gas. This puts a lot of poisons into the sea. Sometimes oil spills into the sea. This kills fish and sea birds.

Another problem is waste. Waste from agriculture, industry and towns and cities flows into the sea. This waste can kill plants and animals. Plastic waste is also becoming a big problem. Plastic stays in the sea for a very long time and in the sea it becomes a poison. It kills fish and other sea animals.

E Teach Each Other. Explain your text to your partner. Use any language.

F Ask your partner these questions.

Partner A's questions

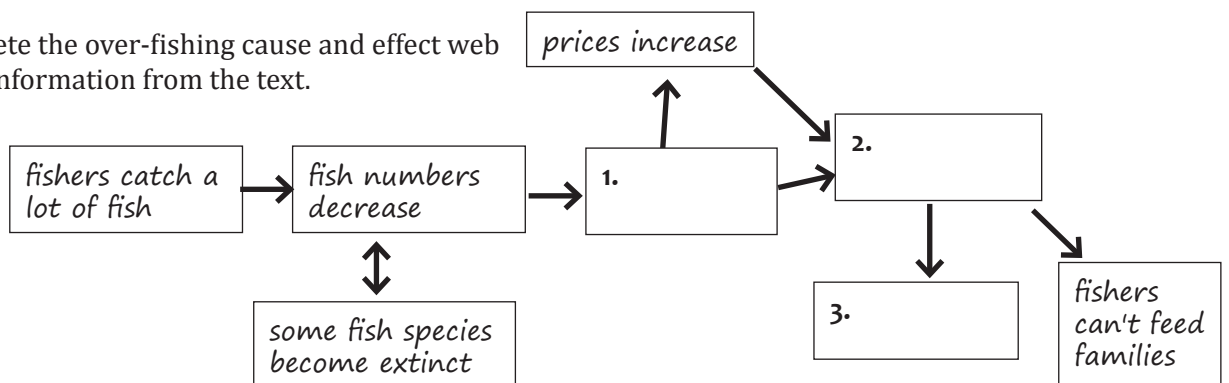
1. Why is overfishing bad for large companies?
2. What does U Han Tun suggest as a solution?
3. Why not catch young, small fish?

Partner B's questions

1. Why do oil and gas companies drill under the sea?
2. What happens when oil spills into the sea?
3. Why is plastic a big problem?

2.3 Cause and effect

A Complete the over-fishing cause and effect web using information from the text.



Put this information in the web:

- fishers can't catch fish
- large companies can't make money
- people don't buy fish

B In groups, make a cause and effect web using the *Sea Pollution* text. Use the information in the text and your own ideas. Think about the effects on human health and our food supply.

humans drill for oil and gas

human waste flows into sea

3 Have you got...?

3.1 I haven't got any money, but I've got a job interview

A **121** Listen to the conversation. Are these statements true or false?

1. Khin Zaw wants to eat pizza.
2. Jessica has lots of money.
3. Jessica has a job interview tomorrow.
4. She has an English teaching qualification.
5. She wants to teach.
6. Jessica thinks Yangon is expensive.



B **121** Listen. Write the phrases that mean the same as:

1. I have...
2. I don't have...
3. Do you have...?

Grammar Focus - *have got*

In British English, we often use *have got* to talk about possession. It means the same as *have*. We only use it in informal situations.

We usually use short forms: *haven't*, *hasn't*, *we've*, *Aye Mon's*, etc.

Fill the gaps.

1. I've _____ a car. Tom _____ got a bike.
2. _____ you got a car?
3. No, I _____. / _____, I have.

C Match the questions and the answers.

1. Have you got any pets?
2. Have you got a bicycle?
3. Have you got a busy day tomorrow?
4. Have you got a teaching qualification?
5. Have you got an aeroplane?
- a. Yes, I have. I've got three meetings in the morning.
- b. No, I haven't, but I want to get one one day.
- c. Yes, I have. I've got two cats and a rabbit.
- d. Of course not.
- e. No, I haven't. I don't like cycling.

D **122** Listen, check and repeat.

E Ask and answer the questions in pairs.

3.2 They've got a fat baby

A Look back at Unit 10 so far. Are these sentences true or false? If false, correct them.

1. Jessica hasn't got any money.
2. Khin Zaw hasn't got any money.
3. Jessica's got a job interview tomorrow.
4. U Han Tun hasn't got a job.
5. The Bay of Bengal hasn't got any oil.
6. The Andaman Sea's got a lot of oil.
7. Lake Baikal's got a lot of different plants and animals.
8. Giraffes have got short necks.

B Write phrases that mean the same as:

1. He has...
2. She doesn't have...
3. Does it have...?

C Make true sentences using the correct form of *have got*.

1. The teacher _____ brown hair.
2. My parents _____ a farm.
3. I _____ a friend called Chaw Su.
4. My best friend _____ a job.
5. Kyaw Ko and Si Si _____ a fat baby.

D Fill the gaps to make questions.

1. _____ you got any brother and sisters?
2. _____ your parents got a car?
3. _____ your father got a moustache?
4. _____ Hillary Clinton got a moustache?
5. _____ your friends got any children?

E Ask and answer the questions.

No, he hasn't.

Yes, she has.

Yes, they have.

No, I haven't.

3.3 Seven billion people

A What's the world's population now? Is it increasing or decreasing? How long do people live?

B The text below is written informally. Change the informal language into formal English.

Planet Earth's population is huge. It was 6.9 billion in 2011 and now it's 7 billion. There are 1 billion people in Africa, 900 million in North and South America and 750 million in Europe. Asia's got the largest population - over 4 billion people.

This is the highest number of people in human history. In 1900 there were 1.7 billion people, and the average person's life expectancy was just 31 years. Now, there's better medicine, and better farming and technology, so the average person's life expectancy is 67.2.

Wars killed millions of people in the 20th century - maybe up to 100 million. Governments like Stalin's Russia and Mao's China killed even more - perhaps 200 million - but the population of Earth increased faster than before.

The Earth's population reached 7 billion in October 2011. Some people think it's a problem, but family sizes are decreasing in many countries around the world. Russia's got a population problem. Not many Russian people are having children and its population is falling.

C Discuss in groups.

1. Why do people live longer now?
2. What wars were there in the 20th century?
3. What happened in Stalin's Russia and Mao's China?
4. Why is the population decreasing in some parts of the world?
5. What is Russia's problem now?

3.4 Pronouncing 's again

A **123** Listen. What does 's mean in each sentence - *has*, *is* or possession?

B **123** Listen and repeat. Are there any differences in the pronunciation of *is*, *has* and possessive 's?

C What's in your bag? Tell your partner. Use *I've got...*

D Tell another person what's in your partner's bag. Use *S/he's got...*

E Do *Two Truths, One Lie*.

Three's a lie.
Your husband hasn't got
a pink Honda.

One, my mother's got a cousin
called Elizabeth. Two, I've got a baby girl. She's
three months old. Three, my husband's got
a pink Honda motorbike.

4 Health: Eating and smoking

4.1 Eating good food

Grammar Focus - conjunctions *and* and *or*

Look at the sentences and complete the grammar rules for *and* and *or*.

I like rice and fried eggs for breakfast. I drink tea or coffee every morning.

This morning I was very thirsty. I drank some coffee and some tea. I don't like coffee mix or tea mix.

I buy food near 50th Street or I go to the supermarket. I don't smoke cheroots or chew betel nut.

1. We use _____ to join words or phrases in a positive sentence.
2. We use _____ to join words or phrases in a negative sentence.
3. We use _____ to show choices.

How do you say the example sentences in your language? How is it different from English?

A What food is healthy? What food is unhealthy?

B Read the text and choose the correct conjunctions.

C Fill the gaps to make the sentences true for you.

1. I like _____ and _____.
2. I don't _____ on Saturdays or Sundays.
3. My friend _____ and _____.
4. Two things I hate are _____ and _____.
5. My friends don't _____ or _____.
6. My hair is _____ and _____ than my mother's hair.

D Answer the questions about yourself. Use *and* and *or*.

1. What bands / books / movies / do you like? Which do you dislike?
2. Where do you go for holidays? When do you go? Who do you go with?
3. Where do you go shopping? What do you buy? Who do you go with?
4. When do you go out with your friends? When are you very busy? When are you not busy?



I like cooking healthy food for my family and / or friends. In our house, we eat a lot of vegetables.

We like meat too. We eat meat one and / or¹ two times a week. We usually eat chicken and / or²

fish. They taste good and / or³ they don't have much fat in them. We don't eat beef and / or⁴ pork. I'm Hindu and / or⁵. my husband is Muslim.

My children like ice cream and / or⁶ sweets. I don't like my children eating them. They are bad for our health and / or⁷ can cause tooth problems. Fruit is sweet. It is also healthy. I give it to my children after dinner and / or⁸ between meals.

On Sundays, we visit our friends and / or⁹ they come to our house. They always give my children lots of sweets. I don't like it. Sometimes I get angry with them. I want them to give oranges and / or¹⁰ bananas.

4.2 Smoking

A Match the headings with the paragraphs.

1. Smoking and Young Adults
2. Smoking and Advertising
3. Smoking in Different Countries
4. The Price of Cigarettes
5. Smoking and Children

Grammar Focus - conjunctions *but, so* and *because*

Look at the sentences and complete the grammar rules for *but*, *so* and *because*.

I smoke, *but* my wife doesn't smoke.

She hates smoking, *so* I smoke outside.

I want to stop smoking *because* it's unhealthy.

1. We use _____ to join to show difference.
2. We use _____ to show effects.
3. We use _____ to show causes.

B Read the text and choose the correct conjunctions.

C Look at the sentences below. What do you notice about *because* and *so*?

I don't have any cigarettes so you can't have one.

You can't have a cigarette because I don't have any.

- a. Lots of people know smoking is bad, and / but / so¹ some people don't know the dangers to their children. Children develop coughs because / but / so² they breathe smoke into their lungs.
- b. Cigarettes are cheap in Myanmar but / so / because³ in the UK they are very expensive. A lot of people stop smoking but / so / because⁴ they can't afford cigarettes.
- c. In some countries, the number of smokers is decreasing but / so / because⁵ in lots of Asian countries it is increasing. Cigarette companies always want new smokers.
- d. In some countries, you can't advertise cigarettes but / so / because⁶ there are laws against it. Myanmar doesn't have these laws, but / so / because⁷ companies spend lots of money advertising cigarettes.
- e. A lot of young people don't know the dangers of smoking and / but / so⁸ a lot of young men and women start smoking every day.

D Complete the sentences so they are true for you.

1. I am learning English because...
2. It rains a lot in July, so...
3. I like _____, but...

5 Pronunciation: Similar vowels

5.1 Introduction

A Say these words. Are the vowel differences clear to you?

bed bad bird bored bar body butter

B **124** Can you remember these sounds? Listen, check and repeat.

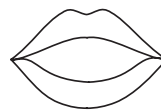
/æ/	/a:/
/ɒ/	/ɔ:/

C Find them in the sentence.

I walk because I haven't got a car.

D **125** Listen, check and repeat.

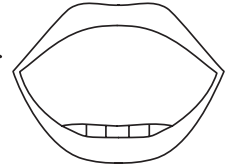
E What shape is your mouth when you say them? Write the symbols on four of the pictures.



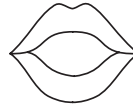
1. _____



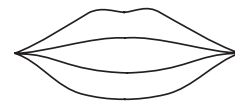
3. _____



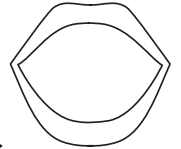
5. _____



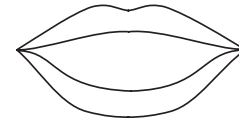
2. _____



4. _____



6. _____



7. _____

5.2 /e/

A **126** Listen to /æ/ and /e/ and repeat. Write /e/ on the correct mouth picture.

B **127** Listen and repeat.

/æ/ man bad sad

/e/ men bed said

C **128** Write the words, then listen and repeat.

- | | |
|------------|-------------|
| 1. /bæg/ | 5. /meni:/ |
| 2. /sed/ | 6. /frenz/ |
| 3. /eg/ | 7. /ɪlevən/ |
| 4. /nekst/ | 8. /æpəl/ |

D Write a sentence using both sounds twice.

5.3 /ʌ/

A **129** Listen and repeat.

/æ/ cat cap fan

/ʌ/ cut cup fun

B Label the correct mouth picture.

C Read the story.

My /brʌðəz mʌðə/ and father are also my /mʌm/ and dad. My /mʌmz brʌðəz/ my /ʌnkəl/, and his /sʌn/ and daughter are my /kʌzənz/. When they were /yʌŋ/, they caught my fat cat and sat on it for /fʌn/, /bʌt/ it had a hard head so it isn't dead.

D **130** Listen, check and repeat.

5.4 /ɜ:/

A Do you think /ɜ:/ is a long or short sound?

B **131** Look at mouth pictures 2 and 4 and listen.

/ɔ:/ walk board Paul

/ɜ:/ work bird Pearl

C **131** Listen again and repeat.

D **132** Look at pictures 6 and 4. Listen and repeat.

/a:/ fast hard pass

/ɜ:/ first heard purse

E Do you have this sound in your language?

F What are these words? Which can be more than one word?

- | | | |
|--------------------|------------|---------------|
| 1. /tʃɜ:tʃ/ church | 7. /bɑ:θ/ | 13. /hæz/ |
| 2. /wɜ:ld/ | 8. /bɜ:θ/ | 14. /gɜ:l/ |
| 3. /ɜ:θ/ | 9. /wɜ:nt/ | 15. /gʌn/ |
| 4. /pɜ:sən/ | 10. /went/ | 16. /θɜ:ti:n/ |
| 5. /wɜ:/ | 11. /wɒnt/ | 17. /dɜ:ti:/ |
| 6. /wɔ:/ | 12. /hɜ:z/ | 18. /ɜ:li:/ |

G **133** Listen. Which words does the speaker say incorrectly?

H **Pair Dictation.** Partner A, look at page 74. Partner B, look at page 76.

I Write three more sentences using the sounds from this page.

6 Suggesting and Inviting

6.1 Where do you want to eat?

A Look at the picture. What are Khin Zaw and Jessica talking about?

B **134** Khin Zaw and Jessica want to have dinner together. Listen to the conversation and answer the questions.

1. Do they want to eat pizza or grilled food?
2. Does Jessica want to eat at The Dog and Dragon Bar or 25th Street?
3. Where do they agree to eat?
4. Why is that place a good idea?
5. Why doesn't Jessica want to meet Khin Zaw at her house?
6. What time do they decide to meet?

C **134** Listen again. Fill the gaps to complete the sentences.

1. _____ go to The Dog and Dragon Bar.
2. I don't like that bar. _____ 25th Street?
3. Where do you want to meet? _____ your house?
4. _____ at 25th Street.
5. _____ 7.30?
6. OK. _____ at 7.30.
7. For suggesting, Jessica and Khin Zaw use _____. For inviting, they use _____.



D Two friends want to meet for dinner. Write their conversation. Use *let's* or *how about*.

1. Where do you want to go? [new Thai restaurant]
Let's go to the new Thai restaurant.
2. You don't like the new Thai restaurant. [old Thai restaurant is better]
3. You want to meet near the restaurant.
4. Your friend wants to meet at the university.
5. You want to meet at 8.30.
6. 8.30 is late. Your friend wants to meet earlier.

E In pairs, write a conversation. You want to spend Saturday together. Decide what to do, and where and when to meet.

7 Learning Strategies: How do you learn a language?

7.1 Main learning goals

A Look back at **Section 6**. What is the main learning goal in this section? What are other learning goals in this section?

1. Deciding where to eat dinner.
2. Making suggestions and inviting people.
3. Using *let's* and *How about?*
4. Predicting a conversation using a picture.
5. Practising writing skills.
6. Practising speaking skills.
7. Learning about different restaurants.

B What are the main learning goals of:

1. 9.5.2 and 9.5.3?
2. 8.5.1 and 8.5.2?

C Look back at **10.6, 9.5.1, 7.2** and **9.4**. Which section focuses on:

- | | |
|-------------|-----------------|
| 1. a topic? | 3. a structure? |
| 2. a skill? | 4. a function? |

7.2 Learning a language

A What do you need to learn a language? Make a class list.

vocabulary
listening

B How do these things fit together? Make sentences about the things on your list.

You need to understand vocabulary when you listen to it.

Unit 10 Practice

A Use the information in the table to fill the gaps.

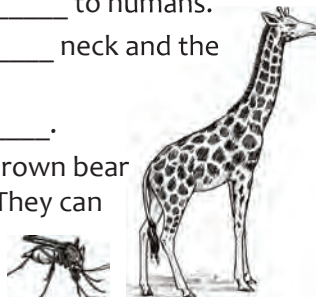
1.	Incheon Bridge, Korea 18,384 metres long	Danyang–Kunshan Bridge, China 164,800 metres long	Kanpur Bridge, India 25,000 metres long
2.	Mississippi River, USA 61 metres deep	Yellow River, China 80 metres deep	Amazon River, Brazil 91 metres deep
3.	Yangon gets 2.7 metres of rain every year	Mandalay gets 0.8 metres of rain every year	Sittwe gets over 5 metres of rain every year
4.	There are 1,032,532,974 people in Africa	There are 739,165,030 people in Europe	There are 3,879,000,000 people in Asia
5.	Yerba Buena tunnel 23 meters wide	Seattle tunnel, America 16.4 m wide	Shanghai to Changxing tunnel, China, 13.7 m wide

- The Danyang-Kushang Bridge in China is the longest bridge.
- _____ is the deepest river.
- _____ is the wettest place in _____.
- _____ is the most populated _____.
- _____ is the widest _____.

B Fill the gaps with information about these animals. Use the superlative forms of the adjectives in the box.

fast long big dangerous
big heavy loud strong

- The blue whale is the biggest animal in the world, and the _____. It is also the _____.
- The mosquito is the _____ to humans.
- The giraffe has the _____ neck and the _____ nose.
- The cheetah is the _____.
- The North American brown bear is the _____ animal. They can lift 1200 kgs.



C Look at the picture. True or false? Correct the false sentences.

- This picture is in a desert.
F. It isn't in a desert. It's in a forest.
- There's a railway here.
- There's a mountain in the river.
- There's a building in the picture.
- The bridge is in a forest.
- A road goes under the bridge.

D Noot and Zarni are talking about their families. Complete the conversation with the correct forms of *have got*.

Noot: Have you got a big family?

Zarni: Well, my wife _____¹ a very big family. She _____² a lot of cousins!

Noot: Really? How many cousins _____³?

Zarni: I think about 23. I've only got three.

Noot: Wow. _____⁴ any children?

Zarni: Yeah, I _____⁵ one son. And you?

Noot: I _____⁶ any children. I'm very busy at work. I _____⁷ time. So, how many brothers and sisters _____⁸?

Zarni: I _____⁹ 1 brother and 1 sister. My brother is a teacher. He _____¹⁰ two children and my sister is single. She's a journalist. What about you?

Noot: I _____¹¹ one sister. She lives with her husband in Chiang Mai. They _____¹² a baby daughter.

E Write the questions from the text in a different way.

- Do you have a big family?

F Read the text. Fill in the gaps with *and* or *or*.

1. My house is near a forest and a river.
2. I don't like fruit _____ vegetables.
3. Australia's got lots of geographical features. It's got deserts, rivers, mountains _____ an ocean.
4. What would you like to eat? Egg curry _____ chicken curry?
5. The Asian elephant _____ the blue whale are becoming extinct.
6. We do you want to eat for dinner? We've got tomatoes, onions _____ eggs.

G Cause or effect?

1. so I went to the doctor. *effect*
2. because it's cheaper than the hospital.
3. because I was better.
4. so I didn't go to work.

H Match these with the causes and effects in G, and put them in order.

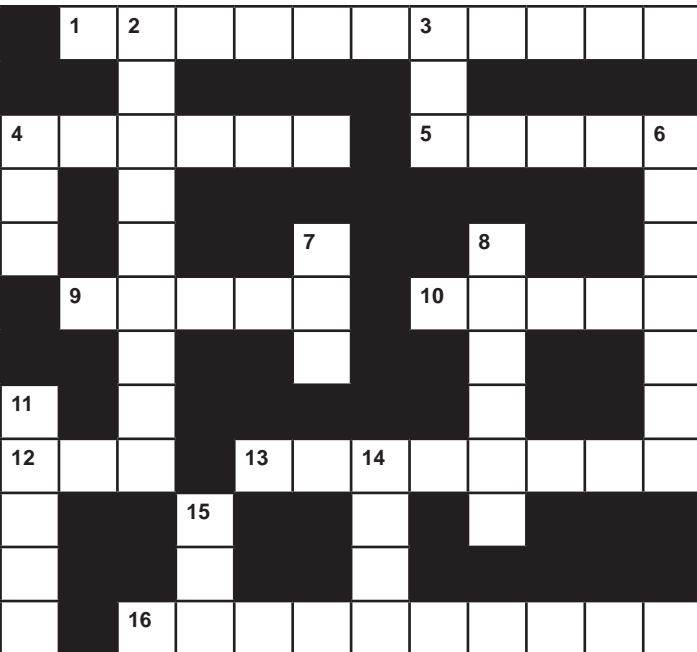
I was sick on Sunday...

I bought medicine at a pharmacy...

I was tired yesterday...

I went to work today...

I was sick on Sunday so I went to the doctors.



I Write the sentences in H a different way.

I went to the doctors on Sunday because I was sick.

J Read the text and complete the sentences.

Nick is a student and a cleaner. In the mornings and afternoons he studies at university, but at night he cleans offices.

He wants to be a doctor. He's worried because he can't study at night, and the exams are difficult.

He works hard because he needs money. Nick's parents are divorced so his mother looks after 4 children. She works in a shop. She only gets a small salary. Nick wants to help his mum.

He doesn't get much money but he's happy. He likes helping his mum, but he wants more time to study.

1. Nick can't study at night because...
2. He needs money so...
3. His mother's single so...
4. He wants to help his mother because...
5. He wants to study at night but...

K Crossword

Across

Down

- | | |
|--|---|
| 1. Farming. | 2. The study of land and land use. |
| 4. The business made a lot of ___ this month. | 3. Say false things. |
| 5. The name of this planet. | 4. I have a ___ dog. He sleeps on my bed. |
| 9. ___ in the sea causes problems for sea animals. | 6. Motorway. |
| 10. Myo Win is sick. He has a ___. | 7. Fishers use this. |
| 12. The lake is deep. It's a long ___ down. | 8. A large place with a lot of trees. |
| 13. Making things in factories. | 11. Sugar tastes ___ . |
| 16. What was your worst ___ in primary school? | 14. He opened the ___ and walked into the room. |
- 15.



L Translate these into your language.

1. I live in a valley.
2. They're building a dam near here.
3. The Sahara is the sunniest desert on Earth.
4. My sister's got the longest hair.
5. Let's go to the park.
6. The Earth's population is increasing.
7. I want to come, but I'm very busy.
8. She works hard so she can save money.
9. How about the teashop on 32nd Street?

M Tick the words and phrases you know. Write definitions, examples and/or translations for the words and phrases you find difficult.

action movies (*n*)
 agriculture (*n*)
 apply (*v*)
 biodiversity (*n*)
 breed (*v*)
 bridge (*n*)
 certificate (*n*)
 cheetah (*n*)
 cough (*n, v*)
 dam (*n*)
 deep (*adj*)
 depth (*n*)
 desert (*n*)
 drill (*v*)
 Earth (*n*)
 experience (*n*)
 extinct (*adj*)
 fall (decrease) (*v*)
 fancy (*v*)
 feature (*n*)
 field (*n*)
 fisher (*n*)
 forest (*n*)
 function (*n*)
 gas (*n*)

geography (*n*)
 giraffe (*n*)
 grilled (*adj*)
 heavy (*adj*)
 highway (*n*)
 hill (*n*)
 how about
 huge (*adj*)
 human (*n, adj*)
 industry (*n*)
 invite (*v*)
 [job] interview (*n*)
 just (*adv*)
 lake (*n*)
 least (*adv*)
 let's (*v*)
 loud (*adj*)
 lung (*n*)
 motorway (*n*)
 moustache (*n*)
 MP (*n*)
 nature (*n*)
 net (*n*)
 ocean (*n*)
 of course

of course not
 pet (*n*)
 poison (*n*)
 polluted (*adj*)
 price (*n*)
 production (*n*)
 profit (*n*)
 qualification (*n*)
 railway (*n*)
 rainforest (*n*)
 reach (*v*)
 research (*n*)
 skill (*n*)
 species (*n*)
 structure (*n*)
 suggest (*v*)
 sweet (*food*)
 taste (*n, v*)
 topic (*n*)
 up to (*adv*)
 valley (*n*)
 waste (*n, v*)
 way (*n*)
 whale (*n*)
 wide (*adj*)

N Can you do these things? Tick the correct column.

	a little	OK	well
I can talk about natural and human geographical features.			
I can understand and use measurements.			
I can understand and use superlative adjectives.			
I can read and use cause and effect webs.			
I can talk about what people have and haven't got.			
I can use 's for possession, <i>has</i> or <i>is</i> .			
I can identify and pronounce most vowel sounds.			
I can use conjunctions to join sentences.			
I can arrange meetings and suggest times or places.			
I can identify learning goals in an exercise.			
I can describe how structures, functions, skills and topics are important in language learning.			