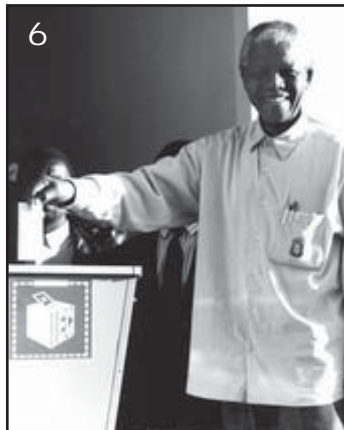
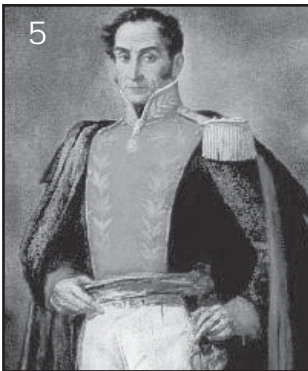
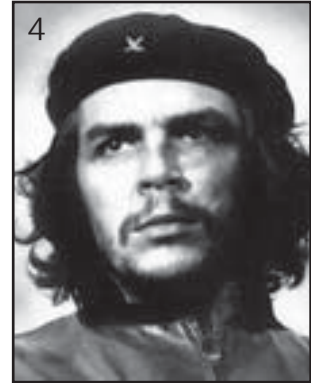
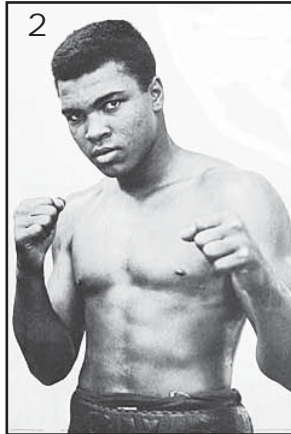


Unit Four

the past simple – famous people – time expressions – in a house –
adverbs of degree – restaurants – narrating – thinking about vocabulary

1. What Happened?

1.1 Famous people



A. Do you know any of these people? What do you know about them? Who is who?

Muhammad Ali Sirimavo Bandaranaike Wangari Maathai Simon Bolivar
Nelson Mandela Britney Spears Marie Curie Che Guevara

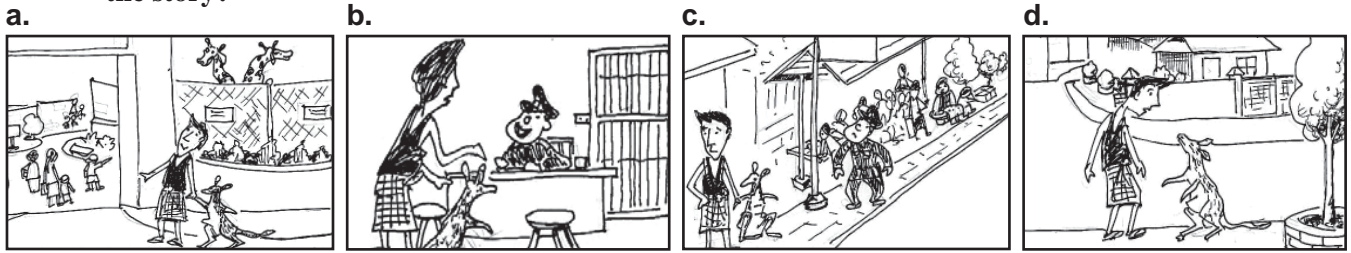
B. Match each person with what they did, and fill the gaps.

1. Britney Spears sang 'Whoops I did it Again'.
2. _____ fought revolutions in South America in the 1950s and 1960s.
3. _____ liberated six South American countries from colonialism.
4. _____ won the world heavyweight boxing championship nine times.
5. _____ struggled to end apartheid in South Africa.
6. _____ received the Nobel Peace Prize in 2004.
7. _____ was the world's first woman prime minister.
8. _____ discovered radium.

C. Look at the verbs used in B. What tense are these verbs? What is the base form of these verbs? Which verbs are regular, and which are irregular?

1.2 Listening: Dee Dee and the kangaroo

A. You are going to hear a joke about a man, Dee Dee, and a kangaroo. Here are some pictures about the story, but they are not in order. Work in groups. What do you think happens in the story?



4.1 B. Listen to the joke and put the pictures in order. C. In groups, retell the story.

1.3 Prediction: Nelson Mandela

You are going to read a text about Nelson Mandela. The text contains these words and phrases:

...struggled... ...apartheid... ...law in the 1940s... ...participated in student action...
 ...South Africa's first black law firm... ...the military wing of the African National Congress...
 ...arrested him in 1962... ...30 years in prison... ...got out of prison in 1990...
 ...ended in 1994... ...black people voted... ...first black president... ...from 1994 to 1999.

A. Work in groups. Do you understand the words and phrases? Use a dictionary if necessary.

B. What do you think the text will say about Nelson Mandela? Write a paragraph using the words and phrases in the box. Begin like this:

Nelson Mandela struggled to end apartheid in South Africa. He...

C. Read the text on page 212. How good were your predictions?



2. Questions and Answers about the Past

2.1 Simon Bolivar

A. Here is some more information about Simon Bolivar.

Simon Bolivar fought against _____. He was born in 1783 in Venezuela. He fought against the Spanish from 1813 until _____. He was made _____ of the countries he liberated. He had many problems _____ and eventually _____. He died in 1830. People in many different countries respect him, and Bolivia is named after him.

What information is missing? What questions do you need to ask to get this information?

B. Here are the questions, with the words in the wrong order. Put them in the right order.

1. against he did fight what? *What did he fight against?*
2. when finish he did fighting?
3. job he did liberated the do he in what countries?
4. problems he have what did?
5. he do what eventually did?

C. Ask your teacher the questions, and write the answers in the text.

2.2 An interview about yesterday

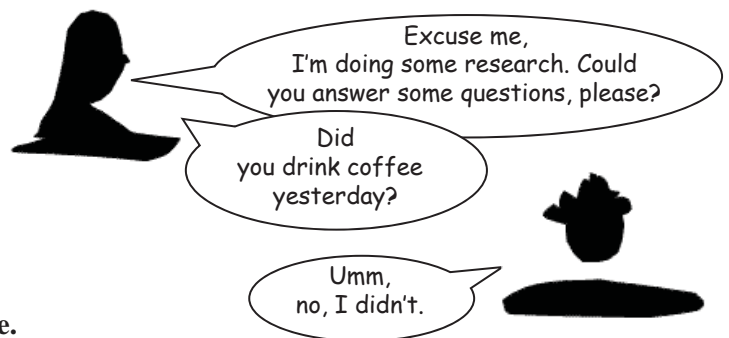
A. You are going to interview your partner about yesterday. Make *yes/no* questions using the verb in *italics* and one of the words or phrases on the right.

e.g. *drink*: tea, coffee, water...? *Did you drink coffee?*

1. *go to*: the cinema, the library, the shop...?
2. *visit*: your friend, your auntie, the teacher...?
3. *eat*: ice-cream, fishpaste, beans...?
4. *listen to*: the news, English music, Myanmar music...?
5. *do*: your homework, the dishes, a crossword...?
6. *go*: swimming, dancing, shopping...?
7. *speak*: Chinese, English, Mon...?
8. *have*: a wash, a party, dinner...?
9. *play*: chess, football, the guitar...?
10. *be*: happy, bored, angry...?

4.2 B. Listen to the interview.

C. Interview some classmates about yesterday. Use your ten questions.



2.3 *be* and *do* in the past

A. Complete these sentences in the past simple.

1. Ko Ko _____ a student last year.
2. Some dinosaurs _____ very large.
3. _____ you awake at 11pm yesterday?
4. _____ you finish your essay last night?
5. Ma Sein _____n't brush her teeth.
6. Aung Aung _____n't very happy yesterday.

B. Complete the rules.

1. The form of the verb *to be* in the past simple is
 - _____ with *I, s/he* and *it*.
 - _____ with *you, we* and *they*.
2. In questions we use:
 - *was/were* with nouns and adjectives.
 - _____ with verbs.
3. In negative statements, we use:
 - _____ with nouns and adjectives.
 - *didn't* with verbs.

C. Fill the gaps with the correct form of *be* or *do*. The sentences are all in the past simple tense.

1. _____ he go to the shop?
2. _____ you tired in the meeting?
3. She _____n't like the party yesterday.
4. Ma Ma and Kyi Than _____n't go to the wedding because they _____ busy.
5. My grandfather _____ very lazy. He _____n't work.
6. Daw Win _____ a doctor last year, but now she's a businesswoman.
7. Thibaw Min _____ King from 1878 to 1885.
8. _____ Jenny sick yesterday? I _____n't see her at the market.
9. He _____n't a student last year. He worked in his father's shop.

2.4 Wangari Maathai

- A. Read the information about Wangari Maathai. Why do you think she won the Nobel Peace Prize?**

Wangari Maathai received the Nobel Peace Prize. She was born in Kenya in 1940. She taught at university, and joined the National Council of Women of Kenya. She founded the 'Green Belt' movement. She spoke at the United Nations several times, and became an MP.



- B. There is not much information in this text. What other things could you ask about Wangari Maathai? Work in groups, and make a list of questions about her.**

Where...? When...? What...? Was...? Did...?

- 4.3 C. Listen to the audio. Did you hear the answers to any of your questions?**

2.5 Pairwork: Asking about Che Guevara

Work in pairs. Partner A: look at this page. Partner B: look at page 212.

- A. Read the text about Che Guevara. Use a dictionary if necessary. There is some information missing from the text. What questions do you need to ask to get this information?**

1. Where 2. When 3. Who 4. Where



Che Guevara fought revolutions in _____(1). He trained as a doctor in Argentina, but took up guerilla warfare in _____(2). He wanted better conditions for poor people of the world. He worked with _____(3), and they created a communist government in Cuba. He left Cuba in 1966, and went to _____(4). He taught guerilla warfare skills to local groups in these countries. The Bolivian government caught and killed him in 1967.

- B. Ask your partner the questions, and write the answers in the text.**

2.6 More information

- A. Here are some sentences about Sirimavo Bandaranaike, Britney Spears and Marie Curie. Match the information with the people.**

- | | |
|--|--|
| 1. She studied physics at university in Paris. | 7. She was on TV when she was young. |
| 2. She performed in the TV show 'Mickey Mouse Club'. | 8. Sri Lankans elected her prime minister three times. |
| 3. When she was 17, she made a record called 'Baby One More Time'. | 9. Her husband died in 1906. |
| 4. She became prime minister in 1960. | 10. Her daughter became prime minister of Sri Lanka. |
| 5. She met her husband at university. | 11. She married a dancer. |
| 6. She made three other successful records. | 12. She won two Nobel Prizes, for chemistry and physics. |

- B. Your teacher will give some students more information about these three women. Ask them *yes/no* questions about the women to check your guesses.**

2.7 Past time expressions

It is now the afternoon of Friday the 15th of September. Here are some parts of a man's diary.

Saturday March 15 *To Pyay*

Friday September 8 *Clinic 9am*

Thursday September 14 *Meeting 3.30pm*
Dinner at restaurant 8pm

Wednesday September 6 *Party 9.00pm*

Wednesday September 13 *Mum and Dad*

Friday September 15 *Tea with John 10am*

A. Complete these sentences with a past time expression. Use one word or phrase from Box 1 and one from Box 2 to make the time expressions. You can use the words and phrases more than once.

1. He attended a meeting *yesterday afternoon*.
2. He went to a party
3. He saw a medic
4. He travelled to Pyay
5. He visited his parents
6. He had dinner at a restaurant
7. He had tea with John

1
six months yesterday last two days a week this before

2
afternoon ago morning week night six months two days

B. In pairs, ask and answer questions using the time expressions in A.

What did you do yesterday afternoon?

I did my homework.

2.8 When did you last...?

4.4 A. Listen to Ko Shwe answering these questions. Write his answers in the table.

<i>When did you last...</i>	Ko Shwe	your partner
1. go on holiday?		
2. go to a restaurant?		
3. go to the movies?		
4. play sport?		
5. go to a party?		
6. visit friends or relatives?		

B. Listen to the audio. How often does Ko Shwe go out? Mark his position on this scale.

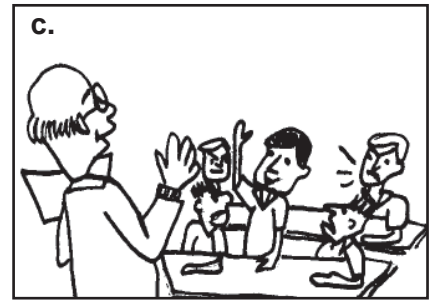
never goes out ←————→ goes out a lot

C. Work in pairs. Interview your partner, and write their answers on the table. Mark your partner on the scale. People who go out a lot and like meeting people are *sociable*. Who is the most sociable person in the class?

3. Pronunciation: Past Simple Verb Forms

3.1 Verb endings

A. These pictures tell the story of a schoolboy called Maung Maung. What order do the pictures go in?



B. Here is Maung Maung's story. Put each verb into the past simple.

Maung Maung was a good student.	-t	-d	-ed
1. Teachers always _____ (like) Maung Maung.			
2. He _____ (work) hard at school.			
3. He always _____ (finish) his work first.			
4. He always _____ (answer) questions correctly.			
5. He _____ (remember) all his lessons.			
6. The other students _____ (hate) Maung Maung.			
7. One day, they _____ (decide) to get revenge.			
8. They _____ (roll) a piece of paper into a ball.			
9. They _____ (wait) for the teacher to turn his back.			
10. They threw the paper ball and it _____ (land) on the teacher's head.			
11. The teacher was really angry. He _____ (shout) at the class.			
12. 'WHO DID THAT?' He _____ (ask).			
13. All the students _____ (point) at Maung Maung.			
14. But the teacher _____ (trust) Maung Maung.			
15. The teacher _____ (punish) the other students.			

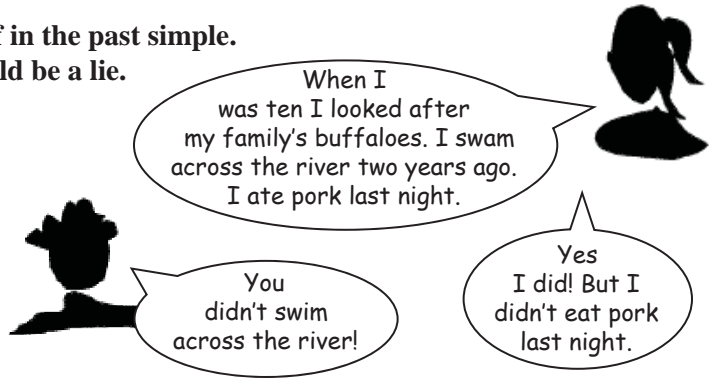
C. How do you pronounce the endings of these past verbs? -t, -d or -ed? Put a tick in the correct column.

E. Close your book. In groups, tell Maung Maung's story.

4.5 D. Listen and check.

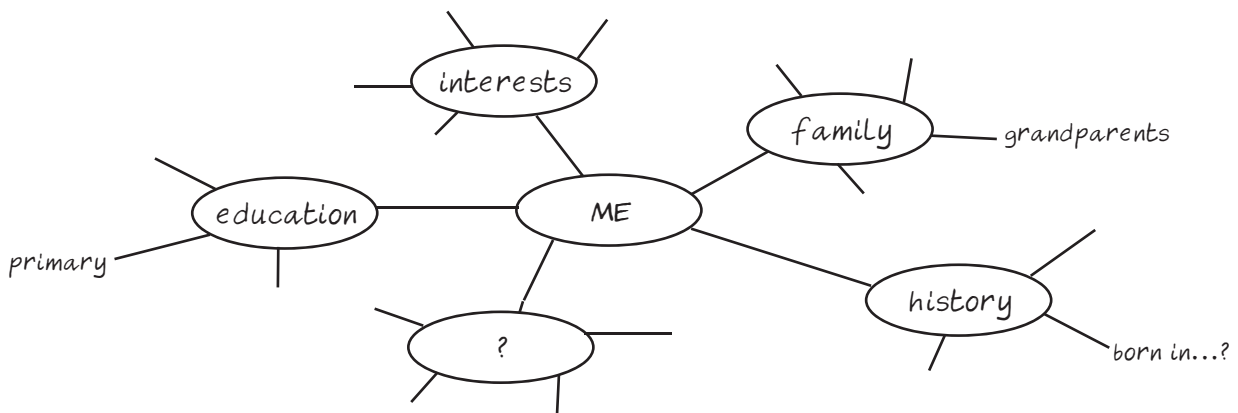
3.2 Pairwork: Two truths, one lie

- A. Think of three sentences about yourself in the past simple. Two sentences should be true, one should be a lie.
- B. Tell your sentences to your partner. Can they identify your lie? Can you identify their lie?
- C. Change partners, and tell your three sentences to another person.



3.3 3-2-1: Your life story

- A. You are going to speak for three minutes about yourself. What can you talk about? Think about it. Make a mind map, e.g.



- B. Work in pairs. Tell your life story to your partner. You must talk for three minutes.
- C. Change partners. Now tell your life story in two minutes.
- D. Change partners again. Now tell your life story in one minute.

4. In the House

4.1 Vocabulary: What's in your house?

- A. What furniture do you know? What other things do people have in their houses?

drawers frying pan

- B. What rooms do you usually put them in. Make lists.

kitchen	bedroom	living room	bathroom
<i>frying pan</i>	<i>bed</i>		

- C. What is this furniture made of? Put it into categories.

wood or bamboo	metal	plastic	other
<i>basket</i>	<i>fork</i>		

4.2 Describing rooms

- A. What adjectives can you use to describe rooms? Do you know the adjectives below? What are their opposites?

cool spacious messy
 dark clean
 comfortable
 large



My daughters' bedroom is very small. We have two daughters, so they don't need a spacious room. It's got two sleeping mats and two mosquito nets and a wooden shelf for their clothes. They've got posters on the wall of their favourite actors and pop singers, and photographs of their friends. It's a cool, comfortable room, with a window next to the door.

- B. Which of the adjectives in A can describe the following? Some adjectives can describe more than one.

1. a room 2. a table 3. a cooker

- C. Read what these people say about their houses.



My favourite room is my study. I go there for peace and quiet, because there are lots of people living in my house! It's a very large room, with two chairs, a shelf full of new books, a cassette player and a desk. I sit there every evening and write. It's very tidy - I tidy it every day. I like everything to be in the correct place.

- 4.6 D. Listen to the people talking. Their descriptions are a little different from the texts in C. For each text, find *five* differences from the spoken descriptions.

4.3 Pairwork: Listen and draw

- 4.7 A. Listen to the description of the room. Draw it.

- B. Work in pairs. Partner A: describe your favourite room. Partner B: draw it. Then change roles.

5. Adverbs of Degree

5.1 How short are they?

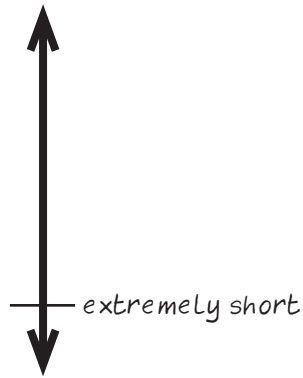
- A. These people are all short. Read the text, and identify who is who.



Ni Ni is extremely short – she's only 1 metre tall. Johnny is also really short, but he's taller than Ni Ni. He's 1m 15 cm. Khin Khin is very short – she's 1 m 20 cm. Dennis is fairly short – he's 1 m 40 cm. U Zagara is quite short too – he's 1m 50 cm. He's not very tall, anyway.

- B. Which words and phrases in the text are *adverbs of degree*?

C. Put the phrases from B in order, from tallest to shortest.



Do you know any other adverbs of degree?

D. Answer these questions.

1. How tall is Khin Khin? *She's quite short.*
2. How tall are you?
3. How clever is your teacher?
4. How far is it to Myitkyina?
5. How hungry are you?
6. How dangerous are mosquitoes?
7. How big is your home town?
8. How interesting is this lesson?

5.2 Relatives from the city

A. Look at the picture. What is happening?

B. Read the text.



Dennis and Gyi Than are brothers. Their parents got divorced when they were small children. Dennis went to live with his father in the city, and Gyi Than stayed with his mother in the countryside. They didn't see each other for fifty years.

Dennis grew up and became a businessman. He's now very rich. He's got a really big house and a nice car. Gyi Than grew up and became a farmer. He's quite poor, but he's got enough money. He's got a fairly small house, and a very old motorbike. He likes his life – he has a very happy family.

One day, Gyi Than wrote to Dennis, and invited his family to come and visit...

C. The visit is finished. Dennis and his family left ten minutes ago, and Gyi Than is discussing the visit with his wife, Ma Ma Than. Read the conversation, and fill the gaps with an adverb or an adjective. More than one answer is possible for some of them.

Gyi Than: Well, darling! What did you think?

Ma Ma Than: That was a really _____ car. I think it was very expensive!

Gyi Than: Yes, he told me it cost three hundred million kyat.

Ma Ma Than: His wife is _____ pretty. How old is she?

Gyi Than: She's very _____ - Dennis told me she's only 25.

Ma Ma Than: She was _____ rude. She said our house is _____!

Gyi Than: She's _____ beautiful, but not very _____.

Ma Ma Than: The daughter was funny! She asked so many questions - she didn't know what a goat was! She asked me how to plant paddy.

Gyi Than: She's _____ clever. Dennis told me she won the top student prize at her school.

Ma Ma Than: And the little boys are lovely.

Gyi Than: Yes, but really _____ as well! They threw stones at the ducks.

Ma Ma Than: So, do you want to move to the city?

Gyi Than: Never! I like our beautiful farm! We are very _____ here. Dennis never smiled, and he always talked about money, money, money...

Ma Ma Than: Will we see them again?

Gyi Than: Well, he invited us to the city next month. Do you want to go?

D. Dennis and his wife, Fifi, are driving home. Write their conversation about Gyi Than's house.

6. Restaurants

6.1 In a restaurant

A. What do you do in a restaurant?
Have you ever been to a restaurant?

B. Look at the picture. Who are the people?
What are they doing?

Useful Vocabulary

waiter customer menu order bill



4.8 C. Listen to the conversations. Which conversation goes with which picture?

D. Listen to the audio again, and practise the conversations in pairs.

E. Translate the conversations into your language.

6.2 What's on the menu?

- A. Look at this menu.**
Do you know all this food and drink?
- B. Answer these questions about this restaurant.**
1. What food can vegetarians eat?
 2. What is the cheapest drink?
 3. What is your favourite food on the menu?
 4. What is your favourite drink on the menu?
- C. Work in pairs. One person is a waiter, and the other is a customer. Practise conversations using the menu.**

Menu	
Noodle soup	600 K
Mushroom soup	800 K
Vegetable soup	900 K
Green salad	500 K
Chicken salad	1,300 K
Pork curry	1,500 K
Chicken curry	1,500 K
Beef curry	1,800 K
Fish curry	1,600 K
Plain rice	300 K
Fried rice with pork/chicken/tofu	1,300 K
Fried rice with seafood	1,800 K
Bottle of water	400 K
Bottle of beer	1,000 K
Fruit juice: lemon/orange/mango	500 K
Soft drinks	700 K
Tea	300 K
Coffee	500 K

6.3 Roleplay

- A. Work in groups of three or four. Design a menu for your restaurant. Choose the food that you want to sell, and how much it costs. Be creative – you can make your menu as interesting as you like!**
- B. Do a roleplay. One person is a waiter, the others are customers. Make conversations ordering food and requesting the bill. Perform your conversation to the class.**



7. Writing: Telling a Story

7.1 Adverbs

- A. Circle the adverbs in this story.**

It was raining heavily as Ko Ko walked carefully across the slippery bamboo bridge. He looked down the path, and saw me sitting under a tree. He waved, and called out happily, 'Let's make a cup of tea!' in Chinese. Ko Ko speaks Chinese fluently, and he's teaching me. I'm a fairly slow student. Suddenly, we saw a man carrying a dangerously heavy load towards the old bridge. 'Be careful!' Ko Ko cried loudly, but the man didn't understand. I thought quickly. Perhaps he spoke Chinese? I called out to him 'SIU SUM!'. Fortunately, he understood. He stopped immediately, and looked at me thankfully.

- B. Rewrite this paragraph without adverbs. Is it still correct? What do you notice about it?**

Adverbs tell us about a verb, adjective or another adverb. An adverb of *manner* tells us *how* somebody does something or *how* something happens. Many adverbs of manner are made from an adjective + *ly*:

quick—quickly bad—badly happy—happily careful—carefully terrible—terribly

7.2 Storytelling

A. Here are some common adverbs. Match them with their synonyms or definitions.

especially	<i>most importantly</i>
fortunately	<i>unluckily</i>
approximately	<i>no more and no less than</i>
unnecessarily	<i>right now</i>
immediately	<i>after a long time; in the end</i>
exactly	<i>about</i>
unfortunately	<i>luckily</i>
eventually / finally	<i>without a need</i>

B. Complete the following story with the adverbs from the box. Use each adverb once only. Use a dictionary if necessary.

quickly
approximately
angrily
immediately
quietly
eventually
fortunately

Yesterday I was in the market. As I looked at some vegetables, a man
 1. _____ came up behind me, put his hand into my bag and took my wallet. I
 2. _____ tried to catch him, but he ran 3. _____ through the crowd. I shouted
 4. _____ for someone to stop him, but he was very fast. 5. _____, someone
 pushed him and he fell to the ground. I went over to him and took back my
 wallet. I was lucky. In my bag was 6. _____ 200 dollars – my mother gave me
 this money to buy a new TV. 7. _____ I bought the vegetables and the TV
 and went home to tell my family.

C. Read this story. There are some adverbs beside each line. Decide where the adverbs can go in the line, and write them in.

Kyaw Kyaw ^{really} wanted to live with his favourite uncle in the city. He liked really
 his uncle's house, he liked his uncle's shop and he liked his uncle's lifestyle. There especially
 were so many things to do in the city.

When Kyaw Kyaw graduated from high school, his parents sent him to finally
 stay with his uncle. His uncle couldn't meet him at the bus station, but Kyaw unfortunately
 Kyaw had the address of his uncle's apartment. He asked the bus driver how far
 the apartment was, and the driver replied that it was five kilometres from the exactly
 station. He didn't want to spend money on a taxi, as he didn't have a lot of money. unnecessarily
 He walked for three hours, and it started raining. He was very cold and wet when approximately
 he got to his uncle's apartment. He thought, 'This place is horrible. I want to go eventually
 back home'. immediately

D. Write your own story. Start by thinking about these things.

1. Where and when did it happen?
2. Who was there?
3. What happened?
4. What was the final result?

Here are some ideas:

- Write about a time in your life when something went wrong (an accident, a misunderstanding...).
- Write about a surprising event in your life (won a prize, fell in love...).
- Write about the happiest day of your life.

8. Thinking about Learning: Vocabulary (1)

8.1 How do you feel about learning vocabulary?

A. Leah and Htet Khaing have different feelings about learning English vocabulary.

I really like learning new words. I think it's so important if you want to express yourself well.



Leah, Israel

I don't think it's necessary to learn lots of new words. I can always get round it somehow if I don't know the exact word.



Htet Khaing, Myanmar

Who thinks what?

_____ doesn't need so many words. S/he uses the words s/he knows in all situations.
_____ wants a wide vocabulary, so s/he can say exactly what s/he means.

B. Who are you similar to? How do you feel about learning English vocabulary?

Discuss in groups.

8.2 Active and passive vocabulary



I can understand English quite well, but I can't say much.

Santos, Brazil

A. How many words do you think an average educated native speaker of English can *understand*?

2,000 5,000 10,000 20,000 50,000
200,000 500,000

B. How many words do you think an average educated native speaker of English can *use*?

2,000 5,000 10,000 20,000 50,000
200,000 500,000

C. How many words do you think you can use in your own language?

What other languages can you speak? How many words do you think you can use in each?

8.3 Knowing a word

A. What do you think 'knowing' a word means? B. Here is a list of words and phrases. Find out their meanings and then decide, for each one, which of points 1 to 8 are important to you. You may decide that you don't need to know some of these words at all.

Look at this list:

1. to understand it when it is written and/or spoken
2. to remember it when you need it
3. to use it with the correct meaning
4. to use it with the correct grammar
5. to pronounce it correctly
6. to know which other words you can use with it
7. to spell it correctly
8. to use it in the right situation

spokesperson to knit Look out! spanner
beneficial twerp

C. Compare your decisions with other students.

D. What kinds of words do you think would be most useful for you to learn? Why?

It depends on whether you want to understand it *passively* or use it *actively*.

Passive vocabulary: When you hear or read it, you understand it.

Active vocabulary: You can use it when speaking or writing.

9. Practice

9.1 Exercises

A. A past simple story

This is the popular English children's story 'Goldilocks'.

- i. Fill the gaps with the correct forms of the verbs in the box. You can use some verbs more than once.

try	live	be	cook	look	go
knock	put	eat	see		

Once upon a time there ⁽¹⁾ _____ three bears: Father Bear, Mother Bear and tiny little Baby Bear. They ⁽²⁾ _____ in a great big wood. One day, Father Bear ⁽³⁾ _____ a delicious soup for the family and

⁽⁴⁾ _____ it into bowls: a large bowl for Father Bear, a medium bowl for Mother Bear and a little bowl for Baby Bear.

To give the soup some time to cool down, the three bears ⁽⁵⁾ _____ for a walk.

Goldilocks ⁽⁶⁾ _____ near the Bear family. She ⁽⁷⁾ _____ to the house of the three bears. She ⁽⁸⁾ _____ at the door. She ⁽⁹⁾ _____ through the windows. But the Bears ⁽¹⁰⁾ _____ not there. So Goldilocks ⁽¹¹⁾ _____ inside.

In the kitchen Goldilocks ⁽¹²⁾ _____ the soup. She ⁽¹³⁾ _____ very hungry, so she ⁽¹⁴⁾ _____ the soup in the large bowl – too hot. The soup in the medium bowl ⁽¹⁵⁾ _____ too cold, but the soup in the little bowl ⁽¹⁶⁾ _____ delicious and Goldilocks ⁽¹⁷⁾ _____ it all.

- ii. Fill the gaps with the correct forms of the verbs in the box – some are positive and some are negative. You can use some verbs more than once.

fall	like	arrive		
break	go	be	stop	shout
see	sit	become	run	

Goldilocks ⁽¹⁾ _____ three chairs. She ⁽²⁾ _____ in the large chair because it ⁽³⁾ _____ too hard. She ⁽⁴⁾ _____ the ordinary chair either – too soft. She ⁽⁵⁾ _____ the little chair, so she ⁽⁶⁾ _____ on it. Unfortunately it ⁽⁷⁾ _____ into pieces.

Goldilocks suddenly ⁽⁸⁾ _____ very tired. The large bed and the medium bed ⁽⁹⁾ _____ comfortable. The little bed, however, ⁽¹⁰⁾ _____ fine. Goldilocks ⁽¹¹⁾ _____ asleep.

After a while, the three bears ⁽¹²⁾ _____ home. They ⁽¹³⁾ _____ Goldilocks in Baby Bear's bed. They ⁽¹⁴⁾ _____ very angry and ⁽¹⁵⁾ _____ loudly. Goldilocks ⁽¹⁶⁾ _____ outside and ⁽¹⁷⁾ _____ until she got home. She ⁽¹⁸⁾ _____ to the Bears' house again.

B. Positive and negative

San San Aye and her husband, Aung Mon, never do the same things on the same day.

For example, yesterday

San San Aye listened to the radio.

Aung Mon didn't listen to the radio.

What else happened (or didn't happen) yesterday?

1. Aung Mon didn't have a shower.
2. San San Aye went to the shops.
3. Aung Mon made a cake.
4. San San Aye didn't watch television.
5. Aung Mon didn't read the newspaper.
6. San San Aye didn't lose her umbrella.
7. Aung Mon took the dog for a walk.
8. Aung Mon didn't ride the motorbike to work.
9. San San Aye didn't wear green trousers.

C. Questions and answers

Write the *wh-* questions.

1. Did you eat at 6.00? at 6.30? at 8.00?
2. Did you eat in a restaurant? in a teashop? at home?
3. Did you eat tofu curry? chicken soup? mohinga?
4. Did you eat alone? with your family? with Si Si?
5. Did it cost 100 kyat? 200 kyat? 550 kyat?
6. After dinner, did you see a movie? go for a walk? go home?
7. Did you go home by bus? by car? on foot?
8. Did you get home at 8.30? 9.30? 12.00?

D. Conversation gap-fill

Complete the conversation. Use the past simple tense.

Kyi Kyi : (*I / go / Bangkok*) _____ last month.

Than Than Win: Really? (*you / have*) _____ good time?

Kyi Kyi: Yes, (*it / be*) _____ very interesting.

Than Than Win: (*where / you / stay*) _____? In a hotel?

Kyi Kyi: No, (*I / stay*) _____ in a friend's house.

Than Than Win: And (*what / you / do*) _____?

Kyi Kyi: Well, (*she / take*) _____ me to the palace, but (*we / not / see*) _____ the king.

E. Past time expressions

This is Nang Seng's diary.
Now is 3pm on May 23.
Fill the gaps.

24/2: Ma Tin's wedding
6/4: move house
15/5: visit Auntie
21/5: buy books
22/5: meeting 9am bus to Bago 8pm
23/5: breakfast with Daw Lay 7am

- Three months _____ she went to a wedding.
- _____ month she moved house.
- _____ week she visited her aunt.
- _____, she bought some books.
- Yesterday _____ she had a meeting.
- _____ night she caught a bus to Bago.
- _____ morning she had breakfast with Daw Lay.

F. Adverbs of degree

Fill the gaps about these rich people, using the adverbs of degree from this box. Some gaps have more than one possible answer.

quite	a bit	very	fairly	really
-------	-------	------	--------	--------

Britney Spears is _____ rich. She's got over 100 million dollars. Bill Gates is also _____ rich. He's the richest man in the world – he's got 56 billion dollars. I think my Aunt is _____ rich. She bought a large, new car, and she lives in a big house. Her husband is _____ rich too – he owns a computer business. Today, I feel _____ rich. I found \$10 on the street. I bought some new CDs and ate dinner in a restaurant.

G. Sentences about houses

Put these words in order to make sentences.

- house there two in bedrooms my are
- and spacious bedroom our is comfortable
- got a we've of large wood bed made
- metal a the window bookshelf under there's
- flowers of a table vase on usually the I put
- very room always is the tidy

H. In a restaurant

Fill the gaps in this dialogue.

Customer: _____ me, have you got any fish today?

Waiter: Yes, _____. We've got fried fish, fish soup and fish curry.

Customer: I'll have the fish curry.

Waiter: OK. Would _____?

Customer: A small _____ of beer, please.

Waiter: Is _____ all?

Customer: Mmm, _____ is the cake?

Waiter: 5,000 kyat.

Customer: OK, _____ some chocolate cake.

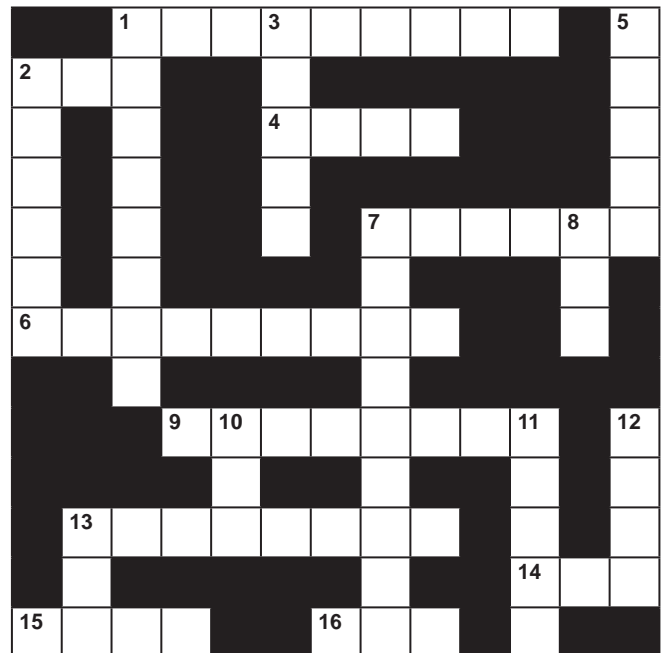
I. Crossword

Across

- Simon Bolivar ___ to end colonialism.
- ___ was the first woman prime minister of Sri Lanka?
- The bedroom is really ___ and comfortable.
- I don't like visiting my parents and other ___.
- Nelson Mandela spent 30 years in ___.
- There's lots of room in my house – it's quite ___.
- The ___ ordered a fish curry with rice.
- The opposite of old.
- I ___ the newspaper before I went to bed last night.
- Past tense of 'eat'.

Down

- A person who enjoys meeting other people is ___.
- The ___ took my order about an hour ago.
- My father's brother is my ___.
- Ni Ni's kitchen is always ___ and tidy
- Bill Clinton was the ___ of the United States.
- I went ___ of the house and walked down the street.
- Did you ___ salt in the rice?
- May May ___ a lot of money on her new car.
- When he ___ up, he became rich.
- ___ Guevara wanted better conditions for poor people.



9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.

arrest (<i>v</i>)	favourite (<i>adj, n</i>)	movement (<i>n</i>)	roll (<i>v</i>)
average (<i>n, adj</i>)	fluent (<i>adj</i>)	order [food] (<i>v, n</i>)	rude (<i>adj</i>)
bill (<i>n</i>)	fortunately (<i>adv</i>)	participate (<i>v</i>)	salad (<i>n</i>)
change (<i>n, v</i>)	found (<i>v</i>)	paddy (<i>n</i>)	several (<i>adj</i>)
colonial (<i>adj</i>)	immediately (<i>adv</i>)	path (<i>n</i>)	sink (<i>n</i>)
common (<i>adj</i>)	join (<i>v</i>)	peace (<i>n</i>)	slippery (<i>adj</i>)
conditions (<i>n</i>)	lazy (<i>adj</i>)	perform (<i>v</i>)	sociable (<i>adj</i>)
cooker (<i>n</i>)	liberate (<i>v</i>)	point (<i>v</i>)	spacious (<i>adj</i>)
create (<i>v</i>)	lie (<i>n</i>)	position (<i>n</i>)	stove (<i>n</i>)
crowd (<i>n</i>)	lifestyle (<i>n</i>)	prediction (<i>n</i>)	struggle (<i>n, v</i>)
dark (<i>adj</i>)	load (<i>n, v</i>)	punish (<i>v</i>)	successful (<i>adj</i>)
dirt (<i>n</i>)	local (<i>adj</i>)	push (<i>v</i>)	suddenly (<i>adv</i>)
discover (<i>v</i>)	look out (<i>v</i>)	receive (<i>v</i>)	supplies (<i>n</i>)
elect (<i>v</i>)	lucky (<i>adj</i>)	research (<i>n, v</i>)	tofu (<i>n</i>)
encourage (<i>v</i>)	medic (<i>n</i>)	respect (<i>n, v</i>)	vote (<i>v, n</i>)
eventually (<i>adv</i>)	messy (<i>adj</i>)	revenge (<i>n</i>)	wave (<i>v</i>)
exactly (<i>adv</i>)	mirror (<i>n</i>)	revolution (<i>n</i>)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. The way you live.
2. To try hard, against many difficulties.
3. Not polite.
4. To free a country.
5. Name two things you can use to cook food.
6. You do this when you want to find out about something.
7. Happening quickly, and when you don't know it will happen.
8. If someone doesn't work hard, you call them this.
9. Luckily.
10. To allow, to give permission.
11. A lot of people in one place.
12. From nearby, in your community.

C. Look back at the wordlists from the last four units. Are there any words you have difficulty with? Write these on small pieces of cardboard or paper. Write the translation on the back. Carry these around in your bag or pocket, and look at them when you have a few minutes free.

successful

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Unit Five

the present perfect (1) – *still, yet and already* – clothes – possessives – short forms – shopping – punctuation – vocabulary learning strategies

1. The Present Perfect (1)

1.1 It's just happened

A. Do you ever use a mobile phone? Why do people use mobile phones?

B. Look at the pictures and read the speech bubbles. What is the difference between the verbs in *italics* and the verbs in **bold**?



C. Now what is he saying? Match the pictures with the speech bubbles.

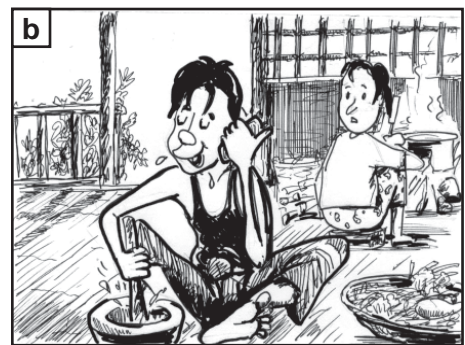
I've left the house.

I've chopped the onions and chillies.

I've just arrived at your place.

I've just washed my hair.

We've cooked the food. It's delicious!



5.1 D. Listen and check.

1.2 Forming the present perfect

A. Complete the rules.

- We form the present perfect with the auxiliary verb *have* + _____.
- In the third person singular, *have* changes to _____.
 - *I/We/You/They* _____ arrived home.
 - *She/He/It* _____ arrived home.
- We sometimes shorten *have* and *has*.
 - *I have* – *I've* • *he has* – *he's*
 - *we have* – _____ • *she has* – _____
 - *the dog has* – _____

B. Complete the table with the past participles.

	base	past simple	past participle
a.	look	looked	looked
	open	opened	
	decide	decided	
b.	fight	fought	fought
	teach	taught	
	have	had	
c.	go	went	gone / been
	write	wrote	
	see	saw	

C. What are the differences between the three groups of verbs?

D. Which group do the following verbs belong to: a, b or c?

take	eat	love	do	attend	vote
break	sell	get	turn	ride	
analyse	drink	win	arrive	come	
put	buy	bring	sit		

E. Think of some more verbs for each group.

F. Have a *Team Verb Competition*. Work in two teams. One member of each team comes up to the board. The teacher says a verb in the base form. The team members write the past participle. The first person to write the past participle correctly gets a point for their team.

1.3 What's just happened?

A. Look at these pictures. What's happened? What do you think the people are saying?



5.2 B. Listen to the audio. What has just happened?

1.4 Cause and effect

A. Look at these situations. Why have they happened?

Complete the sentences with your own ideas. Use the present perfect with *just*.

- Min Min's hands are green because...
he's just painted the house.
- Ma Naung is very tired because...
- The children are angry because...
- Aung Win has no money because...
- Lisa and Jimmy are late for school because...
- Nang Seng's got a lot of money because...

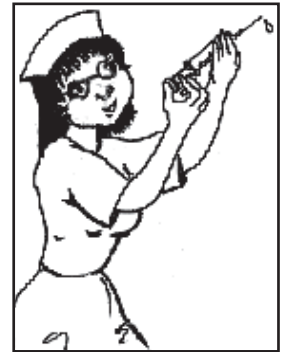
B. In pairs, ask and answer *Why...?* questions about the situations.

1.5 Things have changed

- A. Look at the pictures. These people's lives have changed. Write about the changes, using the present perfect tense.**

Six months ago, Mya Mya was in school, studying for exams. She didn't wear glasses, and she had very long hair. She was applying for nursing training. Now, things have changed...

1. (leave) *She's left school.*
2. (pass) *She's passed her exams.*
3. (start)
4. (cut)
5. (become)



Last year, Say Paw was pregnant with their first child, and working in an office. Ko Aye was thin and sick. They lived in the city. Now, things have changed...

6. (have)
7. (stop)
8. (get)
9. (move)

Three years ago, Johnny was in prison. He had a beard and a moustache, and he was thinking about writing a book. He didn't smoke. Now, things have changed...

10. (leave)
11. (shave)
12. (write)
13. (start)



- B. How is your life different from last year? Write three sentences using the present perfect tense. Then tell your partner.**

1.6 Getting ready

- 5.3 A. Aung Mon is going to a job interview. San San Aye is helping him to get ready. Listen to the audio. Have they done these things? Tick the chart.**

- 5.3 B. Aung Mon hasn't done two things. How does he say this? Listen again. Write down the two examples of present perfect negative.**

- C. How do you form the negative of the present perfect tense? Fill the gaps.**

subject + _____ + *not* + _____

- D. How many questions does San San Aye ask?**

- E. How do you ask *yes/no* questions in the present perfect tense? Fill the gaps.**

_____ + subject + _____

	done	not done
put on a new shirt		
cleaned shoes		
prepared CV		
remembered glasses		
packed certificates		
brushed teeth		

- F. Work in pairs. You are getting ready for an important meeting. In ten minutes, a lot of people will arrive. Have you prepared everything? Write a *checklist* of things you need to do:**

Things to do

- get glasses of water
- write an agenda

- G. Work in pairs. Make a conversation about getting ready for the meeting. Perform this to the class.**

1.7 yet and still

A. There are three mistakes in the following explanation. Correct them.

Yet shows that we don't think something will happen. We use it in positive statements and in questions. Normally, yet goes before the main verb.

B. Put *yet* in the correct place in these sentences.

- I haven't bought you a present, ^{yet} but I'll get one tomorrow.
- I haven't seen the photos from the ceremony.
- We're organising a conference, but we haven't invited anyone.
- Have you met my sister? She's a teacher here at this school.
- We haven't made a decision, so we should continue the discussion.

C. There are three mistakes in the following explanation. Correct them.

Still shows that a situation is changing. We usually put it after the main verb but before the verb *to be*.

D. Complete the questions and answers, using *still* and *yet*.

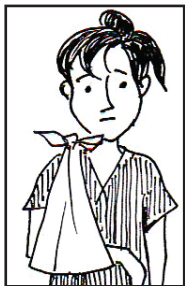
- | | |
|---------------------------------------|--|
| 1. Have they received the rice yet? | No, <u>they're still waiting for it.</u> |
| 2. <u>Are they still here</u> _____ ? | No, they've gone home. |
| 3. Has she gone home yet? | No, _____. |
| 4. _____ ? | No, I'm still looking for them. |
| 5. _____ ? | No, he's moved in with his girlfriend. |
| 6. _____ ? | No, I'm still quite ill. |
| 7. Have you finished that book yet? | No, _____. |
| 8. Is Aung Aung married yet? | No, _____. |
| 9. _____ ? | No, they've moved to Yangon. |
| 10. _____ ? | No, they're still awake. |

1.8 Positive and negative

A. What have these people done? What haven't they done? Write two sentences for each picture using the phrases in the box in the present perfect.

e.g. a. She's broken her arm. She hasn't broken her leg.

a.



b.



c.



d.



get some good news	break her leg	get married	lose the game
break her arm	win the game	get some bad news	get divorced

B. This is Ko Ko. He is late for school, but he's got a lot of things to do before he can leave the house. Write the correct positive or negative verb (in the present perfect tense) in the gaps.

Ko Ko needs to get to school by 8.30, and it's now 8.00. He 's brushed (*brush*) his teeth, but he hasn't got dressed (*get dressed*) yet. He _____ (*do*) his homework – he did it last night – but he _____ (*pack*) his bag yet. His little brother is still asleep. Ko Ko _____ (*wake him up*). They usually walk to school together. They _____ (*have*) breakfast yet – Ko Ko _____ (*make*) it. They _____ (*feed*) the chickens and pigs yet. Ko Ko and his brother need to do a lot of work before they leave for school. They're not ready to go yet.



1.9 I've already done it

Nang Seng is going to a conference in the US next month. There are a few things she has to do before she goes. She's talking to Chuck in the US, who is organising the conference.



Chuck: You need a visa for the US. Get one soon.

Nang Seng: It's OK, I've already got my visa.

Chuck: It's cold in New York in November. Bring some warm clothes.

Nang Seng: Well, I've already bought a suit, but I'll get a warm coat as well.

Chuck: Have you bought your tickets yet?

Nang Seng: No, not yet.

A. Tick the things Nang Seng has got.

visa ___ suit ___ coat ___ tickets ___

B. Respond to these statements. Use *already* or *yet*.

- You need to study the past simple tense.
- Have you done Unit 5, Section 2?

C. Jenny and Zaw Zaw are having a party tonight. Here's their 'to do' list. What have they already done? What haven't they done yet? Write sentences using *already* and *yet*.

They've already...
They haven't...

cook food	✓
buy drink	
clean house	✓
light candles	

2. Present Perfect or Past Simple?

2.1 Which tense?

A. Read the conversation.

Gerry: What have you done to your hair?

Mi Mi: I've cut it short.

Gerry: Why did you do that?

Mi Mi: I didn't like washing and combing it.
Short hair is easy.

Which sentences use past simple, and which use present perfect?

B. I've cut it short.

I didn't like washing and combing it.

Which sentence focuses on *the situation now*?

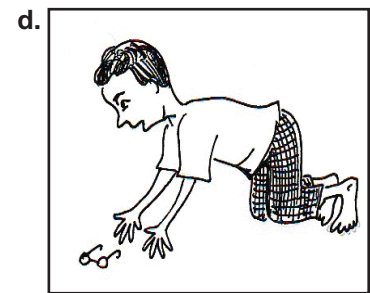
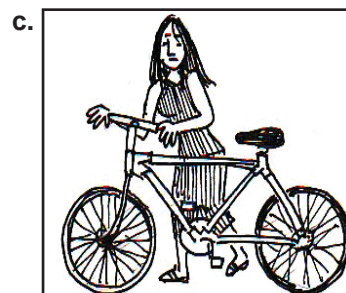
Which sentence focuses on *a past situation*?

C. Choose the present perfect or past simple.

- 'Has he woken up / Did he wake up yet?'
'Yes. He's woken up / He woke up an hour ago.'
- 'Have you been / Did you go into town last weekend?'
'No, but I've gone / I went two weeks ago.'
- 'What's Htwe Htwe's phone number?'
'Err, I'm not sure. I've forgotten / I forgot it.'
- 'Can I speak to Sai Aung?'
'Sorry, he's not here. He hasn't come / didn't come home from work yet.'
- 'Can you play football on Saturday?'
'No, sorry. I've broken / I broke my toe.'
'When have you done / did you do that?'
'Last week.'

2.2 Listening: What's the situation?

5.4 A. Listen to the four conversations and match them with the pictures.



B. Answer the questions.

- What's the problem?
 - Where are the glasses?
- What has happened?
 - Where did they meet?
- What has she done?
 - What does she do now?
- What has happened?
 - How did it happen?

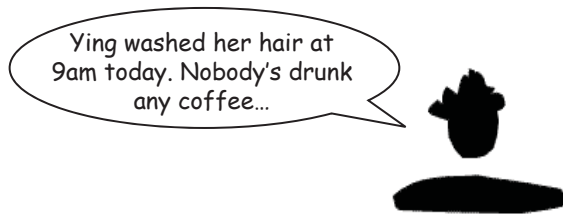
2.3 Find someone who...

- A. Find people in your class who have done these things **today**. Ask questions. If the person has done it, write their name and find out when they did it. If nobody has done it, write 'nobody'.



	Who?	When?
done homework		
cooked		
drunk coffee		
washed their hair		
listened to the radio		
talked to a small child		
sung a song		
lost something		

- B. Tell your partner what you found out.



3. Clothes

3.1 Vocabulary: Casual and formal clothes

- A. What clothes do you know? Classify them into *casual* and *formal* clothes, or clothes that can be casual or formal.
- B. What can you wear on your feet?
What clothes do you wear in cold weather?
What jewellery do you know?

	casual clothes	both casual and formal	formal clothes

3.2 What are they wearing?

- A. What are people A-F wearing? Make sentences.



B. Read the information in the box.

When we talk about traditional clothes, we can describe their ethnicity, e.g. *a Kayin shirt, a Pa-O headscarf, a Kachin jacket.*

Or we can use the word from its own language. We often do this with words that have no English equivalent, or are not common in English-speaking countries, such as foods, clothes or cultural events, e.g. *mohinga, Geb Tob Ba festival, longyi and pinni.*

Think about traditional clothes from your culture.

What is the best way to describe them to an English-speaking person?

3.3 Clothes from different cultures

A. Here are four dancers from different parts of the world, wearing traditional clothes. The speaker is a Maori woman from New Zealand. Which picture is she in? Use a dictionary if necessary.



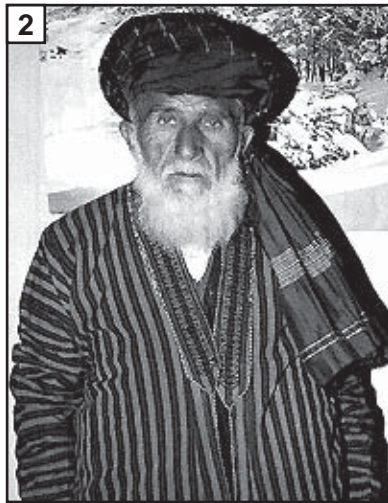
I work as a dancer in a traditional dance group. I wear an embroidered top, and a skirt made of flax. In my hair, I wear a headband and some feathers. Around my neck I have a jade necklace, and at my waist there are 2 poi - I spin them while I'm dancing.



B. Which dancer is wearing...?

1. a waistcoat
2. a skirt made of straw
3. a dress made of cotton

5.5 C. Listen to the descriptions of traditional clothing from around the world. Match the descriptions with the pictures below. Which countries or ethnic groups are these people from?



D. What are these clothes made of?
What are your clothes made of?

3.4 When do you wear...?

A. Read the box on the right.

B. Choose five of these things and write about when you wear them.

trousers a longyi sports shoes glasses
a hat make-up a tie shorts a scarf

C. Write three things that people wear:

- to play football
- to go hunting
- to a formal party
- to go dancing
- in the cold season

I never wear a tie.

I wear make-up when I go out.

I wear a hat when it's cold, and when it's sunny.

I wear shorts and sports shoes when I play volleyball.

I usually wear a longyi to school.

I wear a Kayin scarf around my head when I do traditional dancing and when I go to ceremonies and festivals.

I wear glasses for reading.

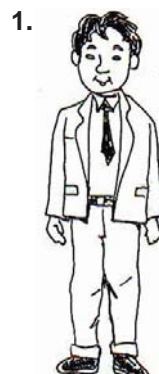
I don't wear trousers very often during the week, but I sometimes wear them at weekends.



3.5 Working clothes

5.6 A. Three people say what they wear to work. Listen and complete the table.

	Picture	Clothes
A		
B		
C		



B. What do you know about these people's jobs?

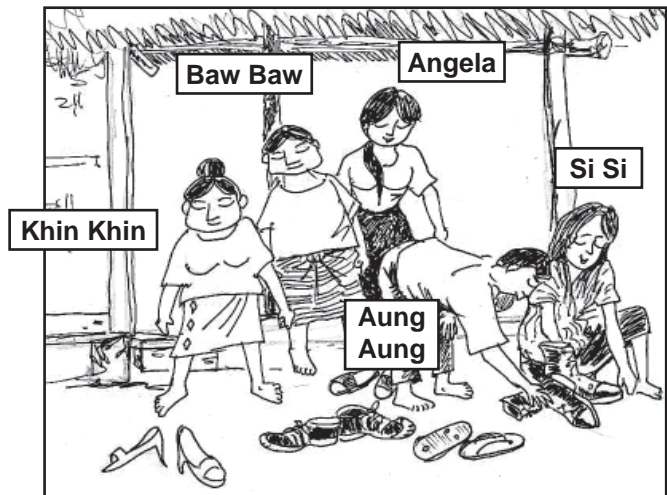
4. Possession

4.1 Whose shoes?

A. Look at the picture. These people are confused – they can't find the right shoes. Who do you think owns which shoes?

B. Complete the table.

Whose shoes are they?	
They're my shoes.	<i>They're mine.</i>
They're your shoes.	
They're her shoes.	
	They're his.
They're Si Si's shoes.	
They're our shoes.	
They're their shoes.	
Whose bag is it?	



C. So whose shoes are whose? Use the information to complete the chart.

	high heels	boots	sports shoes	flip-flops	sandals
rubber					
silk	<i>Si Si</i>				
leather					

- The sports shoes and the flip-flops are made of rubber.
- The sandals are Baw Baw's.
- The flip-flops are not Aung Aung's.
- The rubber shoes are Angela's and Khin Khin's.
- Aung Aung's and Baw Baw's shoes are not sports shoes. Their shoes are leather.
- Angela goes running every evening.
- Aung Aung is a soldier.

4.2 Expressing possession

A. What ways do you know to say that something belongs to you?

Look at your bag. How many ways can you explain that it is your bag?

B. Write the correct possessive pronoun or possessive noun.

- Whose umbrella is this? Is it _____ (*your umbrella*) ?
- No, _____ (*my umbrella*) is green. Perhaps it's _____ (*Tin Tin Nyo's umbrella*).
- Which is better, our school or _____ (*their school*) ?
- _____ (*our school*). It's got better teachers.
- Excuse me, is that bag _____ (*your bag*) ? I think it's _____ (*my bag*).
- Oh, I'm sorry. They look the same – both bags are white.
- Is this Min Min's coat? I need to borrow it.
- The blue coat is _____ (*his coat*). This one is Naw Moo's coat, I think.
- No, _____ (*her coat*) is green. Maybe this one is _____ (*the teacher's coat*).

4.3 Pronouncing the possessive 's

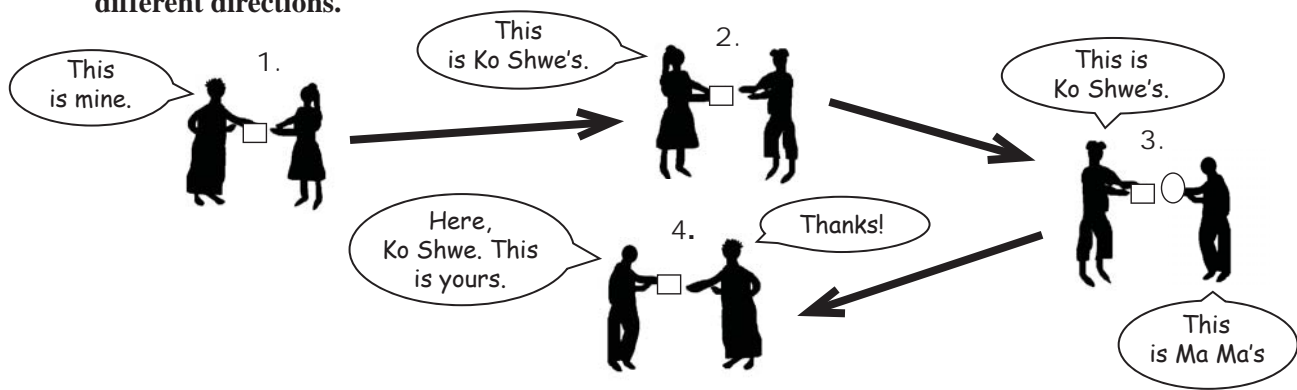
A. Look at these sentences. Practise saying them.

- The sandals are Baw Baw's.
- Angela's shoes are white.
- The cat's tail is broken.
- That book is the teacher's.
- My brother's wife comes from Sittwe.
- That house is my sister's.
- Min Min's coat is blue.
- I think it's Tin Tin Nyo's umbrella.

5.7 B. Listen to the audio. Did you pronounce the 's? Listen again and repeat.

C. Work in pairs. Test each other on saying the sentences in A. Check that your partner is saying the 's.

D. Play *Speaking Stick* with your things. Give something to someone in the class and say, 'It's mine.' That person gives it to another person and says, 'It's (your name)'s.' Your thing keeps going around the room until it returns to you. There can be many things going in many different directions.



5. Pronunciation: Short Forms

5.1 Contractions

A. How many contractions can you make? Match the possibilities, and write the contractions.

1. I I've, I'm, I'll

you
we
she
they
where
that
here
Aung Mon
the house

is
has
have
am
will
are

2. are aren't

is
was
were
will
have
has
did
can
could

not

5.8 B. Listen and check your answers.

5.8 C. Listen again and repeat.

We use contractions in spoken English and informal written English. We mostly use them with:

- | | |
|-------------------------------|---------------------|
| 1. auxiliary verbs | • I've done it. |
| 2. <i>not</i> | • He isn't married. |
| 3. <i>be</i> (as a main verb) | • We're lazy. |

's (= *is/has*) is the only short form we normally use after:

- | | | |
|----------------------------|---------------------|--|
| 1. nouns (including names) | • Mi Mi's here. | NOT: Aung Mon'll come soon. |
| 2. question words | • Where's Ko Ko? | NOT: What've you done? |
| 3. non-personal pronouns | • That's a buffalo. | NOT: Those're my pens. |
| 4. <i>here</i> | • Here's my house. | NOT: Here'll be my new house. |

5.2 Contractions in context

A. Rewrite this text, using contractions where possible.

I am waiting at the bus stop with my sister. The bus has not arrived yet. We are going to a small village near Loikaw to visit our Auntie. Loikaw is a long way away. Auntie has been sick, but she is better now. In her village there was not any medicine. The medic did not have any. The village has not got a car so she could not travel easily. Some of her neighbours walked to Loikaw and got her medicine. I do not know about her illness - maybe it was malaria. She is quite old so her health is not so good, but she likes to live alone. She does not want to leave her village. We are trying to persuade her to come and live with us.

5.9 B. Listen and check.

5.9 C. Listen again and repeat.

6. Shopping

6.1 Shopping around the world

A. When did you last buy something?

Where did you buy it? How much did you pay? Did you agree easily about the price?

B. Read the text, and match the vocabulary with the definitions.

Shopping around the world

In some places, everything is fixed price – there is one price, and you pay it. In other places, you can bargain. The seller says a high price, you say a low price, and eventually you both agree on a price.

In Asia, you can often bargain in markets, and in some shops. You can't usually bargain in supermarkets, restaurants or chain stores.

In many non-Asian countries, people don't usually bargain. Almost everything is fixed price. Sometimes you can try asking for a discount, especially if you are buying many of the same item. The only time that people usually bargain is when they are buying a large item, like a bike, car or house.

1. fixed price
2. bargain
3. item
4. discount
5. common
6. chain store

- a. money taken off the full price
- b. thing
- c. one of a group of shops with the same name and owner
- d. a price that does not change
- e. not unusual; found in many places
- f. to try to agree on the price

6.2 People buying things

5.10 A. In these conversations, people are buying things. The first one is in Thailand, the second is in the US, and the third is in Myanmar. Listen, and fill the gaps.

Conversation 1: The _____ cost _____ baht.

Conversation 2: The _____ cost _____ dollars.

Conversation 3: The _____ cost _____ kyat.

B. Work in pairs. One person is selling something, the other is buying it. Bargain for:

- a kilo of bananas
- a buffalo
- two hats

7. Writing: Punctuation

7.1 Capital letters, commas, full stops and apostrophes

We use capital letters for:

- The first word of a sentence (• The dog's just died.)
- People's initials, names and job titles (• Ms M. Savage, Director of Courses)
- The names and initials of organisations and companies (• Myanmar Economics Holdings • ASEAN)
- The names of places (• Great Britain • Old Gate Street • Shwedagon Pagoda)
- Languages, nationalities and religions (• Luigi speaks Italian • Aye is Thai • Khin Khin is a Buddhist)
- Days, months, and holidays (• Monday • October • New Year's Day)
- The most important words in the title of books, magazines and films (• Think English • Lord of the Rings • War and Peace)
- The word 'I' (• Should I go?)

A. Find and correct the mistakes in the following sentences:

1. min min and deborah went to a very nice indian restaurant on christmas day.
2. the film *titanic* won many awards in 1997.
3. one of the most important english writers of the sixteenth century was william shakespeare.
4. she has a job as the director of training at microsoft corporation.
5. they are quite an unusual family: the wife is catholic, the husband is jewish and their son is buddhist.

We use a comma in a sentence to show a short pause. For example:

- With lists (• Alice went to the market and bought apples, mangoes, papayas and bananas.)
- Between parts of addresses and dates (• Denver, Colorado, USA • Tuesday, January 17, 2008. But NOT: ~~Tuesday, January, 17, 2008~~)
- To separate two or more adjectives before a noun (• The tired, wet, hungry villagers were pleased to arrive home.)

B. Add commas where they are necessary in the following sentences.

1. My neighbourhood is noisy crowded and very hot.
2. Now that he is retired he spends most of his time in London England.
3. His birth date is Monday October 9 1956.
4. There was so much food at the party: fish seafood meat vegetables and desserts.

We use full stops at the end of sentences. Some points about sentences:

- They can also end with question marks (• Do you live here? • How much does it cost?) or exclamation marks (• Be careful! • I really hate that movie!)
- Don't confuse full stops and commas. You cannot join two sentences with a comma (• My wife works hard. She's got two jobs. NOT: • ~~My wife works hard, she's got two jobs.~~)

C. Add full stops, commas and capital letters to the following paragraph:

i work for a small organisation it helps poor children some children can't go to school because their parents are poor my organisation pays school fees buys school uniforms and builds boarding houses some children can't go to school because there is no school in their village my friends have built four boarding houses in large towns they've built them in bharmo lashio shwebo and lawpita kayah state the organisation is called 'access education'

We use an apostrophe:

- to show missing letters (• I am = I'm • do not = don't)
- to show possession with nouns (• Mu Mu's book • the cat's bowl)

D. Read this story about Steven’s family, and add apostrophes where necessary.

Ive got one sister and one brother. My eldest sister lives in Thailand and shes a nurse. Her husbands a lawyer. My brother lives in England and hes still in school. My sisters names Kathy, and my brothers names John. Johns cats name is Tiger, and his dogs names Lucky. Were a close family, but we dont see each other very often.

E. Write a paragraph about your family *or* your job. Pay attention to capital letters, commas, full stops and apostrophes.

8. Thinking about Learning: Vocabulary (2)

8.1 How do you like to learn?

A. These students have different strategies for learning vocabulary.

I like to learn vocabulary by topic. I make lists of types of animals, or adjectives to describe people, or different buildings.

- Carmen, Spain

I write the word again and again and again. Then I can remember it more easily.

- Tashi, Tibet

I like listening to the word and repeating it lots of times.

- Sophy, Cambodia

I translate the word first, then if I forget it I can look at the translation.

- Jeannot, Haiti

I write the word on pieces of paper and put them all over my house, and in my pockets. That way I look at them all the time.

- Rud, Denmark

How do you prefer to learn new words? Can you think of any other ways?

B. You have five minutes to learn some words that your teacher will give you. Learn these words any way that you can.

C. How did you learn the words? Who was the most successful student in your group? How did s/he learn the words? Is this a good strategy for you, too?

8.2 Vocabulary learning strategies

A. Read these ideas for learning vocabulary. Have you ever done any of these things?

- Write words on small pieces of card, with a translation or example on the back. Carry these cards with you, and test yourself when you have free time.
- Write all your new words down. Make groups with them – similar topics, similar sounds, same parts of speech.
- Write your new words in a notebook, together with information about each word, and an example sentence using it.
- Make a mind map of vocabulary from a topic you study.
- Look at each new word carefully. Think of a picture that is connected with the new word. Write the word down and try to draw the picture that goes with it.

B. Try some of these ideas with vocabulary from the wordlist at the end of this unit. Which strategies do you prefer?

C. What other strategies can you think of to help you learn new vocabulary? Make a class list.

9. Practice

9.1 Exercises

A. What's the word?

Write the correct form of the verbs in the puzzle.

1. He's just (*put*) on his jacket.
2. I've (*bring*) some cakes. Let's eat them now.
3. The children haven't (*eat*) their dinner yet.
4. We've (*wash*) the dishes, and now we're relaxing.
5. Have you (*see*) Ma Ma? I want to talk to her.
6. My parents have (*go*) to the city.
7. They've just (*get*) onto the bus.
8. Have you (*speak*) to the teacher about the exam?
9. She has (*break*) her arm.
10. Have you (*write*) to your parents this week?
11. They haven't (*leave*) the house yet.
12. I've just (*go*) to the shop and bought breakfast.
13. Aaah! I've (*cut*) my finger!
14. I've just (*take*) my little sister to school.

Now complete this sentence: These sentences are all examples of the _____ tense.

B. Make sentences

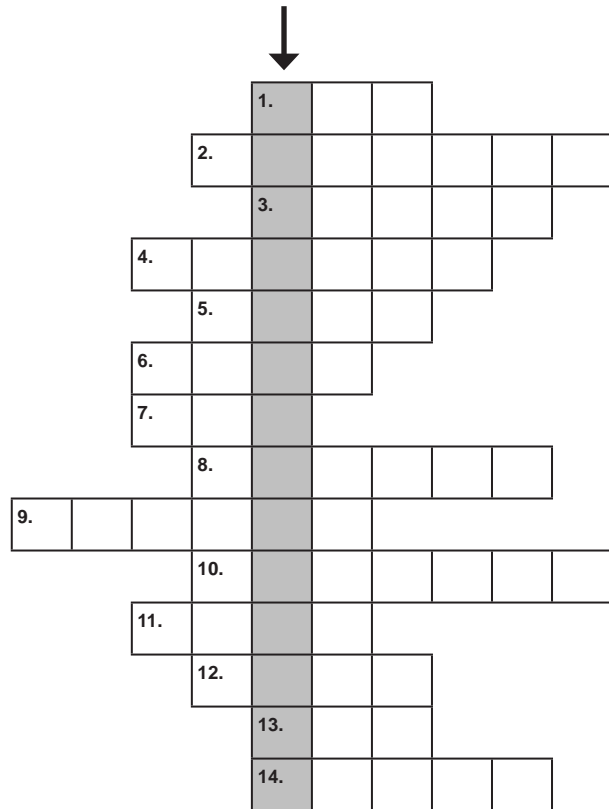
Make sentences using the present perfect. Use contractions where possible.

1. The computer's working now. *I / fixed / it*
I've fixed it.
2. He's healthier now. *He / stop / smoking*
3. My friends aren't here. *They / not / arrive / yet*
4. We haven't got any new movies. *We / see / all these*
5. Dinner isn't ready yet. *We / not / make / it / yet*
6. Su Su will pass her exam. *She / study / a lot*
7. I'm in love. *I / meet / a really nice girl*
8. I'm sorry, I forgot your birthday.
I / not / buy / you / a present
9. My friends are very tired.
They / play / two football matches

C. just and yet

Write replies using the present perfect form of the verb plus *just* or *yet*. Use contractions where possible.

1. Would you like some food?
No, thanks. I 've just had lunch. *have*
2. Do you know where the teacher is?
Yes, I _____ her. *see*
3. What time will your parents arrive?
They've _____. *arrive*
4. What's in the newspaper today?
I don't know. I _____. *not / read*
5. Was the maths exam difficult?
I don't know. I _____. *not / do / it*
6. What are you going to study next year?
I'm not sure. I _____. *not / decide*
7. Your house is beautiful! When did you build it?
We _____ building it. *finish*
8. Does Salai like the plan?
I _____ . *not / tell / him*



D. Present perfect or past simple?

Fill the gaps with the correct form of the verb, in either the past simple or present perfect tense.

1. I _____ (*build*) a new house. I _____ (*finish*) it yesterday.
2. 'Do you know where the teacher is?'
'Yes, I _____ (*see*) her five minutes ago. She's in the library.'
3. 'What time will your parents get here?'
'They _____ (*arrive*) already. They _____ (*catch*) the train yesterday.'
4. 'What's in the newspaper today?'
'I don't know. I _____ (*not / read*) it yet.'
5. 'Was the maths exam difficult?'
'I don't know. I _____ (*be*) sick last week, so I _____ (*not / go*) to school on Friday.'
6. 'What are you going to study next year?'
'I'm not sure. I _____ (*not / decide*).'
7. '_____ you _____ (*have*) your dinner yet?'
'No, I'm not hungry yet.'
8. '_____ he _____ (*like*) the plan?'
'I don't know. I _____ (*not / speak*) to him yet.'

E. still, yet and already

Add *still*, *yet* and/or *already* to these sentences. In the questions with (1), add one word. In the questions with (2), add two words.

1. I'm hungry. Have you made dinner^{yet}? (1)
2. My brother hasn't had a job since December. He's looking for one. (1)
3. 'I want to borrow your book.'
'That's fine. I've finished it.' (1)
4. Ni Ni hasn't graduated. She's studying. (2)
5. 'Where's U Lwin? Has he arrived?'
'He's left. He came at 6, and left at 6.30.' (2)
6. 'Are you waiting for the bus? I think it's gone.' (2)
7. 'Do you want to eat with us?'
'No thanks. I've eaten.' (1)
8. 'Are your parents living in Bagan?'
'No, they've moved to Mandalay.' (1)
9. 'Where does Kyaw Kyaw work?'
'I don't know. Maybe he works in the factory, or maybe he's got a new job.' (2)
10. 'We haven't done it because she wants to wait.' (1)

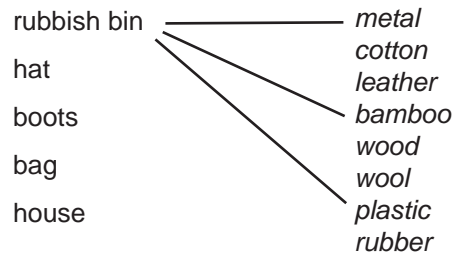
F. What are the clothes?

Read the description of the clothes, and identify what item of clothing it is.

1. People wear these on their legs to play sports, or when they are hot. They are light and comfortable, and you can run easily when you are wearing them.
2. People wear these on their heads, but they are not hats. You wrap them around your head when it is cold or very sunny. Some cultures wear them for formal events, and some women wear them for religious reasons.
3. You wear this around your waist to hold your trousers up. They are usually made of leather or plastic.
4. People sometimes wear these under their shoes, especially when it is cold.
5. Some people wear these to work. They are very formal.
6. People wear these around their necks. They are sometimes very expensive. Expensive ones are made of gold or silver.

G. be made of

Match these things with what they are made of.



Now write four sentences, e.g.

A rubbish bin is usually made of metal, bamboo or plastic.

H. Possessives

Rewrite these sentences using a possessive pronoun or 's.

1. That's my pen. *That pen is mine.*
2. These are her books.
3. The necklace belongs to Kyi Kyi.
4. This is his shirt.
5. Those are Saw Htoo's bags.
6. That's their house.
7. That's my father's coat.
8. Those are my cakes.
9. This is your cup of tea.
10. This money belongs to him.
11. These cows belong to my friend.
12. That's our motorbike.

I. Write the reply

Write the other half of this conversation.

1. *How much is this?*

2.

2,000
kyat.

3.

That
one is cheaper -
1,500 kyat.

4.

OK -
1,300.

5.

You
can have two
for 2,500.

Here
you are.

9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know.

Write a translation or explanation for the words you don't know.

accountant (<i>n</i>)	congratulations (<i>n</i>)	jewellery (<i>n</i>)	scholarship (<i>n</i>)
actually (<i>adv</i>)	cotton (<i>adj, n</i>)	leather (<i>adj, n</i>)	silk (<i>adj, n</i>)
advertisement (<i>n</i>)	cross (<i>v</i>)	make-up (<i>n</i>)	sound (<i>n</i>)
alone (<i>adj</i>)	CV (<i>n</i>)	matter (<i>n, n</i>)	staff (<i>n</i>)
attractive (<i>adj</i>)	decision (<i>n</i>)	mobile phone (<i>n</i>)	stuff (<i>n</i>)
award (<i>n, v</i>)	dessert (<i>n</i>)	non- (<i>prefix</i>)	supermarket (<i>n</i>)
bargain (<i>v, n</i>)	director (<i>n</i>)	pause (<i>n, v</i>)	technique (<i>n</i>)
believe (<i>v</i>)	discount (<i>n</i>)	pay attention (<i>v</i>)	thick (<i>adj</i>)
belong to (<i>v</i>)	earrings (<i>n</i>)	persuade (<i>v</i>)	tie (<i>n, v</i>)
be made of (<i>v</i>)	expect (<i>v</i>)	plastic (<i>adj, n</i>)	topic (<i>n</i>)
boots (<i>n</i>)	festival (<i>n</i>)	pocket (<i>n</i>)	traditional (<i>adj</i>)
casual (<i>adj</i>)	fixed price (<i>n</i>)	prefer (<i>v</i>)	unusual (<i>adj</i>)
cause (<i>n, v</i>)	flip-flops (<i>n</i>)	pregnant (<i>adj</i>)	visa (<i>n</i>)
century (<i>n</i>)	focus on (<i>v</i>)	prepare (<i>v</i>)	waist (<i>n</i>)
ceremony (<i>n</i>)	head (<i>v, n</i>)	private (<i>adj</i>)	wool (<i>n</i>)
certificate (<i>n</i>)	hunt (<i>v</i>)	retired (<i>adj</i>)	worry (<i>v</i>)
conference (<i>n</i>)	illness (<i>n</i>)	rubber (<i>adj, n</i>)	wrap (<i>v</i>)
confuse (<i>v</i>)	jade (<i>n, adj</i>)	scarf (<i>n</i>)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. Name four things shoes are made of.
2. Not formal.
3. The people who work for a company or organisation.
4. To try to buy something for a cheaper price.
5. You say this when someone does something special.
6. You put this at the front of a word to mean 'not'.
7. A large meeting.
8. 100 years.
9. 'What's the _____?' 'I can't find my bag.'
10. To like a thing more than something else.
11. Not public.
12. To believe that something will happen.

C. Choose five words from the wordlist – not words from B. Write gap-fill sentences with these words missing. Give them to another student. Can they identify the correct word?

Unit Six

nouns – quantity expressions – measurement – the present perfect (2) – *for* and *since* – health – appointments – informal writing – formal and informal language learning

1. Quantity

1.1 What do we need?

A. Bee Bee is planning to cook a special dinner for his girlfriend. He wants to cook pork curry. What ingredients does he need?

B. Look at this picture of Bee Bee's kitchen. What has he got?

C. What other ingredients does he need to make his pork curry?



6.1 D. Bee Bee rings his mother, and asks her to buy some things from the market on the way home. Listen. What does he want her to buy?

6.1 E. Listen again. What does he say about these things?

- | | | |
|----------------|--------------------------------------|-----------|
| 1. pork | <i>Can you please buy some pork?</i> | 5. onions |
| 2. things | | 6. beans |
| 3. cooking oil | | 7. knife |
| 4. eggs | | |

F. Look at the examples of *a/an*, *some* and *any* in exercise E. What's the grammar rule with *a/an*, *some* and *any* for countable and uncountable nouns? Complete the chart.

	singular countable nouns	plural countable nouns	uncountable nouns
positive sentences			
negative sentences		<i>any</i>	
questions	<i>a/an</i>		<i>any/some</i>

1.2 a/an, some and any

A. Fill the gaps in these stories with *a/an, some and any*.

1.



Yesterday I invited _____ important visitors to my house. I bought _____ biscuits from the shop, and _____ cakes from the market. Then I remembered I didn't have _____ coffee, so I went back and bought _____ coffee and _____ tin of milk. When I arrived home, I found I didn't have _____ hot water! There wasn't _____ wood or charcoal, so I couldn't heat the water. I sent my little brother to buy _____ charcoal and _____ sugarcane juice. Fortunately, my visitors didn't want _____ coffee. They liked the sugarcane juice.

2.

I was on _____ train in Mandalay, and I saw _____ man with _____ large packet of tea standing by the open window. As I watched, he took _____ tea and threw it out the window. Then he threw out _____ more.

'Why are you doing that?' I asked.

'To keep the kangaroos away', he replied.

'But there aren't _____ kangaroos in Myanmar', I said.

'You see,' he said. 'It works!'



B. What have you got in your bag? Make sentences and tell the person next to you. What haven't you got in your bag? Make sentences and tell the person next to you.

1.3 some and any in questions

A. In questions we sometimes use *some*, and sometimes use *any*. Look at the examples.

What type of questions use *some*?

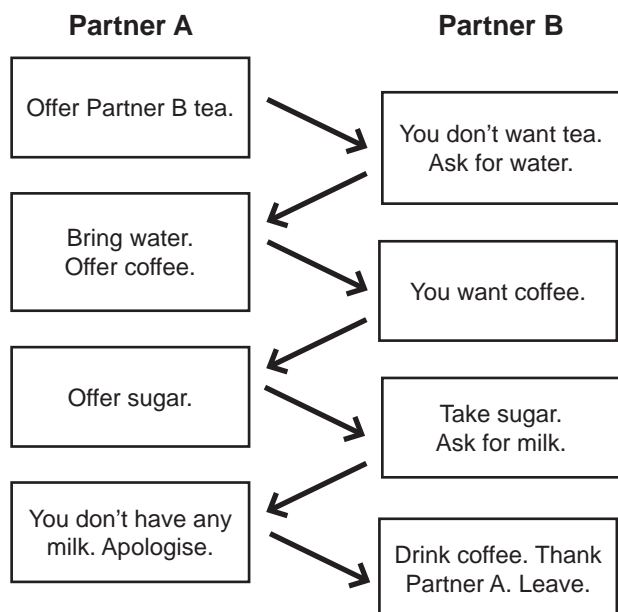
- Can I borrow some money?
- Do you want some cake?
- Are there any bananas?
- Do we have any water?
- Would you like some more sugar in your tea?
- Is there any coffee in the jar?
- Have you got any children?
- Do you need some more information?

B. Write questions for these situations.

1. Offer someone coffee.
Would you like some coffee?
2. Ask about textbooks in the room.
Are there...
3. Ask if someone has orange juice.
4. Offer someone biscuits.
5. Ask if someone has grandchildren.
6. Ask for more water.
7. Ask about noise outside.

C. Practise asking and answering in pairs.

D. Write a dialogue. Partner B: you are a guest in Partner A's house.



E. Perform your dialogue to the class.

1.4 Quantity expressions

A. Khaing Win is describing his lifestyle. Match the bubbles with these topics: *hobbies, food, clothing and exercise.*



1. I like reading. I've got loads of books, mostly novels but quite a lot of non-fiction books, too. I don't like watching TV or movies. My wife goes to the cinema once a week, but I watch very few movies. I haven't got any cassettes or CDs.

2. I have to wear smart, formal clothes to work. I've got a lot of ties and a few suits. I've got hardly any jewellery, just a gold wedding ring and a small silver necklace.

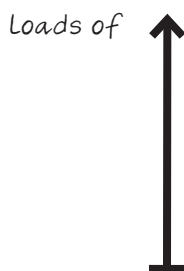
3. I like to eat lots of fruit and vegetables. I don't drink much alcohol, but sometimes I have a few glasses of beer in the evening.

4. I don't like sport. In fact, I get very little exercise.

B. What quantity expressions can you find in the text? Can you use them with *countable* or *uncountable* nouns, or with both? Write them in the chart.

countable	both countable and uncountable	uncountable
<i>very few</i>	<i>lots of</i> <i>hardly any</i>	<i>not much</i>

C. Put the quantity expressions in order, from the most to the least.



D. Answer the questions with full sentences, e.g.

How many books has Khaing Win got?
He's got loads of books.

- How much exercise does he get?
- Has he got many ties?
- Does he wear much jewellery?
- How many books have you got?
- How much do you earn?
- Are there many women in this class?
- Have you learned much English in this class?

E. Write four questions using *much* and *many*. Ask and answer these questions in pairs.

F. Fill the gaps to complete the rules.

- We usually use *much* and *many* in questions and _____ statements. We can also use them in formal positive statements.
- A little* and *a few* have a positive meaning. *Very little/few* and *not much/many* have a _____ meaning. Compare:
 - I've had **a little** food, so I'm not hungry.
 - I've had **very little** food, so I'm really hungry.

G. Read these statements. Do you think they are true or false?

- There's not much snow in Australia.
- There are very few Muslims in China.
- Singapore sells a little oil to other countries.
- The Sahara desert has very little water.
- George W. Bush has made a few movies.
- Myanmar hasn't got many mountains.

H. Write six sentences about yourself using *not much/many, a little/few* and *very little/few*.

I. The sentences below aren't true. Rewrite them with different quantity expressions, e.g.

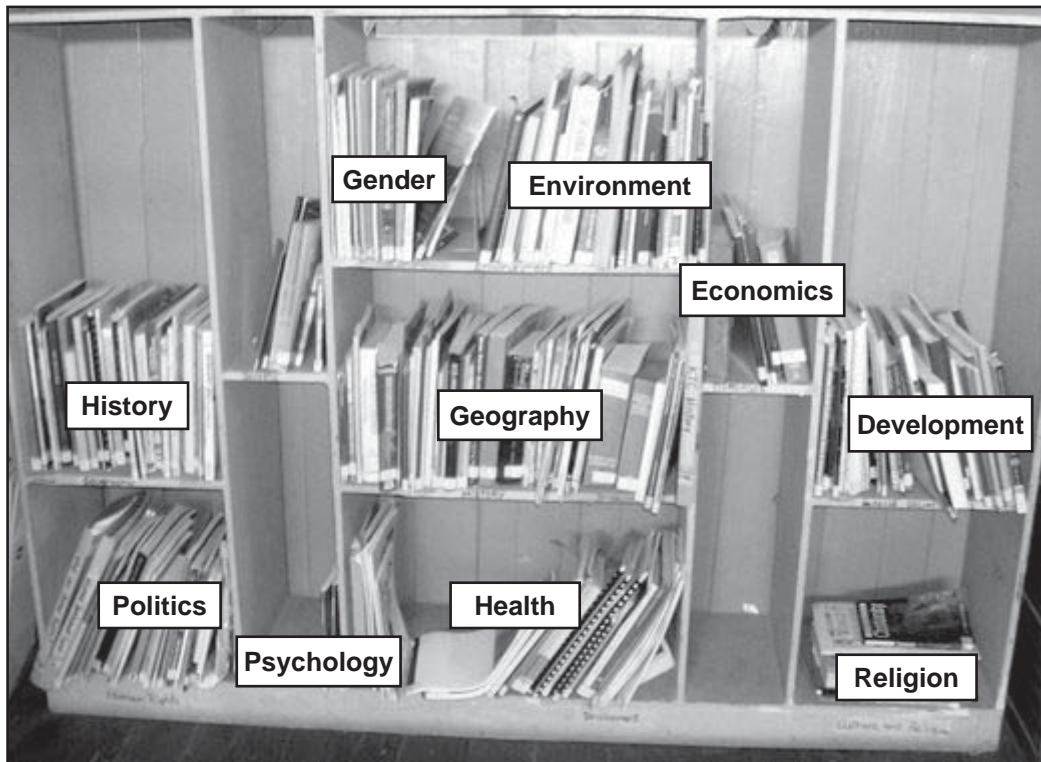
There are *very few* giraffes in Myanmar.
There aren't any giraffes in Myanmar.

- Very few* students want to attend university.
- There are *quite a lot of* people on the moon.
- There are *hardly any* mosquitoes in Myanmar.
- There's *a lot of* rain in February.
- Not many* people speak English.
- Teachers earn *lots of* money.
- There's *not much* rice in Asia.

1.6 In the library

A. Lek Tho Teacher Training College has a lot of books in its library. Here's a photo of the social studies section. Do you know all these topics? Match the topics with their definitions.

History	The study of the human mind
Politics	The study of beliefs
Psychology	The study of improving living conditions
Gender	The study of land, water, air and living things
Environment	The study of the world's surface, countries, societies, etc.
Geography	The study of the past
Economics	The study of power relationships
Religion	The study of being male or female
Development	The study of money, goods and services



B. Do you know these words? If not, look them up in your dictionary.

report publish trafficking overseas
donate popular researcher

C. You are going to listen to an interview with Cho Cho, the librarian. How many books do you think there are on each topic?

6.2 E. Listen again. Answer these questions.

1. Who writes most of the reports in the LTTTC library?
2. Where do the history and geography books come from?
3. Why are some history and geography books not useful?
4. Are there many books about Myanmar?
5. Why are there very few psychology books?
6. What languages are the books in?
7. Can high school students visit the library?

6.2 D. Listen to the interview. Were you right?

F. What topics are you most interested in? What books would you like to borrow?

1.7 Practice with countable and uncountable nouns

A. Classify these nouns into countable and uncountable.

air birthday breakfast community
 information interview neighbour
 toothpaste development blanket culture
 environment factory holiday journey fruit
 situation advice container jar onion
 programme vegetable army bamboo
 cloth education furniture key opinion
 shower village assistant ceremony
 CV discount meal idea stuff research
 wedding love person

countable	uncountable
birthday	air

B. Describe your classroom.

1. There are a lot of _____.
2. There are lots of _____.
3. There isn't much _____.
4. There are very few _____.
5. There aren't many _____.
6. There is quite a lot of _____.
7. There are hardly any _____.
8. There's very little _____.

C. Make questions to match these answers.

1. How much water is there in the desert? Not much.
2. _____? Quite a lot.
3. _____? Hardly any.
4. _____? Lots.
5. _____? A lot.
6. _____? Not many.
7. _____? I haven't got any.

D. Ask and answer your questions in pairs.

2. Complaints

2.1 *too* and *enough*

A. Here are some things you find in towns and cities:

traffic schools police tourists
 crime noise pollution restaurants
 rubbish cinemas trees water

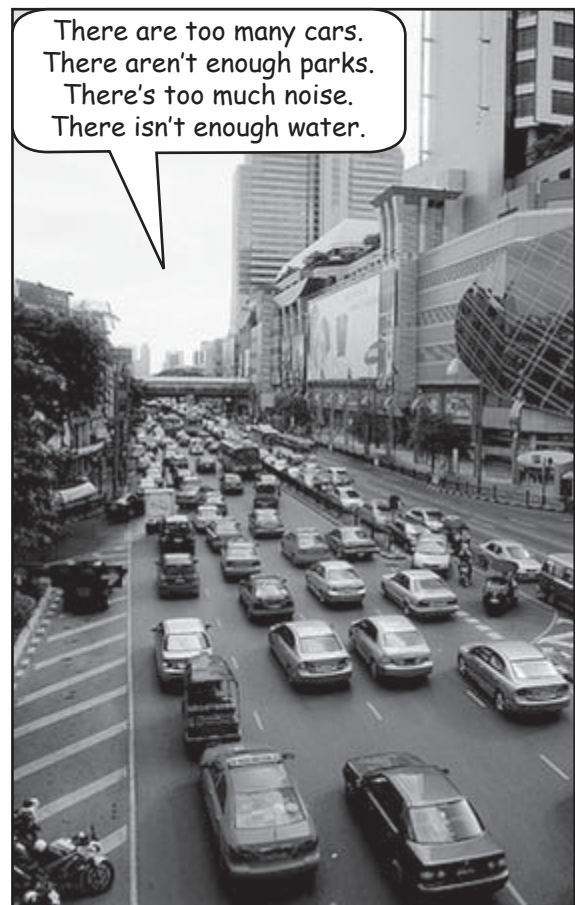
Which do you think are good things? Which are bad things? Which could be both?

B. You are going to hear some people complaining about where they live. What do you think they will say about the things in exercise A?

6.3 C. Listen and check your answers.

D. Think about where you live. What don't you like about it? Write three complaints using *too much*, *too many* and *not enough*.

E. Read out your complaints. What are the three most common complaints?

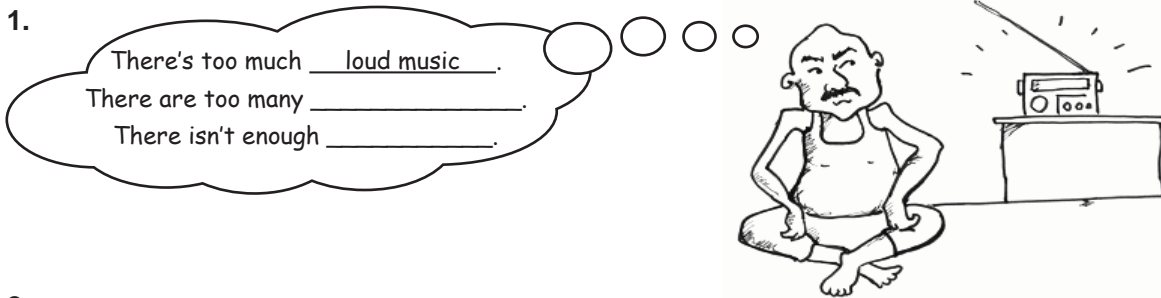


2.2 What are their problems?

A. What are these people thinking?

Look at the pictures and complete the sentences with your own ideas.

1.



2.



B. Now write a list of things you can complain about. Complain to the person next to you.

2.3 Cause and effect

A. The left column is a list of causes, and the right column is a list of effects.

Match the causes and effects to make sentences using *so*.

causes		effects
1. There isn't enough charcoal	so	it was a very uncomfortable journey.
2. There's too much salt in this soup		I can't cook dinner.
3. There were too many people on the bus		I can't sleep at night.
4. I spent too much money		I can't pay my rent.
5. I don't get enough exercise		it tastes awful.
6. I drink too much coffee		some children can't go to school.
7. We don't have enough petrol		we can't drive the car.
8. There aren't enough teachers here		I'm very unhealthy.

B. Write five sentences of your own using *too* or *enough* with *so*.

3. Measurement

3.1 Units of measurement

A. Look at these nouns. Are they countable or uncountable?

rice milk fishpaste coffee oil

B. Put them into these containers. More than one answer is possible for each.

- | | |
|-------------------------|-------------------------|
| 1. A bag of _____ | 4. A large tin of _____ |
| 2. Six bottles of _____ | 5. Half a cup of _____ |
| 3. Another jar of _____ | 6. Two cartons of _____ |

What happens when you put uncountable things into a container?

C. The same happens when you measure them.

A kilogram of rice Three litres of water 500 grams of coffee
 A metre of cloth 10 millilitres of medicine

Fill the gaps with a unit of measurement.

We also use units with countable nouns.

1. Two _____ of string.
2. Half a _____ of oil.
3. 200 _____ of tea.
4. A _____ of fruit juice.
5. Ten _____ of pork.

6. Two _____ of bananas.
7. Half a _____ of onions.
8. 200 _____ of chillies.
9. A _____ of biscuits.
10. Ten _____ of yellow beans.

D. Complete the sentences.

We measure weight using grams and kilograms.

We measure length using _____ and _____.

We measure volume using _____ and _____.

E. What other units of measurement do you know?

3.2 Pairwork: Listen and draw




Work in pairs.

Partner A: look at these pictures.

Partner B: look at the pictures on page 213.

Describe your pictures to your partner.
 Draw the pictures your partner describes in the blank spaces.

In section 7, there's a large bag of rice.

1.	2. 	3. 
4.	5. 	6.
7. 	8.	9. 

3.3 Gap-fill dictation: The shopping trip

- 6.4 A. Listen to the audio and write what you hear.**
 When you hear a *ping* sound, draw a line.



I needed two PING of rice...

I needed two _____ of rice...

- B. Use your own ideas to complete the text.**

4. The Present Perfect (2)

4.1 How long?

A. Read about Elizabeth.

Where does she

- live?
- work?
- stay?

I've lived in Yangon for six months, teaching English. Before that, I lived in Hong Kong. I work at the Global Learning Centre - I've worked there since June. When I first arrived, I stayed in a guesthouse. I didn't like it very much, so I moved into an apartment near Kandawgyi. I've been there for three weeks. It's really nice.



B. Which actions are finished?

Which are still happening?

C. Where do you live? How long have you lived there?

D. Ask your partner about work or study.

Then tell the class about your partner.

Mahn Htun works for MyanMart. He's worked there for two years.

4.2 for and since

6.5 A. Look at the picture, listen to the conversations and complete the sentences.

1. The woman arrived at _____. She's been there since _____.
2. The man arrived at _____. He's been there for _____.
3. The family arrived at _____. They've been there for _____.

B. Fill the gaps with *for* or *since*.

1. We've lived here _____ last August.
2. Min Min's had a car _____ three years.
3. Sarah's worked with us _____ March.
4. I've only had that computer _____ a week.
5. They've been married _____ 1942.
6. I've known Naw Moo _____ a long time.



7. Ko Ko's been in Bago _____ last rainy season.
8. He's been sick _____ this morning.

4.3 Aung Mon and San San Aye

A. Write about San San Aye and Aung Mon using *for* and *since*.

1. San San Aye *has lived in Yangon since* 1992.
2. She _____ 1994.
3. She _____ 2003.
4. They _____ 2005.
5. They _____ years.
6. They _____ six months.

B. Answer the questions. There are two ways you can answer each question. Write both of them.

1. How long has San San Aye lived in Yangon?
since 1992 or for seventeen years (in 2009)
2. How long has she worked for Central Accountants?
3. How long has she known Aung Mon?
4. How long have they lived in Insein Township?
5. How long have they had a computer?

San San Aye was born in 1970, and moved to Yangon in 1992. She started working for Central Accountants in 1994, where she still works. She met her husband Aung Mon in 2003, and in June 2005 they got married and moved to Dagon Township. Three months later they moved to Insein Township. They bought a computer six months ago.

C. Complete these sentences about yourself.

1. I've lived here since _____.
2. I've lived here for _____.
3. I've studied English for _____.
4. I've _____ for _____.
5. I've _____ since _____.
6. I've _____ 1999.
7. I've _____ a few weeks.

5. Health

5.1 Body parts

- A. What body parts do you know? Put them in the following categories?**
- parts of the head and neck
 - parts of the arms
 - parts of the torso
 - parts of the legs
 - organs
- B. Play Thingy Says.** One person stands in front of the class. That person is 'Thingy'. She or he says, 'Thingy says touch your *knee*.' Other students obey. Thingy continues giving orders. However, if Thingy doesn't say 'Thingy says...' before the order, students don't obey.
- If a student touches the wrong body part, or they obey an order without the words 'Thingy says...', they are out and have to leave the game.

5.2 At the clinic

- A. What do you think is wrong with this man?**



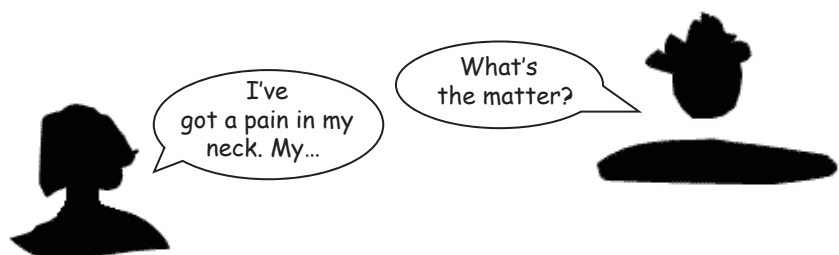
- B. What words can go in these gaps?**

My stomach _____s. I've got a _____ in my stomach.
My stomach _____s. I've got a _____ stomach.

- C. What are the symptoms of...?**

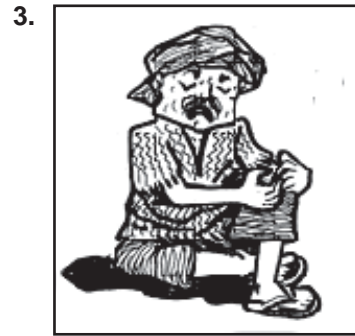
- malaria
- a cold
- a broken leg

- D. Choose a health problem, and describe the symptoms to your partner.
Can your partner guess your problem?**



5.3 Be careful!

6.6 A. Listen to the conversations and match them with the pictures. What is each man's problem?



B. Which conversation is each sentence about? Write *a*, *b* or *c*.

- | | |
|-------------------------------------|---------------------------------------|
| 1. He went to a party. | 5. He can't stand up. |
| 2. He slipped and fell over. | 6. He decided to lie down. |
| 3. He tried to lift a heavy bag. | 7. He thinks he has broken something. |
| 4. He doesn't like cigarette smoke. | 8. He's got a sore back. |

5.4 Cures

A. Match the problems with the cures. How many useful sentences can you make?

If	I have a cold,	I beat my pillow.
	I have a headache,	I get a massage.
When	I have a fever,	I take paracetamol.
	I have sore neck,	I stay in bed.

B. What do you do in these situations? Write sentences.

- you have a cold
- you get malaria
- you have a headache
- you can't sleep
- you have toothache
- you get a sore back

Discuss these problems with a partner.

C. Write down your cures for two of these problems on pieces of paper, but don't say the problem! Give your pieces of paper to the teacher.

I drink a lot of water. I wear warm clothes - a hat and coat. Sometimes I stay in bed and take medicine. My aunt makes medicine with herbs.

D. Work in groups. The teacher will give you some cures. Decide what problems they are for. Put all the cures for each problem together.

5.5 A healthy lifestyle

A. Brainstorm things you can do to stay healthy.

B. Work in pairs. Interview your partner about her/his health using the survey below.

Health Survey

- | | |
|---|---|
| 1. Do you smoke? | 6. Do you eat a lot of sugar? |
| 2. Do you exercise regularly? | 7. Do you drink a lot of alcohol? |
| 3. Do you sleep more than 10 hours per day? | 8. Do you eat a lot of fruit and vegetables? |
| 4. Do you sleep less than 5 hours per day? | 9. Do you live in a large city? |
| 5. Do you eat a lot of oil? | 10. Do you work or study more than ten hours a day? |

C. Add up the score. For questions 1, 3, 4, 5, 6, 7, 9 and 10, score 0 points for a *yes*, 1 point for a *sometimes*, and 2 points for a *no*. For questions 2 and 8, score 2 points for a *yes*, 1 point for a *sometimes* and 0 points for a *no*.

14-20: You are very healthy. Well done.

8-13: Not bad. You are fairly healthy.

Less than 8: Maybe you should change some things about your lifestyle.

6. Making Appointments

6.1 Cho Cho's appointment

A. In what situations do you make appointments? Think of a few.

- 6.7 B. Cho Cho, the librarian from Lek Tho Teacher Training College, wants some money for library books. She thinks the Town Education Committee might give her some money. She needs to meet U Aung, the chairperson from the Education Committee. Listen to the phone conversation and fill the gaps.

U Aung: Hello?

Cho Cho: Hello, is U Aung there, please?

U Aung: _____ is U Aung. How can I _____ you?

Cho Cho: I'm Cho Cho from the Teacher Training College Library. I'd _____ to make an _____ to meet with you.

U Aung: Well, I'm away _____ week, but I'll be back _____ week. How about Monday morning, 11.30?

Cho Cho: That's fine.

U Aung: OK, _____ you then.

Cho Cho: Thank you. See you on Monday.

C. What can Cho Cho say if...?

1. She is busy on Monday.
2. 11.30 is a bad time for her.
3. U Aung wants to know the topic of the meeting.

D. Work in pairs. Choose one of the situations in C. Change the conversation from B to match the new situation.

E. Practise your conversation in pairs.

6.2 An appointment with Ban Ki-moon

A. Ban Ki-moon, the Secretary-General of the United Nations, is coming to visit your town. You work for *Famous People* magazine, and you want to interview him. However, he's very busy. He's only in town for one day, and he has a full schedule. You phone him to arrange an appointment. Write your conversation.



Schedule for Ban Ki-moon

- 7.30: Arrive
8.00: Breakfast with leaders
9.00: Speech to youth groups
10.45: Radio interview
11.30: Meeting with NGOs
12.30: Lunch with Teacher's Association
1.30: Workshop with Women's Group
4.15: Meeting with Health Committee
5.00: Leave

You: Hello. I'm _____ from Famous People magazine. I'd like to interview you when you are in _____.

Ban Ki-moon: Well, I'm very busy that day. I'll look at my schedule. Hmm...

You: _____?

Ban Ki-moon: Sorry, I'm meeting the NGOs at 11.30.

You: _____?

B. Work in pairs. Write the rest of the conversation.

Can you find a time to meet, or is he just too busy? Perform your conversation to the class.

7. Writing: Informal Letters and Emails

7.1 Informal letters

An informal letter is usually written to friends or family. It doesn't have strict rules. In an informal letter you usually:

- put the date in the top right-hand corner
- address the person by name
- end the letter informally

A. When do you send informal letters?

B. Label the parts of the letter.

1. Date
2. Greeting
3. Main message
4. Closing
5. Signature

C. Match the types of informal letters on the left (1-4) with the phrases on the right (a-d):

1. Invitation
2. Rejecting an invitation
3. Accepting an invitation
4. Thank-you letter

- a. *We'd love to come.*
- b. *Just a quick note to say thank you.*
- c. *Sorry, but we can't come.*
- d. *We'd love you to come.*

June 21, 2009

Hi Htoo Aung!
How are you? I haven't heard from you for ages. I want to invite you and your family to my sister's birthday party on Saturday, July 9. It will start at 1pm. We want to have a barbecue, so I hope there isn't too much rain! Let us know if you can make it (Tel: 033610095).
Hope to see you soon.
Neil

7.2 Emails

There are no exact rules for informal emails. Most email accounts automatically include your email address and the date. You type the email address of the person you are emailing, the subject of your message and the message. Many people ignore grammar and spelling rules in emails (e.g. 'how r u?' for 'How are you?'). However, if you want people to understand your message, you should use standard English.

A. Look at this email and find:

1. Your email address
2. The email address of the person you are emailing
3. The subject
4. The date
5. The greeting
6. Introduction
7. Main message
8. Ending comment
9. Closing

B. Summarise the main points of the email in fewer than 20 words.

C. Write an informal letter or email inviting a close friend or relative to a party. Be sure to include:

- a greeting
- why, when and where the event is happening
- contact information
- a closing

From:	htwehtwe442@bizmail.com		
To:	sansanaye@centralaccounting.com		
Subject:	job news		
send	delete	save	21/01/09
Hi Ma San San Aye, How are you? I hope you and Ko Aung Mon are well. I've quit my job. There were too many problems in that organisation, and they didn't pay me enough. So now I'm looking for a new job. I want an interesting job that pays a lot, but there are hardly any jobs available at the moment. Have you got any ideas? Let's meet for lunch later this week. Are you free on Thursday? See you soon, and say hi to Ko Aung Mon from me! Love, Htwe Htwe xxx			

8. Thinking about Learning: Language Awareness

8.1 Who's speaking?

6.8 A. Listen to these people. Match the voice with the picture.

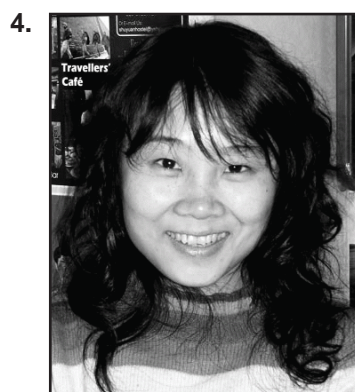
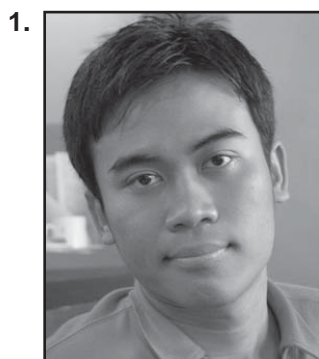
Nicolas _____

Ros _____

Tun Tun _____

Tze Ming _____

Tanny _____



B. Why did you decide this? Discuss in groups.

8.2 Native speakers?

6.8 A. Listen again. Who is a native speaker of English? Who is a non-native speaker – who speaks English as a foreign language?

native speakers

non-native speakers

B. Which speakers are easy to understand? Why? Which speakers are difficult to understand? Why?

6.9 C. Listen to the audio. Two people will read out the same text. Speaker 1 is from New Zealand. Speaker 2 is from Myanmar. Who is easier to understand? Why?

8.3 Formal and informal language learning

A. Think of all the languages you can speak. Which ones can you also read and write?

B. How did you learn each language? Was it *formally* (by studying it) or *informally* (just by using it in your daily life)? Discuss:

- Did you study the grammar of each language?
- Did you practise the pronunciation?
- Did you try to remember vocabulary items?

C. Discuss: What are the advantages and disadvantages of formal and informal language learning?

9. Practice

9.1 Exercises

A. Countable or uncountable?

Classify these nouns into countable and uncountable:

qualification	roof	solution	pollution
appointment	fruit	development	traffic
disease	pocket	instructions	wool
language	receipt	make-up	meat
entertainment	advice	divorce	interview

countable	uncountable

B. some and any

Complete the sentences or questions using *some* or *any*, e.g.

She doesn't have any bananas

- There is _____ water in the bucket.
- There aren't _____ goats in the compound.
- He wants _____ more friends.
- My parents haven't got _____ trees in their garden.
- Are there _____ children in your house?
- Could I borrow _____ shampoo?
- We are waiting for _____ visitors.
- I haven't heard _____ news on the radio.

C. Offers and requests

Write questions, e.g.

Ask to borrow soap powder:

Can I borrow some soap powder?

- Offer someone sugar for their coffee.
Would you like...
- Offer someone cake.
- Offer someone fruit.
- Ask to borrow money.
- Request more pens for your class.
- Request more tea.

D. Quantifiers

Read about the situations and choose the best quantifier.

e.g. Ko Aung makes 500 dollars a week for his job.

He makes lots of / ~~hardly any~~ money.

- Ma Thet sleeps for 9 hours every night.
She gets a little / quite a lot of sleep.
- I saw only three cars and one motorbike on the way to work today.
There's not much / not many traffic today.
- He's only got 40 kyat left.
He's hardly got any / hasn't got any money left.
- I've seen some / a lot of good movies recently. I saw one on Saturday and two last week.
- I haven't got any / much petrol, so I can't start the car.

E. few and little

Fill the gaps with *a few*, *a little*, *very few* or *very little*.

- There was _____ traffic on the road, so I arrived an hour early.
- Can I please borrow _____ dollars? I need to buy a present for the teacher.
- People don't like him. He has _____ friends.
- She's got _____ money, so she wants to get a car.
- I love Bagan. I went there _____ years ago, and I want to return soon.
- The hotel is dirty and uncomfortable, so _____ tourists stay there.
- The farmers are having problems this year, because there has been _____ rain.
- I like _____ sugar in my coffee, but not loads.

F. too much/many

These people have some bad habits. Make sentences about them using words from the table. Add *too much* or *too many*.



He	drinks smokes	too much	meat. beer. cigarettes.
She	watches eats	too many	TV. cake. coffee.

- He drinks too much beer.*
-
-
-
-
-

G. not enough

Complete these sentences using *not enough*, e.g.

I want to cook dinner, but (*charcoal*) *there isn't enough charcoal.*

- We want to go to the conference, but (*time*)
- We're trying to grow a vegetable garden, but (*seeds*)
- The students can't go to school because (*teachers*)
- I'm trying to write a report, but (*information*)

For questions 5 and 6, use your own ideas:

- I want to invite you over for dinner, but
- The organisation needs a new computer, but

H. Measurement

What measurements (not containers) do you use for:

1. soap *grams or kilograms*
2. rope
3. gold
4. potatoes
5. pineapple juice
6. cloth
7. petrol
8. shampoo

I. Containers

What containers can you use for the following?
Sometimes more than one answer is possible.

e.g. oil *bottle*

1. biscuits
2. oranges
3. juice
4. honey
5. curry

What can you keep in the following containers? Many answers are possible. Think of at least two for each.

e.g. sack *rice, potatoes*

6. bag
7. packet
8. jar
9. tin
10. carton

J. for and since

Fill the gaps with *for* or *since*.

1. Naing Lin and Ma Htay have been married _____ twenty years.
2. I've had this bike _____ 1992.
3. They've lived there _____ April.
4. She's studied Japanese _____ three weeks.
5. Eh Soe's known us _____ last year.
6. The students have been here _____ Monday.
7. Sayama Win has taught here _____ eight months.
8. He's been asleep _____ 3.00.
9. It hasn't rained _____ five days.
10. It's been hot and sunny _____ this morning.

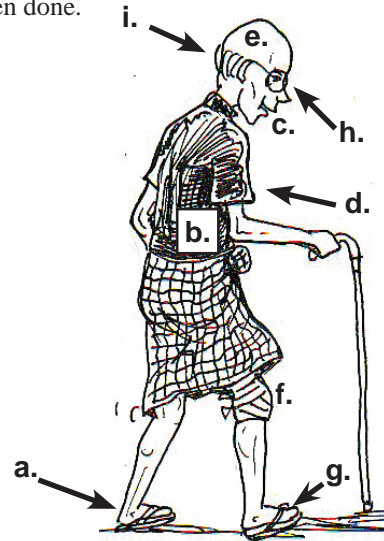
K. Making an appointment

Put this conversation in the correct order.

- How about 2.30?
- Yes, it's quite important.
- Yes, that's fine.
- Is it important?
- Yes, I can.
- OK. Can you come here tomorrow afternoon?
- I'd like to make an appointment to see Ms Park, please.

L. Body and health crossword

U Zaw Oo is not healthy at the moment. He is at the doctor's clinic. Look at the picture, identify the body parts and fill the gaps in the conversation. Then write the answer in the crossword. Number 2 down has already been done.



UZO: A mosquito bit me on the _____ (**a: 2 down**). I think I've got _____ (**1 across**).

Doctor: What are your symptoms? Do you have a _____ (**3 down**)?

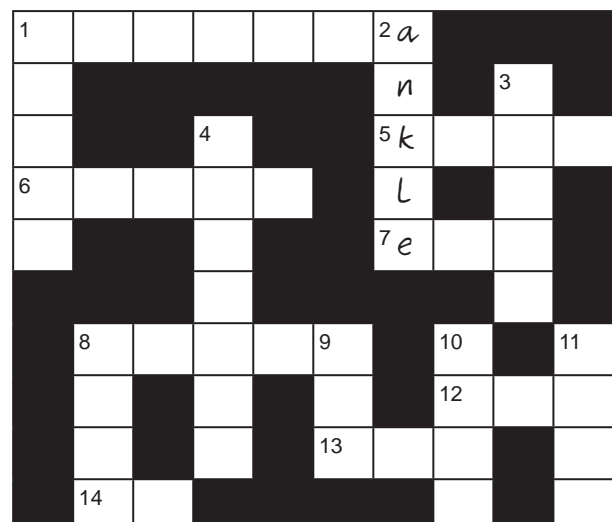
UZO: Yes, I feel really hot. My _____ (**b: 4 down**) hurts as well. Also, my _____ (**6 across**) ache – I haven't brushed them since last week. My _____ (**c: 1 down**) is bleeding. And I have a pain in my _____ (**d: 8 across**), and a _____ (**e: 8 down**) ache.

Doctor: What's wrong with your _____ (**f: 5 across**)?

UZO: I _____ (**11 down**) over a rock in the road. I also hurt my _____ (**g: 9 down**). I think there's a problem with my _____ (**h: 7 across**).

Doctor: You probably need new glasses. Here are some pills. Take _____ (**12 across**) every day, and don't _____ (**14 across**) any heavy lifting.

UZO: Oh, and I've also got a _____ (**10 down**) _____ (**i: 13 across**).



9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know.

Write a translation or explanation for the words you don't know.

accept (<i>v</i>)	cure (<i>v, n</i>)	liver (<i>n</i>)	schedule (<i>n, v</i>)
ache (<i>v, n</i>)	daily (<i>adv</i>)	lung (<i>n</i>)	shoulder (<i>n</i>)
ankle (<i>n</i>)	desert (<i>n</i>)	measure (<i>v</i>)	skin (<i>n</i>)
apologise (<i>v</i>)	development (<i>n</i>)	nearly (<i>adv</i>)	slip (<i>v</i>)
appointment (<i>n</i>)	disease (<i>n</i>)	noise (<i>n</i>)	social studies (<i>n</i>)
area (<i>n</i>)	donate (<i>v</i>)	obey (<i>v</i>)	sore (<i>adj</i>)
arrange (<i>v</i>)	effect (<i>n</i>)	offer (<i>n, v</i>)	special (<i>adj</i>)
automatically (<i>adj</i>)	elbow (<i>n</i>)	organ (<i>n</i>)	string (<i>n</i>)
available (<i>adj</i>)	experience (<i>n, v</i>)	overseas (<i>adj, adv</i>)	surface (<i>n</i>)
awful (<i>adj</i>)	fall over (<i>v</i>)	pain (<i>n</i>)	survey (<i>n, v</i>)
beliefs (<i>n</i>)	fever (<i>n</i>)	power (<i>n</i>)	symptoms (<i>n</i>)
bleed (<i>v</i>)	gender (<i>n</i>)	psychology (<i>n</i>)	throat (<i>n</i>)
brain (<i>n</i>)	goods (<i>n</i>)	publish (<i>v</i>)	traffic (<i>n, v</i>)
breast (<i>n</i>)	heart (<i>n</i>)	qualifications (<i>n</i>)	trafficking (<i>n</i>)
complaint (<i>n</i>)	heat (<i>v, n</i>)	quantity (<i>n</i>)	voice (<i>n</i>)
charcoal (<i>n</i>)	hurt (<i>v</i>)	quit (<i>v</i>)	volume (<i>n</i>)
chest (<i>n</i>)	ignore (<i>v</i>)	rash (<i>n</i>)	weight (<i>n</i>)
chin (<i>n</i>)	include (<i>v</i>)	regularly (<i>adj</i>)	workshop (<i>n</i>)
comment (<i>n, v</i>)	joints (<i>n</i>)	reject (<i>v</i>)	wrist (<i>n</i>)
committee (<i>n</i>)	kidney (<i>n</i>)	relationship (<i>n</i>)	
communicate (<i>v</i>)	length (<i>n</i>)	roof (<i>n</i>)	
contact (<i>v</i>)	librarian (<i>n</i>)	scales (<i>n</i>)	

B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.

1. Development and geography are part of this subject.
2. The opposite of 'accept'.
3. You attend this to improve your knowledge or skills.
4. The organ that covers the outside of your body.
5. You need this if you want to meet a busy person.
6. Name four body parts.
7. Things that you think are true.
8. This person works with books.
9. To share information, ideas or feelings with someone.
10. The things that you have done in your life.
11. Amount
12. To make something hotter.

C. Do a *Word Mime* activity. Work in two teams. Your teacher will give one member from each team a word. That person will try to communicate that word to the rest of the team without speaking. The first team to guess the word gets a point.