

# Unit Seven

*will – might – conditionals – prediction and probability – places and directions – silent letters – contradicting – formal writing – communication strategies*

## 1. Predicting the Future

### 1.1 Fortune telling

- A.** Have you ever been to a fortune teller? What did they predict? Was it correct or not?
- B.** Look at the picture and the pieces of text in the box. What do you think the fortune teller is saying? Use *will* and *won't*.



...university... ...graduate... ...meet a handsome American man... ...like him a lot...  
 ...ask you to marry... ...agree... ...marry... ...move to America... ...parents...  
 ...like America... ...baby... ...miss your family... ...return... ...happily ever after.

**7.1 C. Listen to the audio. Were you correct?**

- D.** *Will* is a modal verb. How do we make sentences using *will* and *won't*? Write the headings in the chart.

base verb    modal verb    subject

_____	_____	_____	
You	will	win	the competition.
It	won't	rain	tomorrow.
We	will	be	rich and famous.

**E. Which of these sentences are correct? Correct the wrong ones.**

1. She wills take you to the bus station.
2. I won't come before six o'clock.
3. He will to be a teacher next year.
4. Eh Soe will eats with us tonight.
5. They will not leave tomorrow.
6. Ma Yin won't like this movie.

**F. Make two predictions about each situation, one with *will* and one with *won't*.**

Use the verbs in the box.

pass   ~~forget~~   catch   go   miss   stay   ~~go~~   win   fail   lose

1. Min Min has a terrible memory. His mother asked him to buy a bag of sugar.  
*He'll forget to buy sugar. He won't go to the shop.*
2. Naw Moo's exams are tomorrow. She hasn't done any work.
3. Maung Maung's bus leaves at 8.30. It's 8.25, and he's just woken up.
4. The class is having a party tonight. Mi Mi is sick.
5. My cousin's team is playing football tomorrow. The other team is much better.

**G. What will happen tomorrow? Make some predictions of your own. Write two sentences with *will* and two with *won't*.**

**H. Read your predictions to the class. Do they agree with you? Do you agree with other students' predictions?**

## 1.2 Questions with *will*

**A. How do we make questions with *will*? Write the headings in the chart.**

	modal verb	verb	question word
_____	<i>modal verb</i>	_____	_____
Where	will	you	eat?
How many		there	be?
		she	leave tomorrow?

**B. Ask questions with *will*. Some are *yes/no* questions, some are *wh-* questions.**

1. Maybe our football team will win the game, but I'm not sure.  
*Will our football team win the game?*
2. We'll need three ducks. Or maybe four. Or five.
3. Maybe the car will leave at 3.00. Or 4.00. Or 6.30.
4. Maybe it will rain tomorrow, but maybe it won't.
5. Maybe there will be food at the party.
6. You'll go to the cinema tomorrow. Or to the library. Or to the market.
7. I'll see you again tomorrow. Or next week. Or next year.
8. The books will cost 500 kyat. Or 1,000 kyat. Or 1,200 kyat.
9. Maybe the meeting will start on time, but maybe it won't.
10. Maybe the new teacher will be single.

## 1.3 Roleplay: Tell a fortune

**A. What do you know about fortune telling? How do people do it in your community? Do you know any others ways?**



Chinese astrology is based on the stars. The position of the stars when you are born tells your future.



Some fortune tellers use cards to help predict the future.

Some fortune tellers look into balls made of crystal, a type of glass.



Palm reading is popular all over the world. Palm readers tell your future from the lines on your hands.

**B. What questions do you want to ask about your future?**

Who?    What?    Where?    When?  
How much?    How many?

**C. Work in pairs. Partner A is the customer and Partner B is the fortune teller. Partner A: ask your questions. Partner B: predict your partner's future. Then change roles.**

## 1.4 Pairwork: A visitor from the future

**A. What do you think life will be like in 3050? Make some predictions. Do you think people will be able to travel through time?**

**B. Work in pairs. Partner A: look at this page. Partner B: turn to page 213. You are a time traveller. You live in the year 3050. You come back to talk to the people who are living now. This is what you say about life in 3050:**

Computers control everything. There are computers in all houses, cars and streets. All the teachers, doctors, farmers and workers are computers now. People don't need to work because computers do everything.

There are still some diseases. We don't have malaria or AIDS, but we still have cancer, and we still can't cure the common cold! We also have many new diseases. Health care is good, though. Most people live to be about 150.

The Earth's population got too big, so people went to live on other planets. There is a large human population on Mars. People go on holiday to other planets, too. People also like going on holiday in the past, or in the future. Time machines are very expensive, though! Only rich people can travel through time.

**Answer Partner B's questions.**

**C. Now change roles. You are living now. A time traveller from the year 3050 is visiting. You want to know about the things below. Make questions, and ask Partner B.**

1. there / be / enough food and water?
2. people / have / wars?
3. there / be / refugees?
4. who / be / Secretary-General of the United Nations?
5. cars / use / petrol?
6. which / animals / extinct?
7. there / be / trees?

## 2. Probability

### 2.1 It might happen

**7.2 A.** Aung Mon is going to a job interview in another town. San San Aye, his wife, is giving him some advice. Listen. What does San San Aye want him to take?

**7.2 B.** Listen again. Why does San San Aye say he should take these things?

1. umbrella – it might rain
- 2.
- 3.
- 4.

**C.** San San Aye has some more suggestions. Why might Aung Mon need these things? Write some suggestions for Aung Mon.

*Take some water. You might get thirsty.*



**D.** What other things could he take? Why?

### 2.2 might

**A.** Rewrite the following sentences using *might*.

1. I'm not sure if it will rain.  
*It might rain.*
2. I don't know if I will see him again.
3. I've got no idea if Si Si will be late.
4. Maybe my friends will visit me.
5. I don't know if he is sick.
6. I don't think she will come, but I'm not sure.
7. I'm not sure if they will invite us.
8. Maybe my brother will study next year.
9. I've got no idea if he's Thai.
10. Perhaps she's playing her piano.

**B.** Ko Moe and Nyi Nyi are looking for their friend, Simon. Complete the conversation with *might* and the words in brackets.

**KM:** I can't find Simon. Have you seen him?

**NN:** He might be (he / be) on the football field. Or \_\_\_\_\_ (he / be) in the library.

**KM:** No, I've already tried those places.

**NN:** \_\_\_\_\_ (you / find) him in his room - \_\_\_\_\_ (he / be) asleep.

**KM:** I don't think so.

**NN:** Well, here's Ma Ma Shwe. \_\_\_\_\_ (she / know) - I suggest you ask her.

### 2.3 The next three years

**A.** What do you think will happen in your life in the next three years?

Make some predictions from the table.

I'll	go overseas get a job write a novel
I'll probably	live in Myanmar have lots of money
I might	smoke cigarettes learn another language
I probably won't	get married buy a car
I won't	become famous work for an NGO

**B.** Make five predictions of your own.

1. I'll...
2. I'll probably...
3. I might...
4. I probably won't...
5. I won't...

**C.** Tell other students your predictions.

### 3. if...

#### 3.1 Global warming

A. What do you know about global warming? How do you think it might affect you?

B. What do these pictures show? How are they related to global warming?



C. Read the text then match the sentence halves.

The world's temperature will probably rise by about five degrees centigrade in the next 100 years. Since 1900, it has already risen 0.6 degrees. We call this **global warming**. Almost all scientists agree that this is caused by humans. People use too many **fossil fuels** such as coal, oil and gas. This puts more **carbon dioxide** into the **atmosphere**. Carbon dioxide keeps the heat from the sun close to the earth. **Deforestation** increases global warming too, because trees **absorb** carbon dioxide.

Here are some of the possible effects of global warming:

<u>Natural Disasters</u>	<u>Health</u>	<u>Plants and Animals</u>	<u>Food</u>
<ul style="list-style-type: none"><li>• The <b>sea level</b> will rise. Many flat areas will be under water.</li><li>• There will be more <b>storms, floods</b> and <b>hurricanes</b>.</li></ul>	<ul style="list-style-type: none"><li>• Some parts of the world will become too hot to live in.</li><li>• There will be more mosquitoes. This will lead to more disease such as malaria and dengue fever.</li></ul>	<ul style="list-style-type: none"><li>• Some plants and animals will not be able to live in hotter temperatures.</li><li>• Many plants and animals will become extinct.</li></ul>	<ul style="list-style-type: none"><li>• In some areas of the world, people will not be able to grow enough food.</li><li>• In other areas, people will be able to grow different food crops.</li></ul>

1. If there are fewer trees, they won't have enough to eat.
2. If sea levels rise, there will be more carbon dioxide in the atmosphere.
3. If there are more mosquitoes, many areas will be under water.
4. If people can't grow food crops, more people will get malaria.

D. Look at your sentences. What tense is the first part? What about the second part? This sentence structure is called the *first conditional*.

E. Complete these sentences with your own ideas.

1. If a village floods, the people there will...
2. If plants can't live in an area, animals will...
3. If there isn't enough food, people will...
4. If people can grow different food crops, they will...

7.3 F. Here is an interview with Lucy Rogers, an environmental activist. She is talking about things we can do to reduce global warming. Listen, and list her suggestions.

- use less fossil fuels
- don't use cars and motorbikes

7.3 G. What does Lucy say about:

1. bicycles?
2. rubbish?
3. trees?
4. governments?

## 3.2 The first conditional

We use the first conditional to talk about things that might happen:

- If it rains, we will stay home.
- If I get a job, I'll have more money.

A condition clause (*if* or *when* clause) can come at the beginning or the end of a sentence:

<b>condition clause</b>	<b>main clause</b>	<b>main clause</b>	<b>condition clause</b>
If I have any problems,	I'll call you.	I'll call you	if I have any problems.

These have the same meaning.

### A. Fill the gaps with the correct form of the verbs.

- If I miss the bus, I 'll get a taxi. (miss, get)
- We \_\_\_\_\_ late if we \_\_\_\_\_ soon. (be, not leave)
- If I \_\_\_\_\_ for a few minutes, \_\_\_\_\_ you \_\_\_\_\_ the baby? (go out, watch)
- We \_\_\_\_\_ to the city if I \_\_\_\_\_ a job here. (not move, find)
- You \_\_\_\_\_ more friends if you \_\_\_\_\_ nice to people. (have, be)
- \_\_\_\_\_ you still \_\_\_\_\_ me if I \_\_\_\_\_ you? (love, leave)

### B. Do a *Conditional Consequences* activity. Start with this sentence:

If it rains tomorrow, I'll stay at home.

The first student thinks of a consequence of this, e.g.

If I stay at home, I'll read my books.

Continue to go around the class, making sentences by adding consequences.

## 3.3 *if* and *when*

### A. Put this conversation in order.

- \_\_\_ And be careful!
- \_\_\_ Do you have enough money?
- \_\_\_ OK, I'll send a postcard when I get to Bangkok.
- \_\_\_ Don't worry, I'll contact you if I have any problems.
- 1 Goodbye... Don't forget to call me.
- \_\_\_ And send me a postcard.
- \_\_\_ I think so, but if I don't have enough, I'll borrow some from Uncle Bob.
- \_\_\_ OK, I'll phone when I get to the bus station.

What do you think is the relationship between the speakers?

### B. When do we use *if*?

When do we use *when*?

### C. Fill the gaps with *if* or *when*.

- 'It's time to leave now. \_\_\_\_\_ we get home, I'll start cooking dinner.'
- '\_\_\_\_\_ I wash the dishes, will you make a cup of tea?'
- 'I can't decide what job to get. \_\_\_\_\_ I become a teacher, I won't make much money, but I enjoy teaching.'
- 'I'm going shopping now. I'll pick up my new clothes \_\_\_\_\_ I get into town.'
- 'Will you still love me \_\_\_\_\_ I'm very old?'

## 3.4 Conditionals with other modals

Conditionals can use lots of different modal verbs and modal-like structures.

### A. Match the sentence halves.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. If he touches me,               | if I get a lot of money.              |
| 2. I can buy a car                 | if you can't swim.                    |
| 3. If you have a problem,          | you'll have to work really hard.      |
| 4. When you get up,                | I'm going to hit him.                 |
| 5. If you want to learn Chinese,   | you should have a shower.             |
| 6. Rivers are quite dangerous      | I might help you.                     |
| 7. When you go to university,      | I must do it later.                   |
| 8. If I don't post the letters now | you should speak with Chinese people. |

### B. Complete the sentences.

- If I get a high-paying job...
- You must study hard...
- If I don't finish school...
- When you finish cooking dinner...
- We can go to the beach...
- Everything will be really good...
- I might be able to give you a ride...
- If you annoy me...
- If you have free time tonight...
- If the dog becomes angry...

# 4. Places and Directions


## 4.1 Indoors and outdoors


indoors	outdoors	both

- What places do you know? Make a list.
- Classify these places into indoors (inside), outdoors (outside) or both.
- Which of these places have you been to?


## 4.2 Around town


A. Here are some visitors:

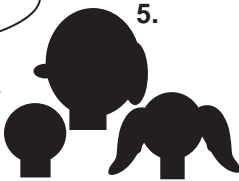
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We're students. We want to learn about different cultures, and get some information.
- 

I just want to eat, drink and relax.

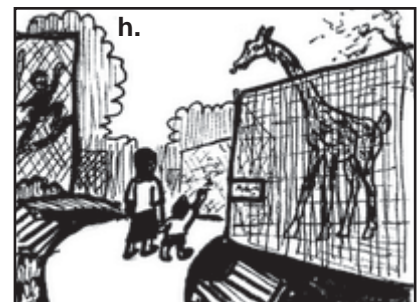
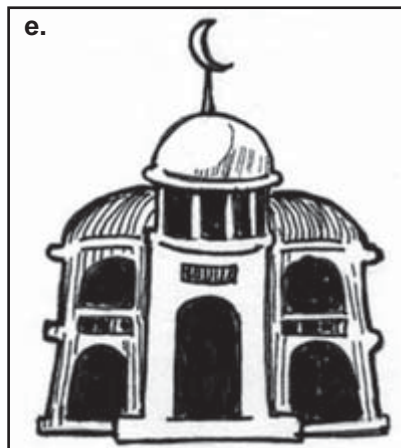
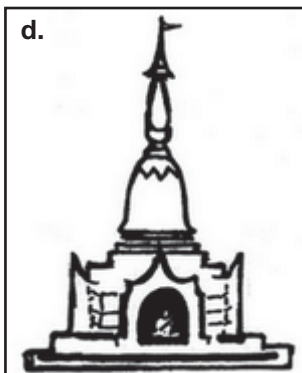
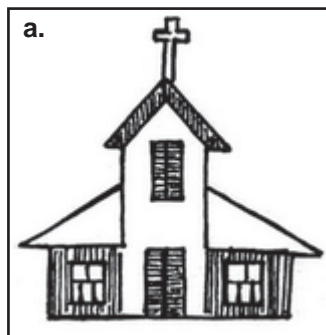
We're interested in sport. Where can we get some exercise?
- 

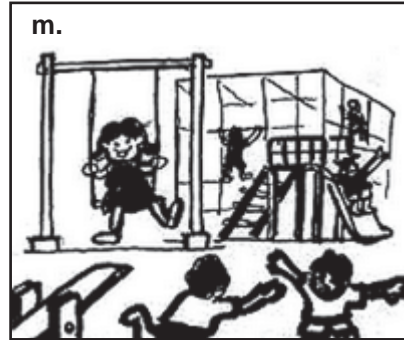
We want to go out dancing at night. Where's the nightlife in this place?
- 

Where can I take the children?
- 

I like nature. I prefer to spend my time outdoors.
- 

Here are some places. What are they?





**B.** Which places should the visitors go?  
Make a list for each person or group of people.

**C.** These visitors are visiting you. Where should they go near you? Make lists of places.

### 4.3 Listening: Living in Chiang Mai

**7.4 A.** U Ba Shwe and Alice are both teachers living and working in Chiang Mai, Thailand. Alice teaches at a nursery school. U Ba Shwe teaches English Literature at Chiang Mai University. Listen to their opinions of life in Chiang Mai.

- Which things does Alice talk about?
- Which does U Ba Shwe talk about?

Put ticks in the correct boxes.

**B.** What do they say about each thing?

1. cost of living: U Ba Shwe says it's expensive, he has to pay 3,000 baht per week for his apartment. Alice says she doesn't have enough money.
2. entertainment:
3. food:

	Alice	U Ba Shwe
1. cost of living		
2. entertainment		
3. food		
4. security		
5. pollution		
6. education		

4. security:
5. pollution:
6. education:

**C.** What about your place? What is it like? Write sentences.

1. cost of living:
2. entertainment:
3. food:
4. security:
5. pollution:
6. education:



## 4.4 How do I get to...?

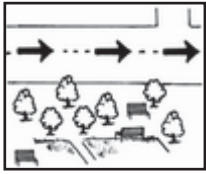
**A.** Paw Paw is visiting her friend Lu Lu Aung. Lu Lu Aung is showing her around the neighbourhood. What questions might Paw Paw ask?

Is there a \_\_\_\_\_? Where's \_\_\_\_\_? How do you get to \_\_\_\_\_?

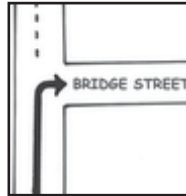
**B.** Look at these phrases. Do you know what they mean? Match the phrases with the pictures.

go past the park    go through the market    take the second left  
turn right into Bridge Street    go around the market    go down Central Street

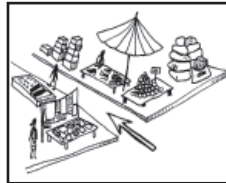
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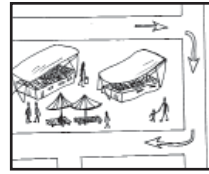
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3.



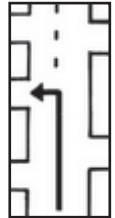
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5.



6.



7.5

**C.** Paw Paw is going to stay with her friend Lu Lu Aung. Listen to the conversation. Where's Lu Lu Aung's house? Where's the photocopy shop?



**D. Follow the directions. Where are you?**

1. From Lu Lu Aung's house, go out onto River Road and turn right. Cross over the bridge and immediately turn left and go along the river. Walk past the house.
2. From the market, cross Central Street and go through the park. Go around the small shop then turn left into River Road and it's on your right
3. From the primary school turn left down River Road. Take the second right into Park Street. Go past the park, and left into Central Street. Go around the market.

**E. Write the directions.**

1. You are at Lu Lu Aung's house. How do you get to the petrol station?
2. From the petrol station, how do you get to the market?
3. You want to visit the teacher, who lives opposite the primary school. How do you get to her house from the market?
4. The teacher asks you to come with her to the cinema. How do you get there?

## 4.5 In your neighbourhood

**A. Someone is visiting your English class.**

They want to do these things:

1. Buy some shampoo
2. Catch a bus
3. Watch a movie
4. Get a haircut

Where can they go? Write some directions for them.

**B. Work in pairs. Ask for and give directions to the places in A.**

## 5. Pronunciation: Silent Letters

### 5.1 Code puzzle

**A. All these words have silent letters. Cross off the silent letter in each word.**

- |              |             |
|--------------|-------------|
| 1. whisper   | 5. cupboard |
| 2. mechanic  | 6. hour     |
| 3. chemistry | 7. sign     |
| 4. calm      | 8. knock    |

**7.6 B. Listen and check.**

**C. Put the silent letters from the words in A into the gaps, and spell a message, e.g. Hello**

You <u>  </u> <sub>2</sub> ave nearly finis <u>  </u> <sub>3</sub> ed Unit Seven, <u>  </u> <sub>5</sub> a <u>  </u> <sub>7</sub> e one <u>  </u> <sub>6</sub> undred and seven. Good <u>  </u> <sub>4</sub> uc <u>  </u> <sub>8</sub> !
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**D. Write sentences using as many of the words from A as possible.**

- |                                  |  |
|----------------------------------|--|
| 1 word in a sentence – 1 point   | e.g. I put my chemistry books in the cupboard. |
| 2 words in a sentence – 2 points | = 2 points                                     |
| 3 words in a sentence – 3 points |  |
| etc.                             |  |

Who can get the highest score in five minutes?

## 5.2 Common silent letters

- A.** Some of these words have a silent *h*.  
In some, you pronounce the *h*. Classify the words into silent and sounded *h*.

when	perhaps	white	hotel
whisky	honest	home	
whole	ache		

silent h	sounded h

- D.** Some of these words have a silent *b*.  
In some, you pronounce the *b*. Classify the words into silent and sounded *b*.

obey	bomb	number	comb
	debt	bus	beer
biscuit	climb	bath	rob

silent b	sounded b

- B.** Some of these words have a silent *w*.  
In some, you pronounce the *w*. Classify the words into silent and sounded *w*.

two	away	wrist	wrong
answer	wing	west	
who	walk	wheel	

silent w	sounded w

- E.** Some of these words have a silent *p*.  
In some, you pronounce the *p*. Classify the words into silent and sounded *p*.

psychology	appear	peace
cup	grandparents	escape
receipt	put	rope

silent p	sounded p

- C.** Some of these words have a silent *k*.  
In some, you pronounce the *k*. Classify the words into silent and sounded *k*.

knife	kick	kill	awake
knowledge	knee	kiss	
break	know	kitten	

silent k	sounded k

- F.** Close your books, and listen to the audio.  
**7.7** You will hear twelve sentences. Write down the sentences you hear.

- G.** Think of sentences that use at least two words with silent letters. Write down three sentences.

- H.** Work in pairs. Read your sentences to your partner. Write down the sentences your partner tells you. Check each other's sentences.

## 6. Contradicting

### 6.1 Listen and answer

- 7.8** **A.** Listen to the audio. You will hear some questions. Answer them.



- B.** Work in pairs. Write a list of *yes/no* questions. Join with another pair. Ask a question. They will answer. Then change roles. They ask, you answer.



## 6.2 Listen and contradict



**7.9 A. Listen to the audio. You will hear many things that are wrong. Contradict these statements.**

Rabbits eat meat.

No they don't!



- B. Work in pairs. Write a list of false statements. Join with another pair. Read a statement. They will disagree with you. Then change roles. They read, you disagree.**



We're Mexican.

No you're not!



## 7. Writing: Formal Letters and Emails

### 7.1 Formal letters

You usually write formal letters to people you don't know well. Here are some common rules:

- Put your address in the top right
- Write the date under your address.
- Write the name and address of the person you are writing to on the left-hand side, lower than your name and address.
- Do not use informal language (e.g. slang, contractions).
- Sign the letter and write or type your name underneath your signature.

#### A. Label the parts of the formal letter on the right.

1. Your address
2. The name and address of the person you are writing to
3. The date
4. The greeting
5. Introduction
6. Main parts
7. Ending comment
8. Closing
9. Signature

#### B. Put the following sentences and phrases from a formal letter into the correct order.

- \_\_\_ Please could you look into this matter?
- \_\_\_ Yours faithfully,
- \_\_\_ Dear Sir/Madam,
- \_\_\_ I am afraid that I have not received my book yet.
- \_\_\_ I am writing to enquire about the book I ordered two months ago.
- \_\_\_ On the 29<sup>th</sup> of March I ordered a copy of 'The Long Walk to Freedom' by Nelson Mandela. I sent thirty-seven dollars for the book plus postage costs.

#### C. Identify the following sentences and phrases as formal (F) or informal (I).

1. Lots of love
2. Yours sincerely,
3. Please could you send me...
4. Thanks a lot!
5. I look forward to hearing from you.
6. I am writing to enquire about...
7. See you later.
8. Just writing to say hi...
9. Please contact me if you require more information.
10. Yours faithfully,

26E Anawrahta Road  
Yangon  
Myanmar

July 30, 2007

Ms Stefanie Gray  
Northopia University  
Northopia 46QT55

Dear Ms Gray,

I am writing in reference to your science scholarship programme in 2010.

I recently graduated from the Yangon Academy of Arts and Sciences with a bachelor's degree in environmental science. I would be grateful if you could send me some more information about master's courses in environmental science. I would also like some information about scholarships for these courses.

I look forward to hearing from you.

Yours sincerely,

*Myo Win*

Myo Win

## 7.2 Formal emails

Formal emails are very similar, but you don't usually need to write addresses or dates because email addresses and dates are automatically included in the email. A few points:

- Use the same language rules as for formal letters.
- Don't use 'text talk' (e.g. *r* for are, *l8r* for later). Use standard English.
- Don't use emoticons such as 😊.

**A. Jacki is emailing U Win Htut, the director of MyanMart, to ask about a job. Identify the mistakes in this email.**

**B. Write a letter or email to Singapore College (3150 Raffles Avenue, Singapore 098550). You want to know what courses they are offering next year. Find out the dates, costs and subjects of the courses.**

Hi U Win Htut,  
I'm writing 2 enquire about the job of receptionist. I'm very interested in this job. Can u please send me the application form?  
See you soon,  
Jacki :-)

## 8. Thinking about Learning: Communication Strategies

### 8.1 Situations

**A. Read the situations, and answer the questions.**

- Situation 1:** You are speaking your own language, with someone who only understands it a little. Do you change the way you speak? How?
- Situation 2:** You are speaking English with someone who speaks less English than you. Do you change the way you speak? How?
- Situation 3:** You are speaking English with someone who speaks much more English than you. How do you get them to change the way they speak?

**B. Match these words with the definitions.**

repeat	<i>to say the same message using different words</i>
rephrase	<i>to say the same message in a different language</i>
clarify	<i>to ask if you understood the message correctly</i>
translate	<i>to make the message clearer</i>
check	<i>to say the same message again</i>

**7.10 C. What strategies do these people use to understand?**

Listen to these conversations, and complete the sentences.

1. In conversation 1, the woman \_\_\_\_\_.
2. In conversation 2, the woman \_\_\_\_\_ and \_\_\_\_\_ the message.
3. In conversation 3, the woman \_\_\_\_\_ and the man \_\_\_\_\_ and \_\_\_\_\_.

### 8.2 Pairwork: Shopkeepers and customers

**A. Your teacher will give you a picture of an item. You want to buy it, but you don't know what it is called in English. You have to communicate what it is without using your own language. Which strategies will you use?**

**B. Work in pairs. One person is the customer and one is the shopkeeper. Can the shopkeeper guess the item?**

I want a little brown thing made of wood. I use it to sit on when I eat.

ဝင်းဝင်းခုံ

## 9. Practice

### 9.1 Exercises

#### A. *will* and *won't*

Make sentences with *will* and *won't*.

1. It / rain / tomorrow. *It will rain tomorrow.*
2. She / not pass / her maths exam.
3. I / not get married.
4. The school committee / have a meeting / next week.
5. The party / be / fun.
6. Htay Htay and Mi Mon / not be / in class tomorrow.
7. The teacher / be / annoyed.
8. There / be / a lot of people at the game.
9. Su Su / meet us / at 5.00.
10. There / not be / any dinner tonight.

#### B. Questions with *will*

Write questions using a *wh-* question word with *will*, e.g.

He will go to Mandalay / Bago / Heho.  
Where will he go?

1. He will eat chicken / pork / vegetables.
2. Khaing Oo will leave tomorrow / on Monday / next week.
3. We'll invite the students / my cousin / John.
4. 12 / 20 / 50 people will come.
5. They'll get married in May / July / next year.
6. The teachers will eat in a restaurant / at home / in your house.
7. Ko Ko will cook some food / do some exercise / do his homework after school.
8. We'll walk for 2 kilometres / 5 kms / 10 kms.
9. My aunt will travel by car / by boat / on her bicycle.
10. You'll need 3 litres / 4 litres / 8 litres of oil.

#### C. *might*

Complete the sentences using *might* + a verb from the box.

need	wake	rain	not eat	bite
not come	want	break	not like	slip

1. Take an umbrella. It might rain.
2. Don't be so noisy. You \_\_\_\_\_ the baby.
3. Be careful, there's a lot of mud. You \_\_\_\_\_.
4. That dog is dangerous. It \_\_\_\_\_ you.
5. I bought Sarah a shirt, but she \_\_\_\_\_ it. It's bright pink, and she usually wears dark colours.
6. I don't want to take the children to the museum. They \_\_\_\_\_ something.
7. Let's take some money. We \_\_\_\_\_ to buy some food.
8. I spoke to Maung Htoo. He says he's very tired. He \_\_\_\_\_ to the festival with us.
9. Don't throw away that letter – we \_\_\_\_\_ it.
10. U Khaung will visit us, but he \_\_\_\_\_ dinner. He usually eats very early.

## D. Probability

Nang Seng is going to China **will happen** to attend a conference. Look at the information on the chart and fill the gaps.

Nang Seng is going to a conference in China. At the conference she will make a speech and \_\_\_\_\_ . She's sure about that.

But she doesn't know where she will stay. She \_\_\_\_\_ , but her friends might be away. She \_\_\_\_\_ . She doesn't like hotels.

She is interested in Chinese history and culture, so in her free time she \_\_\_\_\_ , and she \_\_\_\_\_ . She

\_\_\_\_\_ , but she hasn't got much money. Some of her friends want to go out at night, but she \_\_\_\_\_ . She hates dancing.

#### E. *if* and *when*

Complete these sentences using the verb in brackets. Use *will/won't* or the present simple. Use contractions where possible.

1. I 'll phone (phone) you when I arrive (arrive).
2. I'm going to the meeting. I \_\_\_\_\_ (tell) you about it when I \_\_\_\_\_ (get) home.
3. If we \_\_\_\_\_ (not do) something now, it \_\_\_\_\_ (be) too late.
4. I'm going to the shop. If Ko Ko \_\_\_\_\_ (call) when I'm out, I \_\_\_\_\_ (call) him back.
5. We \_\_\_\_\_ (visit) my uncle when we \_\_\_\_\_ (go) to Magwe.
6. We \_\_\_\_\_ (be) late if we \_\_\_\_\_ (not hurry).

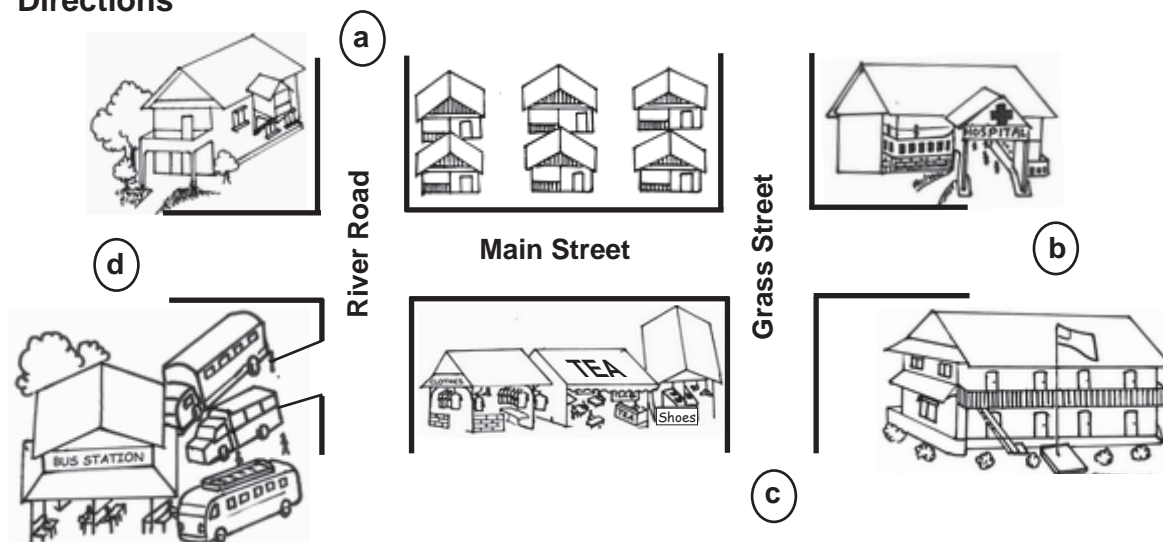
#### F. Conditionals and modals

Match the first half of the sentences with the clauses in the box.

1. I might come to the party
2. My sister can fight really well
3. When you finish your homework,
4. If you like fish,
5. If you can speak Shan,

you can visit your friends.
you should visit Ni Ni's seafood restaurant.
when she has to. if I'm not busy.
it's easier to learn Thai and Lao.

## G. Directions



Write directions:

- From the bus station to the hospital.  
*Leave the bus station and turn left onto River Road, then turn right into Main Street. Cross Grass Street, and the hospital is on the left, opposite the school.*
- From the hospital to the big house.
- From the big house to the teashop.
- From the shoe shop to the bus station.

## H. Where are you?

- Start at **a**. Go past the small houses, and turn left. Walk a block and turn right. What is on your left?  
*The school*
- Start at **a**. Go past the houses, and turn left. Walk a block and a half. What is on your left?
- Start at **b**. Walk two blocks past the hospital, and turn right. What is on your right?
- Start at **c**. Go past the shops. Turn left and walk one block. Turn left. What is on your right?
- Start at **d**. Walk two blocks, and turn left. What is on your left?

## I. Places

Where can you go to do these things? More than one answer is sometimes possible.

- swim *swimming pool, river, lake, beach*
- see some traditional dancing
- play sports
- use a computer
- pray
- borrow a book
- eat some food
- post a letter

## J. Contradicting

This person is telling you a lot of lies. Contradict them.

- My father speaks 20 languages.* *No he doesn't.*
- Mosquitoes aren't dangerous.*
- My mother is the US president.*
- I'm 120 years old.*
- I've got an aeroplane.*
- Kangaroos can fly.*
- It won't rain in July.*
- There are a lot of giraffes here.*

## K. Silent letters

Circle the silent letters in this paragraph.

Today I've got an ache in my wrist, a pain in my shoulder and a sore back. Yesterday I cut myself with a knife. I tried to lift a heavy cupboard, and hurt my back. I don't know how I do it! So I went to see three doctors. The first doctor gave me some medicine, and told me to take it when I eat dinner. The other was a psychologist. He asked me a lot of questions, e.g. 'Why do you think you have accidents?' He questioned me for two hours. The third examined my eyes. She said I needed to wear better glasses. She thinks I have the wrong glasses, and can't see danger. I will wait and see which doctor is right!

## 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.**

absorb (v)	consequence (n)	hurricane (n)	produce (v)
action (n)	contradict (v)	in reference to (prep)	product (n)
activist (n)	crop (n)	increase (n, v)	puzzle (n)
affect (v)	damage (v)	lead to (v)	receipt (n)
agriculture (n)	debt (n)	level (n)	reduce (v)
air conditioning (n)	deforestation (n)	literature (n)	refugee (n)
annoy (v)	degree (n)	logging (n)	repair (v)
atmosphere (n)	directions (n)	look forward to (v)	require (v)
be based on (v)	documents (n)	machine (n)	rise (v)
blame (v)	enquire (v)	mechanic (n)	slang (n)
bomb (n, v)	extinct (adj)	memory (n)	storm (n)
café (n)	fail (v)	miss (v)	suggest (v)
calm (adj)	fault (n)	mosque (n)	tax (n, v)
cancer (n)	flood (n)	nature (n)	temperature (n)
careful (adj)	fossil fuels (n)	permit (n, v)	whisper (v)
centigrade (n)	global (adj)	petrol (n)	
clarify (v)	ground (n)	planet (n)	
climate (n)	honest (adj)	playground (n)	

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

1. To fix.
2. To speak very quietly.
3. You get this after you buy something.
4. To make the meaning clearer.
5. This has two meanings: a unit of temperature, and a university qualification.
6. To become bigger, or to make something bigger.
7. To become higher.
8. To make someone a little angry.
9. Cutting down trees so you can sell the wood.
10. This place sells coffee, tea and snacks.
11. In all the world.
12. Coal, oil and gas are examples of this.

**C. Work in pairs. Choose five words each from the wordlist. Partner A: say a word from your list. Partner B: say a different word. Both partners: make a sentence using both of the words. Check your partner's sentence.**



*I suggest we move to another planet.*



# Unit Eight

comparatives – superlatives – comparing quantity – free time – good at – sentence stress – linking words – listening strategies

## 1. Comparing Things

### 1.1 Which is better?

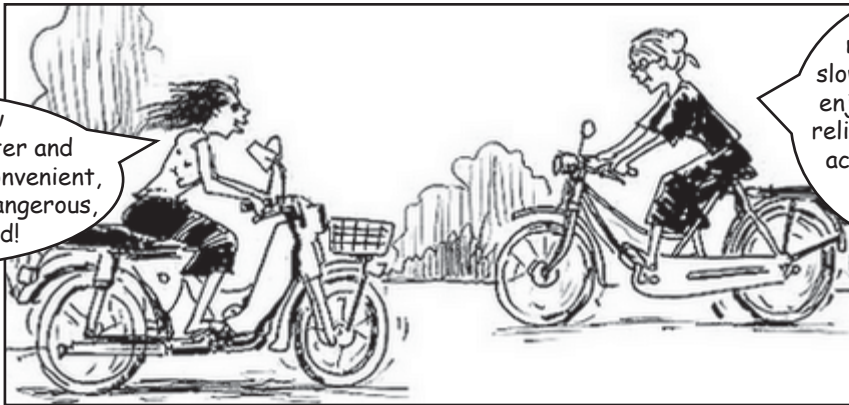
A. Look at the conversations. What are these people comparing?

Our bamboo house is cheaper and easier to build. It's also more environmentally friendly. However, it's weaker so it gets damaged easily, especially in the rainy season.



Our concrete house is more expensive, but it's bigger and stronger. It's also cooler in the hot season.

I've got a new motorbike! It's faster and more fun. It's more convenient, too. Sure, it's more dangerous, but I don't mind!



I prefer my bicycle. It's slower, but it's more enjoyable, and more reliable. I never have accidents! Anyway, I don't like hurrying.

I like working on my farm. Country life is healthier and more relaxing. I am more independent on my farm.



Working in a factory is harder, but the work is more regular. The pay is better, too. City life is more dangerous, but more exciting.

B. According to the speakers, what are the advantages and disadvantages of these things?

	advantages	disadvantages
bamboo house	<i>cheaper, more environmentally friendly</i>	
concrete house		
motorbike		
bicycle		
farming		
working in a factory		

**C. Answer the questions.**

*In your opinion...*

1. Which is more comfortable, a bamboo house or a concrete house?
2. Which is more beautiful, a bamboo house or a concrete house?
3. Which is safer, a bicycle or a motorbike?
4. Which is more dangerous, city life or country life?
5. Which is more exciting, city life or country life?

## 1.2 Forming comparatives

**A. Read the information in the box.**

**What are the rules for the different kinds of adjectives?**

**B. Reply to these statements. Use a comparative.**

1. Yangon's a big city, isn't it?  
*Yes, but Tokyo's bigger.*
2. I think dogs are very intelligent animals.  
*Yes, but*
3. Dogs are very dangerous animals, aren't they?  
*Yes, but*
4. I think English is a very difficult language.  
*Yes, but*
5. The other school has a good football team.  
*Yes, but*
6. March is very hot, isn't it? *Yes, but*
7. India is a poor country. *Yes, but*
8. There are a lot of people in Russia. *Yes, but*
9. The primary school is very noisy, isn't it? *Yes, but*

<b>Comparative Forms</b>	
<b>One-syllable adjectives:</b>	
tall	– taller
large	– larger
big	– bigger
<b>Two-syllable adjectives ending in -y:</b>	
friendly	– friendlier
ugly	– uglier
friendly	– friendlier
<b>Most other adjectives:</b>	
boring	– more boring
interesting	– more interesting
stupid	– more stupid
<b>Irregular adjectives:</b>	
good	– better
bad	– worse
far	– further

**C. What are the comparative forms of these adjectives?**

violent      crowded      dry      experienced      nice

**D. Can you add any of the comparative adjectives in C to any of the sentences in B?**

*...Tokyo's bigger and more crowded.*

**E. Work in pairs. Have conversations based on exercise B, including new comments from D.**



**F. Have a Team Adjective Competition. Work in two teams. One member of each team comes up to the blackboard. The teacher says an adjective. The team member writes the comparative. The first person to write the correct form gets a point for their team.**

### 1.3 Song: A Bigger Heart

This song is about a difficult situation. It is an American love story about two men who love the same woman. This situation is called *A Love Triangle*.

**8.1 A. Listen to the audio. Tim, Carol and Max are talking. Which face belongs to which person?**



**B. Answer these questions.**

1. How long have Tim and Carol known each other?
2. What does Tim do?
3. Why hasn't Tim asked Carol to marry him?
4. How long have Max and Carol known each other?
5. Why does Carol like Max?
6. How often does she see Max?
7. Does Carol like Tim?
8. Has Max had a girlfriend before?
9. Why does he like Carol?
10. Has Max asked Carol to marry him?

**8.2 C. Listen to the song. Who do you think is singing it?**

**8.2 D. Listen again. Fill the gaps with comparative adjectives.**

His arms are stronger than mine  
 His legs are \_\_\_\_\_ mine  
 His clothes are always \_\_\_\_\_  
 And his shoes are so much \_\_\_\_\_

But my heart is \_\_\_\_\_ his  
 And my love for you is \_\_\_\_\_ his  
 My love for you is \_\_\_\_\_

His hair is \_\_\_\_\_ mine  
 His habits are \_\_\_\_\_ mine  
 His eyes are \_\_\_\_\_  
 And his faults are \_\_\_\_\_

But my heart is \_\_\_\_\_ his  
 And my love for you is \_\_\_\_\_ his  
 My love for you is \_\_\_\_\_

He's \_\_\_\_\_  
 Much \_\_\_\_\_  
 More charming and \_\_\_\_\_ than me  
 He's more responsible  
 Much \_\_\_\_\_  
 He's everything I long to be

His father is \_\_\_\_\_ mine  
 His smile is \_\_\_\_\_ mine  
 He walks so much \_\_\_\_\_  
 And his problems are \_\_\_\_\_

But my heart is \_\_\_\_\_ his  
 And my love for you is \_\_\_\_\_ his  
 My love for you is \_\_\_\_\_

**E. Answer these questions.**

1. Who is more intelligent, Max or Tim?
2. Who has shinier hair, Max or Tim?
3. Who has more faults, Max or Tim?
4. Who loves Carol more, Max or Tim?
5. What does 'his habits are tidier than mine' mean?
6. What does 'my heart is bigger than his' mean?

**F. In your opinion, what should Carol do? Should she marry Tim? Should she marry Max? Should she marry neither of them?**

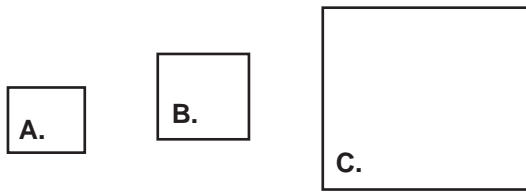
**Think of some reasons to support your opinion, and tell others.**

She should marry Max. He's richer and has more cars.

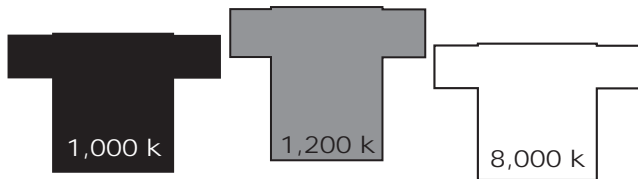


## 1.4 Degrees of comparison

A. Look at the pictures, and read the text.



- Box B is *a bit* bigger than box A.
- Box B is *a little* bigger than box A.
- Box C is *much* bigger than box A.



- The grey T-shirt is *a bit / a little* more expensive than the black T-shirt.
- The white T-shirt is *much* more expensive than the grey T-shirt.

B. Rewrite the example sentences using opposite adjectives.

Boxes: 1. Box A is a bit smaller than box B.  
2.  
3.

T-shirts: 4. The black T-shirt...  
5.

C. Write two sentences about each of the situations below. Use *a bit*, *a little* or *much* + a comparative.

1. Aung Mon is 32. San San Aye is 33.  
*Aung Mon is a little younger than San San Aye. San San Aye is a bit older than Aung Mon.*
2. Yesterday I felt very sick. Today I feel great!
3. I can carry 50 kgs. My brother can only carry 48 kgs.
4. U Tin Gyi is bald. Si Si has very long hair.
5. China's population is over 1 billion. New Zealand's population is 4 million.

## 2. Superlatives

### 2.1 Schools

A. These high school students are discussing their plans for next year. They have to choose between three education institutions: the Future Education Institute, the Youth Learning Centre and the Slow Learning Programme. Which school do you like best?



I'm going to study at the Future Education Institute in Yangon. They've got the most attractive teachers, the newest buildings, and the most modern facilities. And the campus is the largest and the most beautiful in the country. The only problem is that it's the most expensive school around!



I'm going to the Youth Learning Centre in Mawlamyine. It's the poorest school in the area but I think they've got the best teachers. The entrance examination is the most difficult in the country. I think students there have to work the hardest, but they get the best results.

I think I'll go to the Slow Learning Programme in the next village. It's the most relaxed school. The students don't have to work hard. The teachers are the laziest in the world, they hardly ever come to class. There's no homework. The school has the biggest TV, the nicest students and the most delicious food.



B. How many superlative forms can you find? C. Can you make rules for forming superlatives?

**D. Answer the questions.**

1. Which school is the most easy-going?
2. Which school is the most academic?
3. Which school is the richest?
4. Which school is the friendliest?

## 2.2 Do you agree?

**A. Do you agree with these statements?**

- Football is the most boring game in the world.
- 30 is the best age to get married.
- The safest way to travel is by motorbike.
- Chickens are the most intelligent animals.
- Myanmar cooking is the best in the world.
- English is the easiest language to learn.
- Money is the most important thing in life.

**B. Work in pairs. Either agree with or contradict the statements.**



## 2.3 Objective and subjective

**A. Can you answer these questions about your class?**

1. Who is the tallest in the class?
2. Who has the shortest hair?
3. Who's got the largest family?
4. Who lives the furthest from the school?
5. Who is the youngest?
6. Whose name is the longest (in English)?

**B. Work in groups. Which group can find the answers the fastest? If someone asks you a question, you must answer honestly!**

**C. Were the questions you asked *objective* (fact) or *subjective* (opinion)? What about these questions?**

- Who is the most hard-working student?
- Who is the best singer?

**D. Think of some more objective and subjective questions about people outside your class, e.g.**

*Who is the oldest person in the village?  
Who is the most attractive person in the world?*

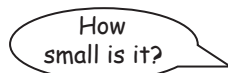
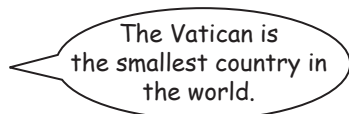
**E. Look at the texts in 2.1 A. Which superlative statements are objective, and which are subjective?**

## 2.4 World records

**A. What world records can you find in the box? Some words are used more than once. Write six more sentences.**

1. *The Vatican is the smallest country in the world.*

**B. Make questions about these records using *how + adjective*, e.g.**



The Vatican		
China	high	population
Russia	small	mountain
The whale	large	river
The cheetah	fast	country
The Nile	long	animal
Mount Everest		

**C. Guess the answers to the questions you made in B.**

**8.3 D. Listen to the audio and check your guesses.**

## 2.5 Pairwork: More world records

Partner A: look at this page. Partner B: look at page 214.

**A. Here are some more world records. Some information is missing. What questions can you ask to get this information?**

**B. Work in pairs. Ask your partner questions to get the missing information.**

**1** - The oldest person in the world was a French woman, Jeanne-Louise Calment. When she died she was \_\_\_\_\_ years old.

**2** - Kin Narita and Gin Kanie, born August 1, 1892, in \_\_\_\_\_, were the oldest twins. Kin died on January 23, 2000, at the age of 107.

**3** - William Meredith (1874-1958) became the oldest international football player when he played for England in \_\_\_\_\_, aged \_\_\_\_\_.



**4** - A tortoise from Madagascar called Tui Malila was probably the oldest animal. In 1777 British explorer Captain Cook gave it to the Tongan royal family. It died in \_\_\_\_\_, so it was at least 188 years old.

**5** - The world's rarest living creature is also a tortoise, an Abingdon Island Giant Tortoise. An old male named Lonesome George is the only survivor. When he dies, the species will be extinct.

**6** - The heaviest person in the world was Robert Hughes of the US. He had a rare disease, which made him get fatter and fatter. When he died, he weighed \_\_\_\_\_ kg.



**7** - The heaviest snake is a Myanmar python weighing \_\_\_\_\_. She is 21 years old and 8.23 metres long. Her name is 'Baby', and she lives in a snake zoo in the USA.

**8** - The city with the largest population is \_\_\_\_\_, with an estimated population of 26.4 million people.

**9** - Shamsher Singh of Punjab, India, had the longest beard. It was 1.83 metres long.

**10** - India holds the record for the longest dance party. \_\_\_\_\_ people danced continuously for 50 hours in 1999.

**11** - Usain Bolt from \_\_\_\_\_ is the world's fastest man. In 2008 he ran 100 metres in 9.69 seconds.

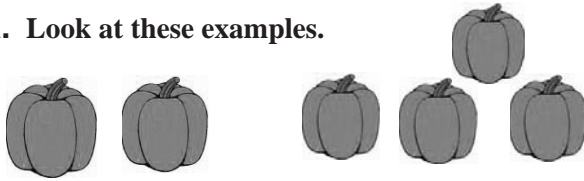
**12** - The shortest war happened in Zanzibar in 1896. British ships bombed the island of Zanzibar at 9am on August 27. At \_\_\_\_\_ Zanzibar surrendered.



### 3. Comparing Quantity

#### 3.1 more, less and fewer

A. Look at these examples.



I have two pumpkins. Mi Mi has four pumpkins.

Mi Mi has **more** pumpkins than me.  
I have **fewer** pumpkins than Mi Mi.

Rice grown per year	
China	190 million tons
Thailand	25 million tons

China grows **more** rice than Thailand.  
Thailand grows **less** rice than China.

What are the rules for using *less* and *fewer*?

B. Make comparisons using *more*, *fewer* and *less*.

1. On average, men have about 6 litres of blood. Women have about 5 litres.
2. The planet Jupiter has 7 moons. Saturn has 21.
3. In the USA, the average family has 1.8 children. In Indonesia, the average family has 3.3 children.
4. Cows eat about 60 kgs of grass per day. Sheep eat about 20 kgs of grass per day.

C. Work in pairs. What have you got? What has your partner got? Make comparisons.

brothers and sisters  
jewellery  
books  
teaching experience

#### 3.2 most, least and fewest

A. Look at these examples.

Hla Min	Si Si	Naing Oo	Mary
55%	28%	84%	77%

Naing Oo got **the most** marks in the test.  
Si Si got **the fewest** marks.

Oil – Barrels produced per day	
Saudi Arabia	8.1 million
USA	6.5 million
Iran	3.6 million

Saudi Arabia produces **the most** oil.  
Iran produces **the least** oil.

B. Look at the information about these companies, and who they employ.

- MyanMart employs 83 men and 86 women.
- Daw Hla's Clothing Company employs 5 men and 107 women.
- Interfish Fishing Boats employs 130 men and 11 women.

Write sentences about them with *most*, *least* and *fewest*.

*Interfish employs the fewest women.*

C. Read the information about these rich people.

Bill Gates, the founder of Microsoft computer company, is the third richest person in the world. He has 47 billion



dollars.

Madonna, one of the highest paid musicians in the world, has about 700 million



dollars.

Queen Elizabeth



of England has only 330 million dollars.

Write sentences comparing Bill Gates, Queen Elizabeth and Madonna.

*Bill Gates has the most money.  
He has more money than Madonna.*

### 3.3 Listening: The most and the fewest

**8.4 A.** You will hear three people (A, B and C) talking about the languages they speak and the countries they have visited.

1. Which speaker speaks the most languages?
2. Which speaker speaks the fewest languages?
3. Which speaker has visited the most countries?
4. Which speaker has visited the fewest countries?
5. Which speaker has been to Mexico?
6. Which speaker has been to China?
7. Which speaker has been to Bangladesh?
8. Which speaker could understand people in Shan State?
9. Which speaker could understand people in Mexico?
10. Which speakers could understand people in Australia?

**B.** In your class...

1. Which student speaks the most languages?
2. Which student speaks the fewest languages?

### 3.4 Random comparison

**A.** How can you compare these things?

Use your imagination!

- A banana and a chicken
- A maths textbook and a house
- A fish and a bicycle

**B.** Think of a noun.

Your teacher will point to two people, who say their nouns. Students have to think of ways to compare the nouns.

### 3.5 Usage Noughts and Crosses

Play this game in teams of three or four.

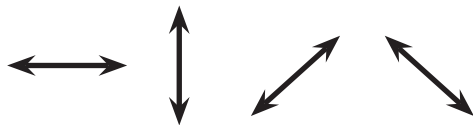
Join with another team.

One team is Os, one team is Xs.

Take turns to make a sentence using the word in a square. If your sentence is correct, write an O or X in it.

If your sentence is wrong, you don't get the square, and the other team has a turn.

When your team gets three squares in a row, you win.



more	less	fewer
enough	most	much
a bit	too	many



# 4. Free Time

## 4.1 Activities

A. What free time activities do you know?

B. Which of these activities can you use with *go*?

*go swimming, go running...*

C. Which of these activities can you use with *play*?

*play football, play table tennis...*

D. Which of these activities do you do? Which would you like to do?

Work in pairs. Tell your partner what you do, and what you would like to do.

E. Tell the class about your partner.

Mi Mi sometimes goes running, and she plays chess. She would like to go birdwatching and motor racing.

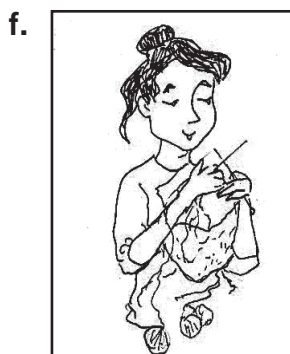
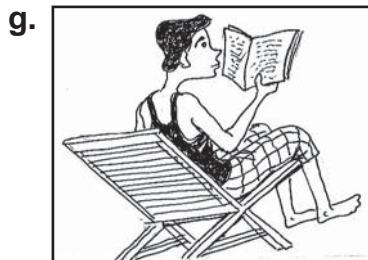


## 4.2 Things people do

A. Who is who? Match the pictures below with the sentences in the middle.

B. What do you think these people do in their free time? Write sentences. For each person, use two words from the box below, and add one idea of your own.

weave	<del>stamps</del>	chess	violin	cycling	poetry	caneball	theatre
	guitar	knit	crosswords	novels	concerts	<del>shells</del>	

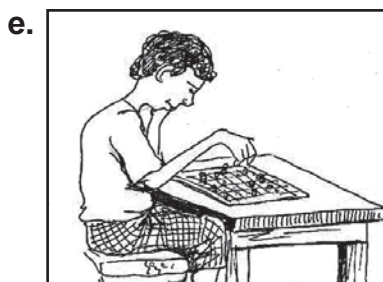


1. Nang Si loves collecting things. She collects shells and stamps. She also enjoys collecting old books.

2. Saw Htoo enjoys exercise and sport.

3. Ko Than spends all his time reading.

4. Mary's very musical.



5. U Tin Oo and Daw Myint enjoy cultural events.

6. Mi Chan is good at making things with her hands.

7. Zaw Zaw likes games and puzzles.



C. Which person are you most similar to?

### 4.3 Sports

- A. What sports do you know? Who plays sports? Where do people play sports? What equipment do they use? What are sports competitions called? Brainstorm as many sports words as you can think of. Use your dictionaries if you like. Write them in this chart.**

sports	players	places	equipment	competitions
football	footballer	pitch	ball	match

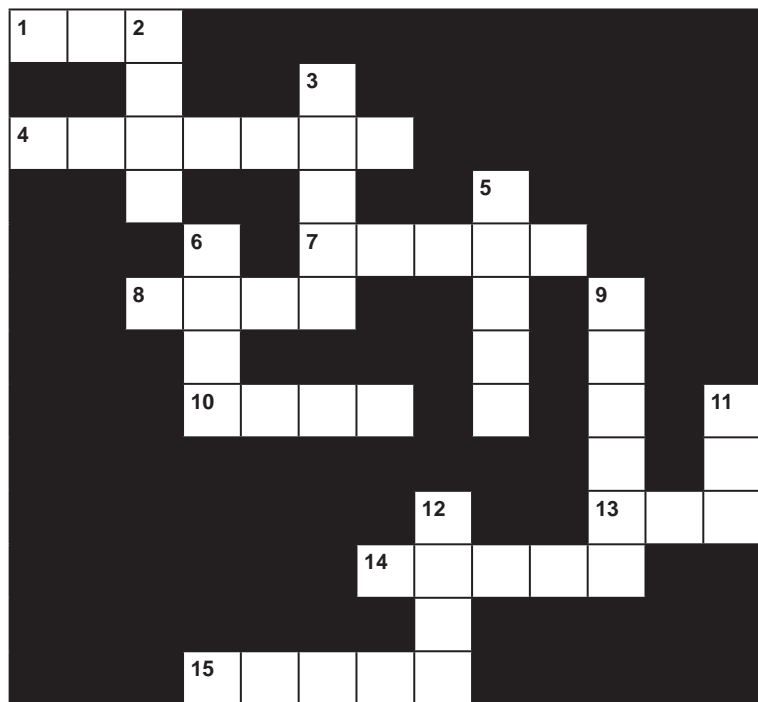
**B. Complete this crossword.**

In volleyball, there are six 4 on a 2. They 1 the ball over the 13 with their hands.

In table tennis, there are two or four 4. They play on a 15. They 1 the ball over a 13 with a 11.

In caneball, there are three 4 on each 2. They 8 the ball over the 13. Both caneball and volleyball are played on a 7.

In football, each 2 has eleven 4. They 8 the ball, and try to score a 10. People play football at a football 9 or on a football 14.



For most races – running, motor racing, horse racing – competitors run, 5 or 12 around a 3.

In boxing, competitors 1 each other. They do this in a boxing 6. In Thai boxing (Muay Thai), they can 8 or 1 each other.

### 4.4 3-2-1: Sports

- A. You are going to speak for three minutes about sports. What can you talk about? Think about it, and make notes.**
- B. Work in pairs. Tell your sports story to your partner. You must talk for three minutes.**
- C. Change partners. Now tell your sports story in two minutes.**
- D. Change partners again. Now tell your sports story in one minute.**

## 4.5 Listening: Buzkashi

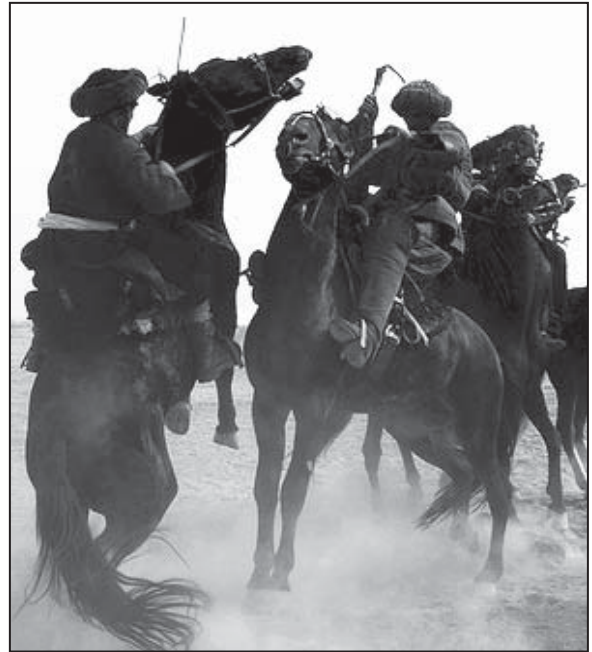
A. Look at the picture. What is happening?

B. Do you know these words?

- whip (*n*)
- to protect (*v*)
- fierce (*adj*)
- except (*prep*)
- deliberately (*adv*)
- opponent (*n*)

8.5 C. Listen to the first part of the audio. Are these sentences true or false?

1. The aim of Buzkashi is to get the dead goat into the other team's goal.
2. Games can involve a lot of riders.
3. Games always last one day.
4. Riders try to hit each other with their whips.
5. The goal is a circle at the end of the field.



8.6 D. Listen to the second part. A man is describing a game of Buzkashi he watched when he went to Afghanistan.



Describe the steps of preparing a goat for a Buzkashi game.

1. First, you cut off...
2. Then you...
3. Sometimes, you...
4. For important games, you...

E. Would you like to play Buzkashi? Why/why not?

## 5. Ability

### 5.1 good at

A. These students have just finished their mid-year exams. Here are the results:

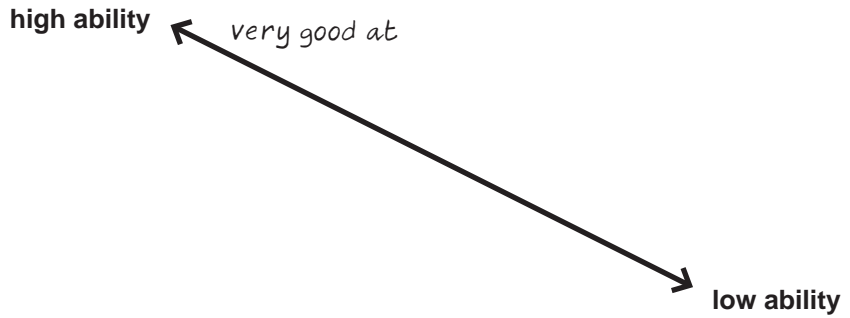
Aung Ko got 79% in his maths exam – he's good at maths – but only 32% in his English exam. Nu Nu got 83% in her Myanmar exam, 77% in her English exam and 87% in her Japanese exam. However, she only got 35% in her maths exam – she's not very good at maths! Naing Naing's quite good at social studies – he got 63% in his social studies exam. But he only got 41% in his science exam, and 5% in his English exam! Mi Mi's the best student in the class. She got 100% in her science exam.

Complete the sentences, using information from the text.

1. Aung Ko is not very good at \_\_\_\_\_.
2. \_\_\_\_\_ is good at languages, but she's no good at \_\_\_\_\_.
3. Naing Naing is \_\_\_\_\_ science.
4. \_\_\_\_\_ is very bad at English.
5. Mi Mi is really good at \_\_\_\_\_.

**B. These phrases express ability. Put them on the chart.**

- not very good at
- very good at
- very bad at
- quite good at
- good at
- quite bad at
- no good at



**C. Do you know any other phrases that express ability? Put them in the chart.**

## 5.2 Comparing ability

**A. Look at this opinion. Do you agree with it?**

I think women and men are good at different things. Women are better at some things, and men are better at other things.

**B. Think about your family.**

Who is the best at the activities in the chart?

- a female? (*your mother, your aunt, your daughter, etc.*)
- a male? (*your uncle, your grandfather, your nephew, etc.*)

Write *M*, *F* or *nobody* in the chart.



	M / F
1. building houses	
2. cooking	
3. learning languages	
4. looking after sick people	
5. football	
6. arguing	
7. writing letters	
8. organising money	
9. mending clothes	
10. listening to people's problems	
11. chopping wood	
12. making music	



Compare your results with other students.

**C. Complete these sentences.**

1. I'm good at...
2. I'm very good at...
3. I'm no good at...
4. I'm better at... than...
5. In my family, I'm the best at...

**D. Tell your partner about your ability.**

**Talk about:**

- swimming
- singing
- organising your time
- remembering people's names
- English
- volleyball

## 6. Pronunciation: Sentence Stress

### 6.1 How many words?

**8.7 A.** Listen. How many words do you hear in each sentence?

e.g. *How's your mother's dog?* = 4 words.

- |            |    |
|------------|----|
| 1. 8 words | 5. |
| 2.         | 6. |
| 3.         | 7. |
| 4.         | 8. |

**B.** Listen again, and write the sentences.

1. *If she asks, I'll tell her everything.*
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

### 6.2 Stressed words

**8.7 A.** Look at the stress patterns for 1, 2 and 3. Listen again to the sentences. Notice the sentence stress.

1. ● ● ● ● ● ● ● ●
2. ● ● ● ● ● ● ● ●
3. ● ● ● ● ● ● ● ●

What kind of words are stressed? What kind of words are weak (unstressed)?

**8.7 B.** Now look at the stress patterns for 4-8. Listen again. Which stress pattern matches which sentence?

- a. ● ● ● ● ● ● ● ●
- b. ● ● ● ● ● ● ● ●
- c. ● ● ● ● ● ● ● ●
- d. ● ● ● ● ● ● ● ●
- e. ● ● ● ● ● ● ● ●

**8.7 C.** Listen again and repeat. Make sure you put the stress in the correct places.

**D.** In pairs, practise saying the sentences. Listen to your partner's sentence stress. How well did they do?

**E.** Where do you think the stress is in these sentences?

1. Where are you going?
2. I don't like bananas.
3. I work for my parents in their shop.

**Practise saying the sentences with a partner.**

## 7. Writing: Linking Words

### 7.1 Advantages and disadvantages

- A. Work in groups. Think of the *advantages* (good points) and *disadvantages* (bad points) of teaching.
- B. Sayama Win teaches in a school in the countryside. Read what she writes about her job. What is the main point of each paragraph?
- C. Where can you put these linking words? They are in the correct order, but you might need to change some of the punctuation.



because  
also  
as  
Therefore,  
However,  
Firstly,  
Secondly,  
For example,  
Most importantly,  
In conclusion,

I like teaching. It is more interesting than other jobs. You do different things every day. I think it is the most useful job you can do. Education is the most important way to develop our community. If you become a teacher, you know that you are helping your students to improve their lives. Teaching is more rewarding than other jobs.

There are many disadvantages to teaching. It is very hard work. The pay is very low – most other jobs pay more than teaching. Taxi drivers often earn more money than teachers. The working conditions are often very hard. Many schools have hundreds of students, but very few teachers. Rural schools are usually poorer than city schools, so rural teachers have a more difficult job.

I am happy to be a teacher. It is sometimes tiring, but I think it is the best job in the world.

- D. Which of these linking words are used to:

1. Show a result?
2. Show an ending?
3. Show a reason? (x2)
4. Show an example?
5. Add a similar point?
6. Order a list of points? (x2)
7. Show an opposite idea?
8. Prioritise an idea?

- E. Use the linking words from 7.1 C to fill the gaps.

1. I like most sports and games. \_\_\_\_\_, I don't like volleyball.
2. Some people don't eat pork \_\_\_\_\_ their religion says it is wrong.
3. There are many reasons to study languages. It is useful to get a good job, and languages are interesting. \_\_\_\_\_, you can learn a lot about other cultures.
4. I don't like meat. \_\_\_\_\_, I never eat it.
5. Many animals in Asia are endangered, \_\_\_\_\_, tigers and elephants.
6. Bicycles are cheaper than motorbikes. They are \_\_\_\_\_ much safer.

- F. Complete the sentences.

1. Some children have to leave school because...
2. Plastic bags are bad for the environment. Therefore, ...
3. I'd like to buy a car, but petrol is expensive. Cars are also...
4. Some people are not very friendly. For example, ...
5. People have children for many reasons, most importantly...

- G. Write a text about the advantages and disadvantages of one of the following:

- learning Chinese
- moving to a different country
- having a large family

Make sure you use at least five appropriate linking words, and write at least three paragraphs.

## 8. Thinking about Learning: Listening Strategies

### 8.1 How do you listen?

A. These students give their opinions of listening in English:

I get annoyed because I can't always understand everything.  
- Noi, Thailand



I don't mind if I don't understand everything. The main ideas are enough.

- Paul, The Netherlands

Who are you similar to?

How do you feel about listening to English? Write a sentence.

Discuss this in groups.

Choose one person in your group to report back to the class.

- 8.8 B. Ma Thida is asking for directions in London. She doesn't understand the man's directions. What problems is she having? Why does she have difficulty understanding?

Mi Mi and Win Tin think listening is difficult, because people speak too fast. If people speak slowly, they can understand. Sai Sai likes listening - he likes the sound of English. I like to understand everything I hear. This is a problem for me.

- 8.9 C. Listen to some of the sentences again. Mark the stress.

You go up to the top of the street, right?

Turn left, carry straight on, you'll see the tube station on your right...

Go past that, turn left and you'll have Tottenham Court Road.

What happens to the words between the stressed words?

What kind of words are stressed?

D. How can you use this information to help your listening skills?

### 8.2 Listening for gist

- 8.10 A. Look at the pictures below. You will hear a conversation in three parts. This conversation might be difficult to understand:

- The speakers have quite strong regional British accents.
- They are speaking quite quickly.
- A lot of the vocabulary might be unfamiliar to you.

Listen to the parts of the conversation. Can you identify the conversation topics by listening for stressed words? Which picture goes with which part of the conversation?

a.



b.



c.



B. Write down the words in each part that helped you to decide.

Part 1	Part 2	Part 3

### 8.3 Listening for detail and gist

8.11 A. Sometimes it's important to hear and understand everything. This is called *listening for detail*. Sometimes you need to hear and understand only the main idea. This is called *listening for gist*. Listen to these conversations. Do you think the woman needs to listen for detail or gist?

Conversation 1: \_\_\_\_\_

Conversation 2: \_\_\_\_\_

8.11 B. Listen again to the 'detail' conversation. What are the important details in this conversation?

C. Look at these listening situations. Do you need to listen for detail (D), or gist (G)? Why?

1. A leader is making a speech at the New Year celebration.
2. Your teacher is giving instructions for sitting a class test.
3. Your friends want to go to the movies, and are discussing what movies are playing at the cinema tonight.
4. Your sister is telling you about her exciting new job.
5. Your friend is teaching you how to play a new song on the guitar.
6. Your aunts and uncles are discussing their opinions of modern clothes.

D. Three of the situations in C require listening for detail. What details might be important in each?

Situation A:

Situation B:

Situation C:

E. Think of some more listening situations and put them into the following table.

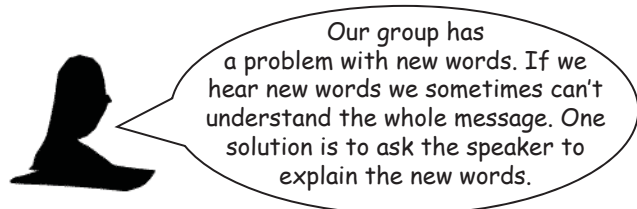
Listening for gist	Listening for detail

### 8.4 Listening problems

A. In groups, make a list of problems you have when listening to English.

B. Exchange problems with another group. In your group, think of some solutions to the other group's problems. Write them on the paper, and give them back.

C. Read and discuss the suggested solutions. Are they useful? Discuss them with the class.





## 9. Practice

### 9.1 Exercises

#### A. Comparatives

Rewrite each sentence using an opposite adjective, e.g.

Dogs are smaller than elephants

*Elephants are bigger than dogs*

- Gold is more expensive than silver.
- Primary school children are younger than high school students.
- Metal is heavier than plastic.
- Indonesia is wetter than the Sahara Desert.
- Flying is more difficult than driving.
- Africa is poorer than Europe.

The first letters of the adjectives in the answers to questions 1-6 give the missing word below:

- Mars is \_\_\_\_\_ than Venus.

#### B. More comparatives

Add to these sentences, using the adjectives in the box. There are many possible answers, e.g.

Cats are more intelligent than dogs.

*They're also friendlier and more reliable.*

friendly	ugly	safe	dry	reliable
kind	popular	famous	fast	intelligent
useful	boring	exciting	rich	
experienced	hot	powerful	dirty	

- Cars are more comfortable than motorbikes.  
*They...*
- Madonna is older than Britney Spears.  
*She...*
- Historical films are more educational than action movies.
- My house is cheaper than yours.
- Playing football is more fun than walking.
- Our German teacher is better at teaching than our French teacher.
- The USA is bigger than Cambodia.
- It's less cloudy today than it was yesterday.

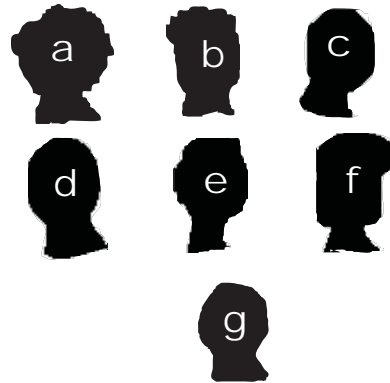
#### C. Degrees of comparison

Write a sentence about each of these situations.

- Bo Aung has 1,000,000 k. Mu Mu has 1,000 k.  
*Bo Aung is much richer than Mu Mu.*
- My father is 1.85 m tall. My mother is 1.79 m tall.
- I'm very healthy. My friend has a fever, a sore throat and a broken leg.
- I'm quite intelligent. My teacher is very intelligent.
- Dogs are a little bit dangerous. Tigers are the most dangerous animals in the jungle.
- I think the Ayeyarwadi river is very pretty, but Inle Lake is really beautiful.

#### D. Superlatives

Who is who? Read the information in the chart and the list of clues to identify each person.



Name	M/F	Age	Job	Height
Hla Hla	f	75	doctor	161 cm
Bo Bo	m	19	student	161 cm
Sita	f	25	student	140 cm
Fred	m	43	artist	180 cm
Kaythi	f	28	singer	153 cm
Than Win	m	44	writer	175 cm
Deborah	f	58	engineer	175 cm

- The oldest person is behind the youngest woman.
- The tallest woman is behind someone who is thirty years younger than her.
- The shortest person is in front of the doctor.
- The tallest man is next to the tallest woman.
- The youngest person is shorter than the person on his right.
- The man on the right of the male student is behind the tallest person.
- The youngest person is the same height as the person on his left.
- The 28 year old singer is not next to anyone.

#### E. Sentences

Make sentences with superlatives.

- Si Si / short student / in the class  
*Si Si is the shortest student in the class.*
- Mosquitoes / dangerous / animal / in Asia.
- U Tin Maung / kind / person I know.
- The roses / beautiful flowers / in the garden.
- This watch / cheap / in the shop.
- New Zealand / far / country from Britain.
- Su Su / Ma Ma's / good / friend.
- Mangoes / delicious / fruit available here.

## F. Comparison of quantity

Below is a table with information about five languages. It shows the percentage of the world's population who speak each language as their native language. Write three sentences about the information using comparatives, and three sentences using superlatives.

Of these five languages:

– Chinese has the most native language speakers.

Language	Native Speakers
Chinese	14%
Hindi	6%
English	5.6%
Spanish	5.6%
Japanese	2%
French	1.2%

## G. good at

Rewrite these sentences using *good/better/best at*.

1. My sister can't play table tennis.
2. I can run faster than Nyi Nyi.
3. My parents are both very clever maths teachers.
4. Daw Nu won a prize for her weaving.
5. I really like your cooking. It's delicious.
6. Naw Moo always has accidents on her bicycle.
7. Mya Mya Than is the top student in English.
8. Devi gets higher marks in her science exams than Ali.

## H. Free time and sports

1. There are 25 free time and sports words in the box. Can you find them all?

2. Which of these words are sports?

3. Which of these activities do you need more than one person to do?

r	c	m	f	h	k	n	i	t	e	a	w	u	s
b	e	n	u	i	t	c	h	e	s	s	r	m	i
a	z	s	g	s	e	h	f	n	d	a	i	e	n
l	s	w	d	v	i	l	c	n	t	r	t	o	b
l	t	i	t	i	r	c	d	i	s	x	i	m	a
g	a	m	e	o	n	n	u	s	y	t	n	r	d
u	m	m	l	l	t	g	h	r	i	c	g	d	m
u	p	i	w	i	v	a	t	t	y	p	c	a	i
m	s	n	a	n	e	e	e	n	r	o	t	n	n
x	o	g	e	l	o	p	a	p	h	a	w	c	t
l	y	c	z	p	m	e	m	p	a	q	c	e	o
y	a	z	c	o	l	l	e	c	t	i	i	k	n
r	u	o	c	t	u	a	b	o	x	i	n	g	t
p	h	o	t	o	g	r	a	p	h	y	r	t	s

4. Which are places where you can do sports or exercise?

5. Which of these words are musical instruments?

## I. Sentence stress

Where does the stress normally go in these sentences?

1. What are you doing?
2. I'm good at English.
3. How's your sister?
4. I'm studying at university.
5. I like writing poetry.
6. My mother is shorter than me.

## J. Translation

Translate these sentences into your language.

1. July is wetter than May.
2. My grandfather is much older than my grandmother.
3. Bill Gates is the richest person in the world.
4. India's got more people than Myanmar.
5. I'm not very good at sports.
6. My teacher is the best in the world!

## 9.2 Vocabulary review

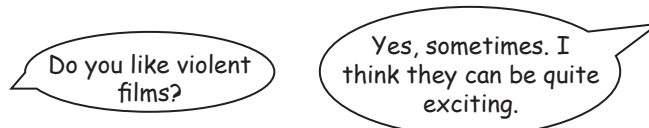
**A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.**

academic ( <i>adj</i> )	cycling ( <i>n</i> )	grow up ( <i>v</i> )	salary ( <i>n</i> )
accent ( <i>n</i> )	deliberately ( <i>adv</i> )	hard-working ( <i>adj</i> )	sand ( <i>n</i> )
according to ( <i>prep</i> )	detail ( <i>n</i> )	involve ( <i>v</i> )	shell ( <i>n</i> )
adult ( <i>n</i> )	develop ( <i>v</i> )	kind ( <i>n, adj</i> )	skilled ( <i>adj</i> )
aim ( <i>v, n</i> )	easy-going ( <i>adj</i> )	knit ( <i>v</i> )	species ( <i>n</i> )
allow ( <i>v</i> )	employ ( <i>v</i> )	manager ( <i>n</i> )	stamp ( <i>n, v</i> )
appropriate ( <i>adj</i> )	equipment ( <i>n</i> )	modern ( <i>adj</i> )	subjective ( <i>adj</i> )
badminton ( <i>n</i> )	estimate ( <i>v, n</i> )	motor ( <i>n</i> )	surrender ( <i>v</i> )
bald ( <i>adj</i> )	except ( <i>prep</i> )	objective ( <i>adj</i> )	survivor ( <i>n</i> )
blood ( <i>n</i> )	facilities ( <i>n</i> )	protect ( <i>v</i> )	table tennis ( <i>n</i> )
collect ( <i>v</i> )	fact ( <i>n</i> )	race ( <i>n, v</i> )	therefore ( <i>adv</i> )
conclusion ( <i>n</i> )	fall apart ( <i>v</i> )	rare ( <i>adj</i> )	violent ( <i>adj</i> )
concrete ( <i>n</i> )	for example ( <i>adv</i> )	replace ( <i>v</i> )	weave ( <i>v</i> )
confident ( <i>adj</i> )	forever ( <i>adv</i> )	responsible ( <i>adj</i> )	whale ( <i>n</i> )
convenient ( <i>adj</i> )	good at ( <i>prep</i> )	rural ( <i>adj</i> )	

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

1. You use this to power an engine.
2. Suitable.
3. A running, cycling, car or motorbike competition.
4. To guess an amount, using information you already have.
5. Name three sports.
6. To make things using wool and big needles.
7. Not shy.
8. In the countryside, not in the city.
9. To develop into an adult.
10. Not common.
11. Name two things you often find on a beach.
12. Money you get for doing a job.

**C. Choose three words from the wordlist, and think of questions that use these words. Ask another student your questions.**



# Unit Nine

permission, necessity and prohibition – modal verbs – *have to* – advice – jobs and careers – *something, anything*, etc. – metaphor – speaking strategies

## 1. Permission, Necessity and Prohibition

### 1.1 In the dormitory

A. Nyi Nyi has left his home to study in a new school. He will live in the boys' dormitory. He's discussing the dormitory rules with the boarder master. Nyi Nyi has never stayed in a dormitory before, as he has always lived at home. He has a lot of questions. Some of these questions begin with *Can I...?* and some questions begin with *Do I have to...?* Can you think of these questions?



- cook breakfast?
- smoke cheroots in the dormitory?
- share a mosquito net with another boy?
- study after the lights go off?

9.1 B. Listen to the conversation. Complete these sentences.

- He can...
- He can't...
- He has to...
- He doesn't have to...

C. Have you ever lived in a dormitory? Are the rules the same, or different from this one?

D. What other questions could he ask? Work in groups, and think of a list of questions. Here are some ideas:

- cook? posters? alcohol?
- parties? wash the blankets? visitors?

E. Work in pairs, and do a roleplay. Partner A is a student. Partner B is a boarder master. Ask and answer questions about the dormitory rules.

### 1.2 *can* and *can't*

A. Look at these situations. Ask about them, using *Can I...?*

1. Your friend has a phone. You need to make a phone call. *Can I use your phone?*
2. You need to go to the shop, and your sister has a bicycle.
3. You missed yesterday's class, and you want to see your classmate's notes.
4. There is an interesting meeting happening. You want to go to it.
5. You are in a shop, and you want to go to the toilet.
6. You are visiting a colleague, and you want to smoke a cigarette.

B. How can you make these requests more polite?

**C. Look at these situations. What can you say? Use *can* or *can't*.**

1. You are in hospital. Someone lights a cigarette. *I'm sorry, you can't smoke in here.*
2. You see someone looking for a pen. You have a pen.
3. Your brother wants to borrow your motorbike. Unfortunately, it is broken.
4. Your sister wants to use your bag. That's fine. You are not using it at the moment.
5. You're visiting a temple with a foreign friend. He's wearing shoes.

**1.3 *have to* and *don't have to***

*Have to* expresses something you need to do – you do not have a choice.  
*Don't have to* means that you can do it if you want to, but you don't need to do it.

**A. Look at Nyi Nyi's diary. He has underlined the things that are very important. The other things are less important. He might do them if he has time. Make sentences with *has to* and *doesn't have to* about Nyi Nyi's day.**

*Sunday*

Meet maths teacher 9am!!!

Read pages 24-32 economics book

Wash white shirt for tomorrow

2.30 - meet Mary and get library keys. Invite her for coffee?

Do science homework?

4pm - football?

- He has to meet his maths teacher at 9am.

**B. Nyi Nyi is talking to his friend Ko Htut. They are arranging to meet. Fill the gaps in the conversation.**

**Ko Htut:** What are you doing in the morning?

**Nyi Nyi:** I'm quite busy. <sup>1.</sup> I have to meet my maths teacher at 9.

**Ko Htut:** And after that?

**Nyi Nyi:** Well, I'm going to make a speech in school assembly on Monday, and all my clothes are dirty, so <sup>2.</sup> \_\_\_\_\_ . And I have an important test in social studies, so <sup>3.</sup> \_\_\_\_\_ . I haven't got any other important homework. I <sup>4.</sup> \_\_\_\_\_ now. I don't have science until Wednesday. I might do it if I have some spare time.

**Ko Htut:** OK, let's meet in the afternoon.

**Nyi Nyi:** I have to <sup>5.</sup> \_\_\_\_\_ .

**Ko Htut:** Mary, huh? Ooooooh...

**Nyi Nyi:** We might go for coffee. Do you want to come?

**Ko Htut:** No. I don't like coffee.

**Nyi Nyi:** Well, I <sup>6.</sup> \_\_\_\_\_ - we could meet at 2.15, if you want to.

**Ko Htut:** No, I can't anyway. I'm busy until 4.

**Nyi Nyi:** Well, there's a football game at 4... No, <sup>7.</sup> \_\_\_\_\_ . Let's meet at 4.

**1.4 Children's questions**

**A. Imagine you are a small child in these situations.**

Ask questions with *Can...?* and *Do... have to...?*

1. Your parents want to take you to the clinic. You want to go to the cinema.

*Do I have to go to the clinic? Can I go to the cinema?*

2. You want to have sweets and biscuits for breakfast, not rice and vegetables.
3. Your friends are visiting you. It's time for them to go home.
4. It's time for you and your brother to go to school. You want to sleep.
5. You are playing an exciting game. Your father wants you to have a wash.
6. It's a cold day. Your mother wants you to wear a warm jacket. You want to wear a T-shirt.

**B. What would a parent say in these situations?**

Write the parent's answers.

1. Yes, we have to go to the clinic.  
No, we can't go to the cinema.

**C. Practise these dialogues in pairs.**

## 1.5 *must, mustn't, have to and don't have to*

A. Look at the picture. What's happening? Where are they?



You *mustn't* be rude to the teacher. You *have to* stay until 3.30 - you *mustn't* come home at lunchtime! You *have to* go on Monday, Tuesday, Wednesday, Thursday and Friday, but you *don't have to* go at the weekend!

B. Imagine you are in these places. What do you think you...?

- *have to do*
- *don't have to do*
- *mustn't do*

### 1. On a small boat

- Jump up and down  
*You mustn't jump up and down.*
- Be careful getting on and off
- Throw rubbish into the river
- Wear a hat

### 2. On a bus

- Buy a ticket *You have to buy a ticket.*
- Smoke cigarettes
- Talk to the other passengers
- Tell the driver your name and address

### 3. In a religious building (mosque, church, monastery, temple)

- Wear a tie *You don't have to wear a tie.*
- Take off your shoes
- Fight with other people
- Drink alcohol

## 1.6 Signs

A. Do you know what these signs mean?

Write a sentence for each sign, e.g.



*You mustn't turn right here.*

1.



2.



3.



4.



5.



B. Work in groups. What do you think these signs mean?



## 1.7 Focus on form: Modal and modal-like structures

- A. Look back at the structures you've learned in this unit to express permission, necessity, non-necessity and prohibition. Which are modal verbs and which are not modal verbs? Write an example for each structure.**

structure	modal?	example
<i>can't</i>	<i>yes</i>	<i>You can't borrow my bike. I need it.</i>
<i>have to</i>		

- B. Fill the gaps in this grammar explanation.**

*Can / can't* and \_\_\_\_\_ / \_\_\_\_\_ are modal verbs. We use the base form of the main verb after these. When we express necessity with \_\_\_\_\_, or non-necessity with \_\_\_\_\_, we also use the base.

- C. Correct the mistakes in these sentences.**

- I don't have cook dinner tonight.
- She musts go to Bangkok.
- They can't to leave yet.
- Can we reading these books?
- He has to writes his essay quickly.
- Do we must go to bed now?

- D. Complete the sentences. Use your own ideas.**

- Community leaders mustn't...
- Young children don't have to...
- Monks must...
- Rich people can...
- Parents have to...
- Middle school students can't...

## 2. Advice

### 2.1 What should I do?

You will hear part of a radio programme. People phone the programme to talk about their problems. There are two counsellors on the programme to give advice.

- 9.2 A. Listen to Khaing Khaing's problem. Rewrite these sentences so they are true. There are seven mistakes. The first one has already been corrected.**

Khaing Khaing wants to get married <sup>later</sup> ~~soon~~. She is a high school student, and she wants to leave school immediately. Her parents live in the city, and they want her to finish her education. Her boyfriend is an engineer. He doesn't want her to go with him to the countryside.



**B. Listen. Some counsellors are giving advice to Khaing Khaing. Which of these solutions do the two experts suggest?**

Write **1** (Counsellor 1), **2** (Counsellor 2), **N** (neither) or **B** (both)

- a – Talk to your boyfriend
- b – Talk to your parents
- c – Get married immediately
- d – Get your head teacher to write to parents
- e – Get a new boyfriend
- f – Finish your education
- g – Compromise



What should she do? What is your opinion?

**C. Finish these sentences with some good advice. For each one, use two ideas from the list and one of your own. Use *should* and *shouldn't*.**

1. If you walk in the mountains, *you should wear shoes, you should watch out for wild animals and you shouldn't drop rubbish.*
2. If you go to an important meeting,
3. If you learn English,
4. If you want a healthy heart,
5. If you go to a job interview,

smoke  
~~wear shoes~~  
 bring your CV  
 be shy to speak  
 speak clearly  
~~drop rubbish~~  
 shout at people  
 arrive late  
 read as much as possible  
 do lots of exercise

## 2.2 *should* and *shouldn't* with *think*

**A. Look at these sentences. What is the difference between the sentences on the right and the sentences on the left?**

We should protect the environment. *I think we should protect the environment.*  
 Children shouldn't watch television. *I don't think children should watch television.*

**B. Rewrite the sentences using *I think* and *I don't think*.**

1. Children shouldn't drink alcohol.
2. People should sleep under mosquito nets.
3. University education should be free.
4. People shouldn't be rude.

When we give advice or opinions, we often use *I think* or *I don't think*. This is very common with *should*.

When we give negative advice, we use *I don't think you should...* We don't normally say *I think you shouldn't...*

- I don't think you should go. NOT: ~~I think you shouldn't go.~~  
 NOT: ~~I don't think you shouldn't go.~~

When asking for advice, we often use *Do you think I should...?*

- Do you think I should marry her?

**C. Look at the opinions expressed in A and B. What do you think? Write your own opinion, and give more details, e.g.**

– *I don't think children should watch a lot of television. But some programmes are OK, like nature documentaries.*

**D. What advice would you give in these situations?**

1. Jill and Mike are 16. They want to get married.
2. Your friend is sick, but she is going to work.
3. Your brother smokes too many cigarettes.
4. Your grandmother wants to go to university and study to become a doctor.
5. Your sister wants to go overseas to work.



## 2.3 Giving advice

A. Read these problems, and think of some advice for these people.



I'm a 16 year old boy, studying in 8<sup>th</sup> standard. I'm in love with Ma Ma Hlaing. I wrote her a letter telling her this, played her a song on the guitar and also wrote lots of poems about her. But she doesn't talk to me, or look at me. If I try to sit with her, she walks away. My friends told me she has a boyfriend in another town. What can I do?



I work for the Women's Organisation as a literacy trainer - I teach adults to read and write. I really enjoy my work because I think it is very useful, and there are not many people with the skills to do this job. The problem is the pay is very low, and I have to support my parents. A big company has offered me a job as office manager, with a high salary. I don't really want to do this job - I like being a literacy trainer. But I really need more money! What should I do?



I'm a farmer, with four small children. My son's eleven, and my three daughters are eight, five and three. My wife died two years ago, and I've raised my children alone - my parents help me but they are getting old. Recently I met a very nice woman. She's divorced with a baby boy. We want to get married. My daughters are very happy to get a new mother, but my son isn't. He is very rude to her, and he says if we marry, he'll run away. What can I do? I want to marry her, but I love my son and I don't want him to be unhappy.

B. Work in pairs. Discuss your solutions to these problems.

C. Work in groups. Discuss your solutions to these problems, and decide on some good advice. Present this advice to the class.



We think she should...

## 2.4 Have you got any problems?

A. Think of a problem in your life. This could be a big problem, or a minor one. Write a short note explaining your problem and asking for advice.

*I don't have enough time to study because I have too much housework. My family expects me to cook dinner every night and clean the house, and after that I'm too tired to do my homework. What should I do?*

**B. Swap papers. Read your partner's note and think of some advice for him or her. Write a short reply.**

*I think you should talk to your family. Explain your problem and ask them if they will give you less housework. If you have any brothers or sisters, maybe they can help you with your housework so you have more time for homework.*

**C. Read your partner's advice for you. Will you follow it? Why or why not?**

## 2.5 From local to global

**A. Complete these sentences. Use *should*, *shouldn't*, *must*, *mustn't* and/or *have to*.**

- |  |   |
|--|---|
| <p>1. I want to be the best person I can be.<br/>Therefore, I...</p> <p>2. In my community, we face many problems.<br/>We all...</p> | <p>3. In my country, there is a lot of mistrust between different people. They...</p> <p>4. In the world, there are many wars. There have been wars for thousands of years. People...</p> |
|--|---|

**B. Work in groups. Decide what are the best solutions to these problems.**

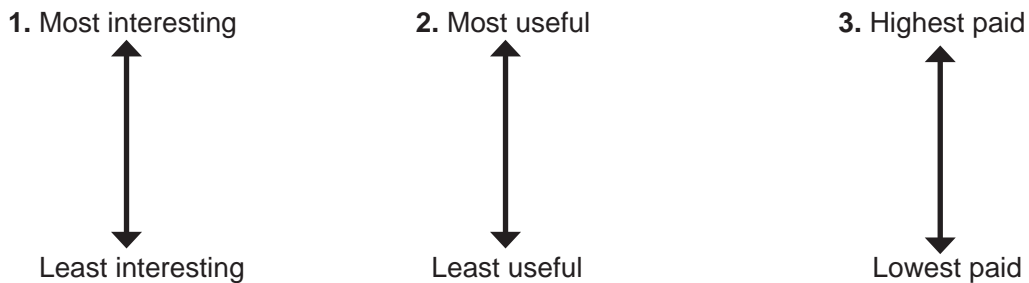
**C. Present your ideas to the class. Discuss everybody's ideas. Are they practical?**

## 3. Jobs

### 3.1 Vocabulary: What's the job?

**A. What jobs do you know? Have a group brainstorm competition.**

**B. Your teacher will choose some jobs. Rank them in order:**



### 3.2 What do these people do?

**A. Use your own ideas to complete the next four rows of the chart.**

Occupation	have to	should	mustn't	don't have to
teachers	<i>mark homework</i>	<i>be kind to their students</i>	<i>kill their students</i>	<i>wear hats</i>
soldiers				
nurses				
monks				
journalists				

**B. Choose two other jobs you know about. Write them in the bottom two rows, and complete the chart with information about these jobs.**

**C. Write your information about the jobs in B in sentences, e.g.**

*Teachers have to mark lessons. They should be kind to their students. They mustn't kill them. They don't have to wear hats.*

### 3.3 Aung Mon's career

**A. Here are some useful words about jobs. Do you know them?**

career	part-time	apply for	fire	unemployed	quit
temporary	promote	CV	full-time	gardener	funding
training	boss	volunteer	experience	director	

**B. This is Aung Mon's career history. Some of the words are in the wrong order. Put them in the right order.**

Aung Mon has had many jobs. When he was a child, <sup>(1)</sup> *be / wanted / lawyer / he / to / a*. He was a clever boy, so he got high marks in his tenth standard examinations, and his English was very good. <sup>(2)</sup> *at / in / he / university / studying / started / law / 1996*. He worked part-time washing dishes in a restaurant to pay for his studies.

In 1997, his father died, so he had to support his mother and younger brothers. He quit university, left his home town, and went to Yangon. <sup>(3)</sup> *a / in / he / a / got / factory / job / clothing*. It was hard work, and he had to work very long hours. One day, he came to work late, and he was fired. Next, he got a job as a gardener for a rich family. He quit that job because the family didn't pay him. He then applied for a job as a teacher in a small private school. <sup>(4)</sup> *the / enjoyed / he / job / got / he / teaching / and*.

After one year, he was promoted to head teacher. Unfortunately, in 2001, the school's funding ran out, and the school closed. He was unemployed for a long time. He sometimes got temporary, part time work as a translator, and he taught himself to use a computer. He volunteered to teach English in a monastery. In 2004 he did a six month training course in computer skills.

In 2005, he got married. <sup>(5)</sup> *job / he / a / wanted / better*. He applied for full-time work with many companies, but they all wanted high qualifications and a lot of experience. Now, he is applying for a job as legal rights trainer for a small organisation. He sent his CV to the organisation's director, and now he's going to the interview.

**C. What jobs has Aung Mon had, and why did he leave each job? Complete the chart.**

job	reason he left or changed
student	<i>He quit because he had to support his family.</i>
dishwasher	
	<i>He was fired because he came to work late.</i>
gardener	
	<i>He was promoted to head teacher.</i>

**D. Aung Mon is applying for this Legal Rights Trainer job. What must he have to get the job? What would help him get the job?**

**Legal Rights Trainer** wanted for a small workers' rights organisation.

The successful applicant will have fluent spoken and written Myanmar and English, management experience and computer experience.

Legal qualifications preferred.

Other languages also an advantage.

Contact:  
Daw Khin Khin, Project Manager  
dawkk@worklegal.org.mm  
075 654 843

**9.4 E. Listen to part of Aung Mon's job interview. Does he have the right skills for the job? Write yes or no on the chart. Do you think he'll get the job? Why/why not?**

Myanmar language	yes
English language	
Management experience	
Computer experience	
Legal qualifications	
Other language(s)	

### 3.4 Jobs and training

**A. Here are some job and training advertisements. Are you interested in any of these?**

**WANTED**  
**Weaving Trainer**  
40,000 kyat per month.  
The successful applicant must be over 35 and an expert weaver. They must speak Mon and Myanmar. Thai language skills and training experience are also advantages.  
The job involves training groups of women from rural villages in Mon State to weave.  
For more information phone 05734251.

**Maths Teacher Wanted**  
Lek Tho International High School needs a Maths teacher!  
**Requirements:**

- University degree in Maths. Teaching certificate preferred.
- Fluent spoken and written English and Myanmar; other languages also useful.
- Some experience teaching an advantage, but not essential.

The teacher will live in the school, and also have responsibility for the girls' or boys' dormitory. There is a large, comfortable teacher's house, suitable for a family.  
**Salary:** 50,000 kyat per month.  
**Applications to:** Mr Seng Li, Head Teacher, Lek Tho International High School.

#### Management Training

The Youth Management School is now taking applications for its October training course. The training will last two months. Afterwards, trainees will work in their organisations on a community management project. We encourage community leaders, teachers, members of women's and youth organisations to apply. Applicants must have at least two years' experience in a community organisation.

Enquiries to Ma Lin Kyi, Youth Management School Committee.

**B. Complete the table.**

	essential	useful
<b>Weaving Trainer</b>		
<b>Maths Teacher</b>		
<b>Management Trainee</b>		

**C. Read these letters. Do you think these people will be successful? Match the numbers and sentence parts to make sentences.**

- |          |                                       |   |
|----------|---------------------------------------|---|
| <b>1</b> | probably won't get into the training, | because she has all the right skills.       |
| <b>2</b> | might get the job,                    | if there are no better applicants.          |
| <b>3</b> | will probably get the job,            | because she doesn't have enough experience. |

**1.**

Mr Seng Li Head Teacher, LTIHS PO Box 43 Lek Tho	72 Kyaikthan Road Mawlamyine 7/7/08
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Dear Mr Seng Li,

My name is Yan Naing, and I have recently graduated from Mawlamyine University. My major subject was mathematics, and I also studied physics and English.

I haven't got a teaching certificate, but I attended a two week teacher training course last year. I am very interested in maths teaching, as maths is my favourite subject.

I am getting married next month, and my wife is also interested in teaching. Do you have any other jobs for her? She wants to teach English.

Yours sincerely,  
*Yan Naing*  
Yan Naing

**2.**

Weave World 4A 15th Street Dawei	34 Bogyoke Street Payathonzu 23/4/07
--	--

Dear Madam/Sir,

I would like to apply for the weaving trainer position.

I am 63 years old, and I have six children and nineteen grandchildren. I run a shop in Ye selling bags, blankets and clothes. My family weaves all these things. I have taught all my daughters to weave, and my older granddaughters, so I have a lot of experience in weaving training.

I can speak Mon, Myanmar and a little Pwo Karen.

Yours faithfully,  
*Win Win Lwin*  
Mi Win Win Lwin

**3.**

Ma Lin Kyi Youth Management School Committee 33 Bo Sun Pat Road Yangon	264 Baffin Hunter Road Moose Jaw Saskatchewan Canada S6H 3J8 1/3/08
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Dear Ma Lin Kyi,

I am interested in the October management training. I am finishing my Master's degree in computing from the National University of Canada. After I finish, I will return to Myanmar, and am interested in any further trainings you have available. I speak and write fluent English, Myanmar and Kayin, and have completed a six-month computer trainer course in Canada as well as my degree.

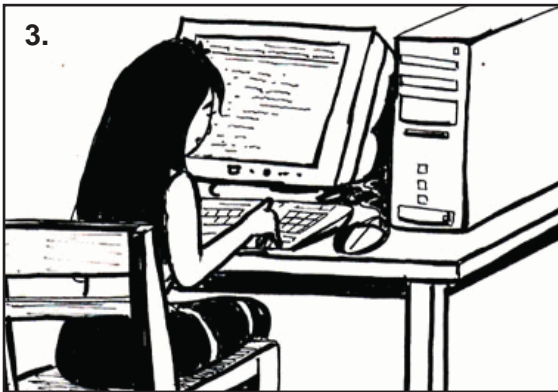
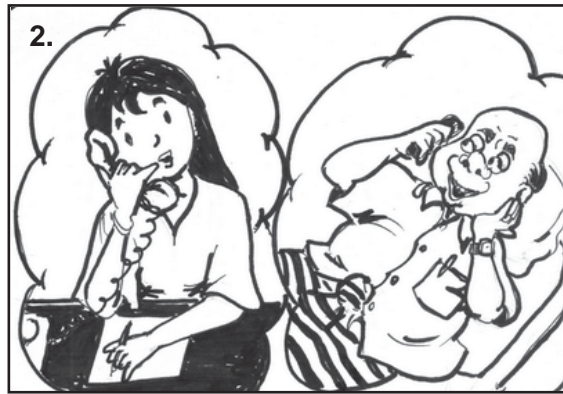
I look forward to hearing from you.

Yours sincerely,  
*Barbie Aung*  
Barbie Aung (Ms.)

**D. Work in pairs. Choose one of the jobs or trainings from 3.4 A. Partner A is applying for this job. Partner B is the boss and is interviewing the applicant. Roleplay a job interview.**

### 3.5 Story from pictures

A. These pictures tell a story. The story is of one woman's job experience. What is happening in each picture?



B. Put the pictures in order.

C. Tell the story around the class. Add details:

- What is the office?
- What are the people's names?
- What are their duties and responsibilities?
- How much do they get paid?
- What happens in the story?

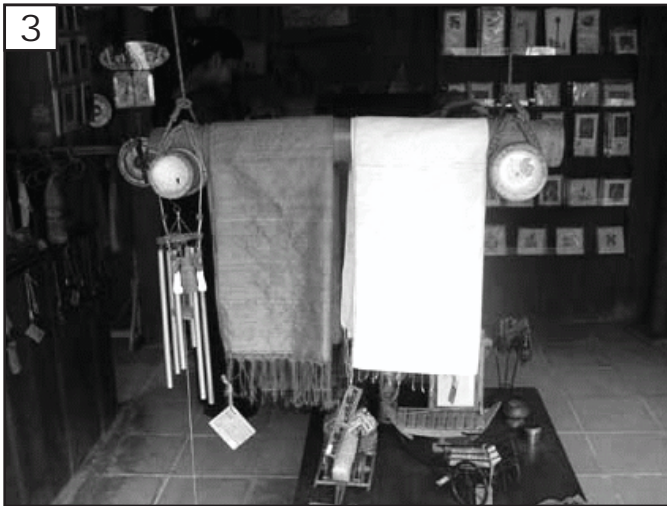
D. Six months later...

What has happened?  
 What is the woman doing?  
 What is the man doing?  
 Work in groups.  
 Explain what has happened.  
 Tell the story to the class.



### 3.6 Sabay's job

- A. Sabay is Cambodian. He lives in Phnom Penh. What do you know about Cambodia?  
Look at these photos of Sabay and his job.  
He works for an organisation called Rajana.  
What do you think his job involves? What does Rajana do?



- B. Look at the pictures. Point to:

a gong    some silk    some handicrafts    some tools    a landmine  
some scarves    a silversmith    a customer    some cards

**C. You are going to listen to an interview with Sabay. He will talk about his organisation, Rajana, and his job. Before you listen, can you predict the answers to these questions?**

1. What things do Rajana sell at their shop?
2. Who makes these things?
3. What is Sabay's job?

Here is some useful vocabulary for the interview:

jewellery   hilltribe   villager  
landmines   fair wages   accounts  
design   market research  
General Manager

**9.5 D. Listen to the interview. Were your predictions correct? Listen again and answer these questions.**

1. Who set up Rajana?
2. What does Rajana do with landmines?
3. Are there many landmines in Cambodia?
4. Are the workers at Rajana happy? Why or why not?
5. Does the NGO still fund Rajana?

**9.5 E. Listen again. Make a list of Sabay's work responsibilities.**

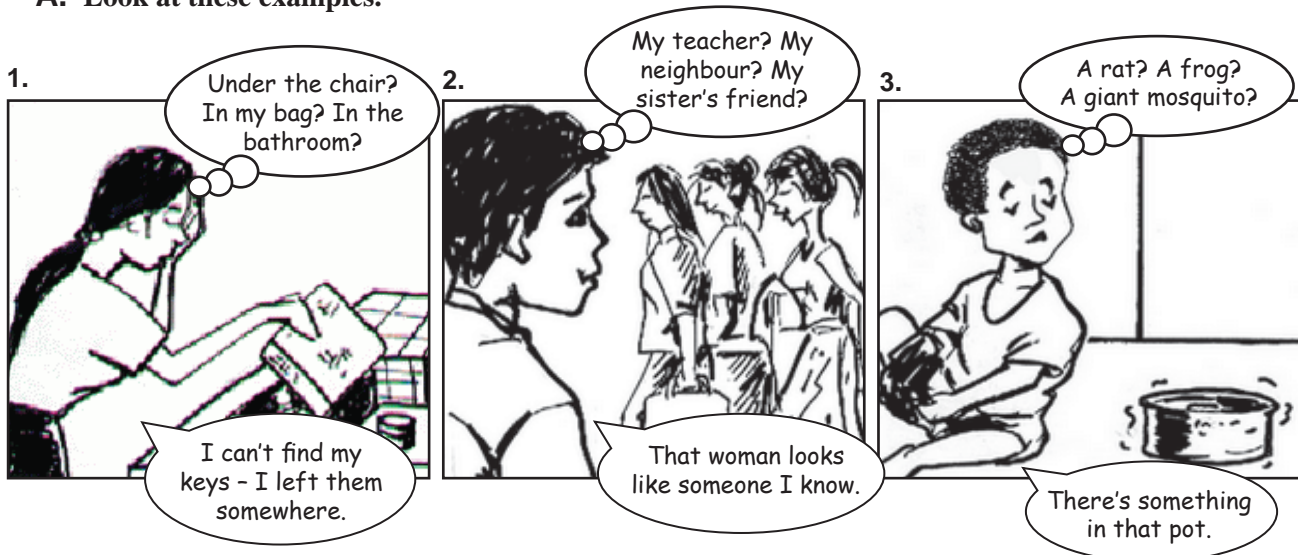
*- do the accounts*

**Would you like to do Sabay's job?**

## 4. some and any + one/where/thing

### 4.1 Guess

**A. Look at these examples.**



**B. What, who and where are these? Can you guess?**

1. I've got something in my pocket. It's made of metal, and it's round at one end. I eat with it.
2. I'm going somewhere after class. Nurses work there. I'm going to get a blood test there.
3. I'm meeting someone for lunch. He's older than me. He's my mother's sister's husband.

**C. Replace the underlined words with something, somewhere or someone.**

1. I want fish / bananas / a biscuit to eat.  
*I want something to eat.*
2. Si Si / your brother / a man is at the door.
3. I'm buying flowers / a cake / a present for my teacher's birthday.
4. Put your coat on the table / on the chair / in the cupboard.
5. She's going to the school / to the shop / to the cinema to meet her friend.
6. I'm trying to contact the leader / a member / the secretary from the youth group.



## 4.2 anyone, anywhere, anything

A. Tin Tin Mya is studying in Australia. Her friend Nan Htwe is writing her a letter.

Dear Tin Tin Mya,  
 How is Australia? Have you done anything exciting? Have you met anyone? Do you go out anywhere? What is university like? Please write and tell me all about it!  
 Love,  
 Nan Htwe

Here is Tin Tin Mya's reply. Fill the gaps with *anyone, anything and anywhere*.

Dear Nan Htwe,  
 Australia is OK, but I am very busy studying. I haven't done \_\_\_\_\_ - just reading and studying! I don't go out \_\_\_\_\_ because I don't have much money. I haven't met \_\_\_\_\_ because I never go out. I only meet other students and they are all much younger than me. University is OK, and I am very lucky to have this opportunity. But I can't wait to come home!  
 Love,  
 Tin Tin Mya

B. Complete this table.

	positive	negative	question
person	someone		
place			
thing			anything/ something

## 4.3 Where's the calculator?

9.6 A. Sayama Win and Saya Seng Li are in the staff room, discussing a problem. Listen. What is Sayama Win's problem?

B. Answer these questions.

- Who borrowed the calculator?
- Who has been in the staff room?
- Is the calculator in the staff room?
- What's wrong with the staff room?

C. Fill the gaps with *someone, anyone, somewhere, anywhere, something or anything*.

Sayama Win has lost her calculator. She's looked in the staff room, but she can't find it \_\_\_\_\_. One problem is that the staff room is very untidy. It might be \_\_\_\_\_ in the staff room, but there's a lot of stuff there. \_\_\_\_\_ should tidy it.

Maybe \_\_\_\_\_ came in and borrowed it. However, she doesn't think \_\_\_\_\_ entered the staff room, as it was locked. Unfortunately, Sayama Win needs her calculator now. She has to write her maths tests, but she can't do \_\_\_\_\_ without her calculator!

## 4.4 Questions and answers

A. Answer these questions about you.

- Did you go anywhere last weekend?
- Did you meet anyone yesterday?
- Did you do anything special last week?
- Did you write anything in English class?
- Will you see anyone after school?
- Will you go anywhere next summer?

B. Ask and answer the questions in pairs.

C. What can you ask someone about last weekend? Work in groups. Try to think of as many questions as possible about last weekend.

Did you sing anything?  
 Did you...

D. Join with a partner from another group, and ask your questions.

## 5. Pronunciation: -er and -or

### 5.1 People, jobs and things

A. How many of these are jobs? Circle the jobs.

How do you pronounce the final syllable of these words?

tractor	villager	ambassador	newspaper	cooker	director	builder	
passenger	folder	miner	farmer	stapler	dinner	prisoner	paper
lawyer	doctor	helicopter	counsellor	sailor	actor	minor	winner
foreigner	generator	container	customer	footballer	member		
	coordinator	shower	typewriter	visitor			

9.7 Listen, check and repeat.

B. Choose eight words from the box. Write sentences using *someone* and *something* to define these sentences, e.g.

*A tractor is something that farmers use.  
A villager is someone who lives in a village.*

C. Work in pairs. Partner A: read your sentences to your partner. Partner B: check that her/his definitions and pronunciation are correct. Then swap roles.

### 5.2 Sentence dictation

A. How many other words ending in -er and -or can you think of? Make a list.

B. Look at your list of words, and the words in 5.1. Make five sentences using two or more of these words, e.g.

*The director told the actor to have a shower.*

C. Work in pairs. Read your sentences to your partner. Write the sentences your partner reads you.

D. Check your partner's sentences. Correct any mistakes you can see.

## 6. Listening Fluency: How Many?

### 6.1 Song: Blowing in the Wind

A. This song was written by an American singer called Bob Dylan. Have you heard of him?

Bob Dylan saw that there was a lot of injustice and fighting in the world. In this song, he asks: 'When will war and fighting stop?'

The answer is blowing in the wind...



9.8 B. Listen to the song. How many questions does the song ask?

**C. In each verse, there are three questions. Each question has two parts.**

**Listen again, and match the question halves.**

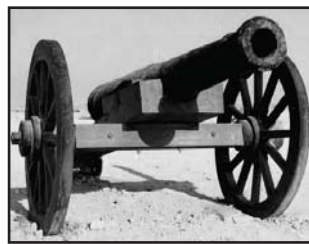
How many roads must a man walk down  
How many seas must a white dove sail  
Yes and how many times must the cannonballs fly  
Yes and how many years can a mountain exist  
Yes and how many years can some people exist  
Yes and how many times can a man turn his head  
How many times must a man look up  
Yes and how many years must one man have  
Yes and how many deaths will it take 'till he knows

*before they're allowed to be free?  
before he can hear people cry?  
before you can call him a man?  
before she sleeps in the sand?  
before he can see the sky?  
that too many people have died?  
before it is washed to the sea?  
before they are forever banned?  
and pretend that he just doesn't see?*

**D. Do you know the meanings of these words? Use these words to fill the gaps.**

dove sail cannonballs banned exist allowed

1. The ship will \_\_\_\_\_ at 3pm.
2. Cigarettes are bad. They should be \_\_\_\_\_.
3. Monsters aren't real – they don't \_\_\_\_\_.
4. The \_\_\_\_\_ is a symbol of peace.
5. We can't go into that building – we aren't \_\_\_\_\_ in there.
6. \_\_\_\_\_ are like large bullets.



## 6.2 Metaphor and meaning

**A. Bob Dylan says that the answer to all these questions is 'blowing in the wind'. What does he mean by this?**

The questions in the song are *metaphors*. What is a metaphor?

*How many roads must a man walk down before you can call him a man?* is also a metaphor. It means 'How much experience must a man have? If he doesn't have much experience, is he still a boy? Should men do many different things, go to many different places, in their lives?'

**B. Work in groups. Your teacher will give you one of the questions from the song. Discuss what the question means. There might not be an objective answer.**

**C. Is it possible to answer your question? What answers could you give? Present your ideas to the class.**



## 7. Writing: CVs

### 7.1 What's in a CV?

#### A. Have you ever written a CV?

Read Yan Naing's CV and answer the questions.

1. What is the purpose of a CV?
2. What kind of information can you put in a CV?
3. Does Yan Naing have a lot of work experience?
4. What qualifications has Yan Naing got?
5. When did Yan Naing graduate from high school?
6. What was his last job?

#### B. Here are some CV categories. Fill in the information for Aung Mon (see page 140).

1. Contact information
2. Education
3. Experience
4. Skills
5. Languages

#### C. Compare Nang Si's and Zainab's CVs.

Which one is better? Can you see any problems with either of these CVs?

#### Nang Si

##### INTERESTS

knitting, drawing, playing guitar

##### EDUCATION

1990-2002 High School No. 2, Kentung  
2003-2006 BSc, Yangon University, Yangon

##### WORK EXPERIENCE

2002-2006 IT Assistant, Lucky Computer Shop, Lashio

- I help people
- I have to obey the manager
- Helped the manager with accounts

2006-2007 Manager, Yangon IT Systems

- Check the work of all staff
- Hired new staff
- Writing computer programmes
- I help people

##### SKILLS

Watching TV, computers

##### LANGUAGES

English, Shan, Pa-O, Myanmar

#### Yan Naing

64 U Kyaw Yin Road, Dawei  
034569876, [yannaing@gmail.com](mailto:yannaing@gmail.com)

##### EDUCATION

1998-2000 Central High School, Dawei

2001-2005 BSc Mathematics

Mawlamyine University, Mawlamyine

2006 Summer Teacher Training Course

Mawlamyine Teacher Training College, Mawlamyine

##### WORK EXPERIENCE

2006-2007 Trainee teacher, Middle School No. 1, Dawei

- Taught maths to middle school students
- Prepared and marked exams
- Wrote end-of-term report

2002-2005 Shop assistant, Lucky Pet Shop, Mawlamyine

- Helped customers choose pets
- Looked after animals in the shop
- Helped the manager with accounts

##### SKILLS

Accounting, teaching maths, looking after animals

##### LANGUAGES

Myanmar, some English

##### INTERESTS

Reading, cycling, playing guitar

#### Zainab

10 Ye Kyaw Thu Street, Sittwe  
034569876

##### EDUCATION

1970-1975 Middle School No. 2, Sittwe

##### WORK EXPERIENCE

1990-present: Weaving trainer

Weaving Training Center, Mandalay

- Recruit trainees
- Teach weaving
- Develop new weaving techniques

1980-1990: Weaver

Daw Moe's Weaving Shop, Mandalay

- Weave to order
- Help train weaving assistants

1975-1980: Weaving assistant

Daw Moe's Weaving Shop, Mandalay

- Write down orders from customers
- Help with weaving
- Help with accounts

##### SKILLS

Weaving, taking care of children, accounting

##### LANGUAGES

Myanmar, Rohingya, Arakanese, English

#### D. Answer these questions about CVs.

1. Do you have to use complete sentences?
2. In what order should you list your education and work experience?
3. What other information can you include?

#### E. Write your own CV.

## 8. Thinking about Learning: Speaking Strategies (1)

### 8.1 How do you feel about speaking English?

**A. These students feel differently about speaking.**

I'm sure I make a lot of mistakes when I speak, but I don't care. People can understand me, mostly.

- Dieter, Germany

I feel strange when I speak English - like a different person. I feel like I'm acting. I even think my voice changes.

- Laurent, Burkina Faso



I want my English to be perfect and I always try very hard to be correct when I speak English. I hate making mistakes.

- Marianne, France

I think my accent in English is terrible, but my teacher says it's OK. I don't know why he says this. I think if you try to learn English, you should try to sound like an English person.

- Nguyen, Vietnam

**B. Work in groups. What do you think? Do you agree with these people? What do the people in your group feel about speaking English? Tell the class.**

### 8.2 Situations and strategies

**A. What would you do in this situation?**

You see an accident. Someone is seriously injured, and you are the only person nearby. You go to find help, and need to explain the accident and injury in English. Do you prefer to:

- a. explain in words?   b. write about it?   c. draw a picture?   d. mime it?   e. explain another way?

**B. Work in groups of 4-5. Your teacher will give you a phrase. You have to communicate the phrase to the rest of your group. You can mime, draw, write or speak, but you cannot use the phrase. When your group has correctly guessed the phrase, another group member gets a phrase from the teacher.**

**C. Think about these speaking and listening strategies. Which ones do you use?**

1	If you're talking to someone and they don't understand you, do you try to say it a different way?	yes	sometimes	no
2	When you're listening to a conversation in English and you don't understand everything, do you try to guess the rest?	yes	sometimes	no
3	Do you listen to yourself speaking English so you can find your mistakes and try to correct them?	yes	sometimes	no
4	If you see or hear something in English that you don't understand, do you ask someone to explain it to you?	yes	sometimes	no
5	If you really want to explain something, do you try even if you aren't sure of the right English?	yes	sometimes	no
6	After you've learnt something new in English, do you try to practise it outside the classroom?	yes	sometimes	no
7	If you have an appointment with someone and you know you'll have to speak English, do you practise first?	yes	sometimes	no
8	Do you think about the things you can't do in English, and try to find ways to learn them?	yes	sometimes	no

**D. Think about the ones you answered 'no'. Which ones should you try? Make a plan.**

## 9. Practice

### 9.1 Exercises

#### A. *can* and *have to*

David is starting a new job in an office. He wants to know the rules. Write questions using *can* and *have to*.

e.g. Do I have to wear a tie?  
Can I smoke in the office?

- \_\_\_\_\_ work on Saturdays?
- \_\_\_\_\_ leave early to pick up my daughter?
- \_\_\_\_\_ wear a uniform?
- \_\_\_\_\_ go out for lunch?
- \_\_\_\_\_ take time off when my wife has her baby?
- \_\_\_\_\_ have a holiday on Christmas Day?
- \_\_\_\_\_ bring my own coffee?
- \_\_\_\_\_ have a passport?

#### B. *can't* and *don't have to*

Imagine the answer to all the questions in A is 'No'. Write the rules – what the boss tells David. Use *don't have to* and *can't*.

e.g. *You don't have to wear a tie.*  
*You can't smoke in the office.*

- 
- 
- 
- 
- 
- 
- 
- 

#### C. *mustn't* and *don't have to*

Fill the gaps with *don't/doesn't have to* or *mustn't*.

- You \_\_\_\_\_ drive a car when you are drunk. It's very dangerous.
- I live very near my office. I \_\_\_\_\_ ride my motorbike to work – I can easily walk there.
- U Lwin bought a motorbike, so he \_\_\_\_\_ take rickshaws or linecars.
- The Hilton family is very rich. They \_\_\_\_\_ work, because they already have a lot of money.
- In football, players \_\_\_\_\_ touch the ball with their hands.
- We're having a surprise party for Hla Hla. You \_\_\_\_\_ tell her about it!
- The teacher told us to read pages 6 and 8, but we \_\_\_\_\_ read page 7.
- 'Can I borrow your suitcase to take to Yangon?'  
'Yes, sure.'  
'Oh, good. Now I \_\_\_\_\_ buy a new one.'

#### D. *should* and *shouldn't*

Mya Mya wants to live a long time. She goes to talk to her grandmother, who is 101 years old. Her grandmother gives her some advice. Use *should* and *shouldn't*.

e.g. smoke *You shouldn't smoke.*

- \_\_\_\_\_ drink a lot of whisky.
- \_\_\_\_\_ eat a lot of fruit and vegetables.
- \_\_\_\_\_ have a lot of children.
- \_\_\_\_\_ get angry.
- \_\_\_\_\_ exercise.
- \_\_\_\_\_ have a happy family life.
- \_\_\_\_\_ find a job you like.
- \_\_\_\_\_ see a medic when you get sick.

#### E. Advice and opinions

What advice could you give in these situations?

Write two sentences of advice, using *I think you should* and *I don't think you should*.

e.g. Your friend always fails English exams.  
*I think you should read more English books.*  
*I don't think you should play football every day.*

- Your friend can't decide whether to continue his education, or leave school and find a job.
- Your friend's parents want her to get married. She wants to go to university.
- Your 12 year old nephew sometimes drinks whisky with his friends.
- Your friends want to walk to another village. You are worried, because there are wild animals on the road.

## F. Complete the sentences

Complete these sentences.

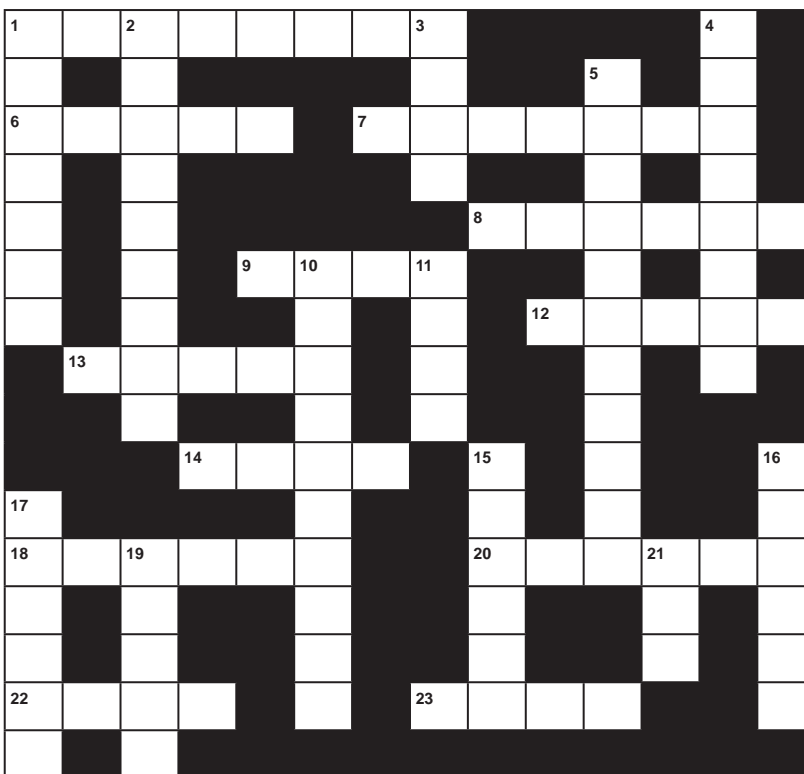
- Students don't have to \_\_\_\_\_.
- A good medic must \_\_\_\_\_.
- Teachers have to \_\_\_\_\_.
- Members of the village committee must \_\_\_\_\_.
- A good father should \_\_\_\_\_.
- Soldiers mustn't \_\_\_\_\_.
- Secretaries have to \_\_\_\_\_.
- A politician shouldn't \_\_\_\_\_.
- Farmers don't have to \_\_\_\_\_.
- Small children can \_\_\_\_\_, but adults can't.

## G. somewhere, anyone, etc.

Fill the gaps with *someone, anyone, somewhere, anywhere, something* or *anything*.

- 'Hello? Hello? Is \_\_\_\_\_ at home?'
- I've lost my glasses. I put them \_\_\_\_\_, and now I can't find them.
- The children are bored. They can't think of \_\_\_\_\_ to do.
- 'Did you find Kyaw Kyaw?'  
'No, I looked, but I can't find him \_\_\_\_\_.'  
'Did you try at the school? Perhaps he's \_\_\_\_\_ in the school.'
- 'Let's meet in the library. There isn't \_\_\_\_\_ there at the moment.'  
'No, there is \_\_\_\_\_ there. I saw a light on.'
- 'I've got \_\_\_\_\_ in my pocket. Can you guess what it is?'

## H. Jobs crossword



### Across

- Someone who repairs cars.
- Someone who is trained to care for sick people, but isn't a doctor.
- Someone who is in the army.
- Intelligent.
- (and 11 down)**. If you have this type of job, you don't work all the time.
- He was \_\_\_\_\_ from his job because he was very lazy.
- Someone who is trained to give medical care, but isn't a doctor.
- A person who shows tourists around a place is a \_\_\_\_\_ guide.
- Someone who paints pictures.
- Someone who raises animals, or grows crops.
- A person with lots of money is \_\_\_\_\_.
- Journalists report this.

### Down

- Someone who is in charge of a place or organisation.
- Someone who builds things out of wood.
- Someone who makes food.
- Someone who looks after plants.
- Someone who stops fires.
- Someone who looks after money for an organisation.
- (and 9 across)**. If you have this type of job, you don't work all the time.
- 10 down** usually works in this place.
- Your work history, and your working life.
- The money you get for working.
- Teachers do this.
- Not a woman.

## 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.**

accounts ( <i>n</i> )	exist ( <i>v</i> )	literacy ( <i>n</i> )	secretary ( <i>n</i> )
ambassador ( <i>n</i> )	expert ( <i>n</i> )	long-term ( <i>adj</i> )	serious ( <i>adj</i> )
apply ( <i>v</i> )	express ( <i>v</i> )	maid ( <i>n</i> )	sort ( <i>n</i> )
assembly ( <i>n</i> )	fair ( <i>adj</i> )	metaphor ( <i>n</i> )	spare ( <i>adj, n</i> )
banned ( <i>adj</i> )	fire [somebody] ( <i>v</i> )	nearby ( <i>adv</i> )	stapler ( <i>n</i> )
basic ( <i>adj</i> )	firefighter ( <i>n</i> )	opportunity ( <i>n</i> )	strange ( <i>adj</i> )
blow ( <i>v</i> )	former ( <i>adj</i> )	original ( <i>adj</i> )	strategy ( <i>n</i> )
boss ( <i>n</i> )	full-time ( <i>adj</i> )	part-time ( <i>adj</i> )	suitable ( <i>adj</i> )
career ( <i>n</i> )	fund ( <i>n, v</i> )	passenger ( <i>n</i> )	system ( <i>n</i> )
colleague ( <i>n</i> )	generator ( <i>n</i> )	permission ( <i>n</i> )	temporary ( <i>adj</i> )
compromise ( <i>v</i> )	giant ( <i>adj, n</i> )	pilot ( <i>n</i> )	tool ( <i>n</i> )
coordinator ( <i>n</i> )	go off ( <i>v</i> )	practical ( <i>adj</i> )	tour guide ( <i>n</i> )
counsellor ( <i>n</i> )	handicraft ( <i>n</i> )	prohibition ( <i>n</i> )	trainee ( <i>n</i> )
design ( <i>v, n</i> )	hire ( <i>v</i> )	project ( <i>n</i> )	trainer ( <i>n</i> )
disturb ( <i>v</i> )	injury ( <i>n</i> )	promote ( <i>v</i> )	typewriter ( <i>n</i> )
drop ( <i>v</i> )	landmine ( <i>n</i> )	provide ( <i>v</i> )	unemployed ( <i>adj</i> )
duty ( <i>n</i> )	laptop ( <i>n</i> )	recruit ( <i>n, v</i> )	volunteer ( <i>n, v</i> )
essential ( <i>adj</i> )	legal ( <i>adj</i> )	run away ( <i>v</i> )	wages ( <i>n</i> )

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

1. Trainers train this person.
2. Name six jobs.
3. Not allowed, not permitted.
4. Close to you.
5. The jobs and work you do during your life.
6. For a short time; not forever.
7. Necessary.
8. To give money to help run a project or organisation.
9. A person you work with.
10. This person does not get money for their work.
11. Name two people you usually find in an aeroplane.
12. The ability to read and write.

**C. Choose a word from the wordlist and make a mind map about it. Try to include as many other words from the list as possible.**

