<table>
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<tr>
<th>Unit</th>
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<th>Learner Training</th>
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<tr>
<td>1</td>
<td>The present simple do and be</td>
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<td>Learning a language</td>
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<td>Social English</td>
<td>Speaking and listening: asking questions</td>
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<td>Family, friendship and romance</td>
<td>Pronunciation: identifying syllables</td>
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<td>Writing: filling in forms</td>
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<tr>
<td>2</td>
<td>there is/are have/has got</td>
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<td>Speaking and listening: classroom instructions; describing places</td>
<td>Needs and priorities</td>
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<tr>
<td></td>
<td>Imperatives</td>
<td>Instructions</td>
<td>asking and answering about transport and travel</td>
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<td>Describing people</td>
<td>Pronunciation: word stress and schwa</td>
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<td>3</td>
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<td>Resources for language learning</td>
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<td></td>
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<td>Listening: song: <em>Tom’s Diner</em></td>
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<td>Containers</td>
<td>Writing: describing a process</td>
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<td>Speaking: life stories</td>
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<td>Adverbs of degree</td>
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<td>Pronunciation: verb endings</td>
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<td>Adverbs of manner</td>
<td></td>
<td>Speaking and listening: restaurants</td>
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<td>Writing: adverbs</td>
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<td>5</td>
<td>The present perfect (1)</td>
<td>Cause and effect</td>
<td>Speaking and listening: recent events; getting ready</td>
<td>Vocabulary (2): vocabulary learning strategies</td>
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<td>yet and still</td>
<td>Clothes</td>
<td>Pronunciation: short forms</td>
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<td>Possessives</td>
<td>Shopping</td>
<td>Reading: shopping around the world</td>
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<td>Short forms</td>
<td></td>
<td>Writing: punctuation</td>
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<td>6</td>
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<td>Quantity and measurement</td>
<td>Speaking: offering and requesting</td>
<td>Language awareness: native and non-native speakers; formal and informal learning</td>
<td>Unit 6 Practice Units 5-6 Test*</td>
</tr>
<tr>
<td></td>
<td>nouns</td>
<td>Areas of study</td>
<td>Speaking and listening: complaints, making an appointment</td>
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<tr>
<td></td>
<td>Quantifiers</td>
<td>Health and the body</td>
<td>Listening: in a library</td>
<td></td>
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<tr>
<td></td>
<td>The present perfect (2)</td>
<td>Appointments</td>
<td>Writing: informal letters and emails</td>
<td></td>
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<td></td>
<td>Zero conditional</td>
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<tr>
<td>Unit</td>
<td>Structures</td>
<td>Topics and Functions</td>
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<td>Review &amp; Tests</td>
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<tr>
<td>7</td>
<td>will, might</td>
<td>The first conditional (if and when)</td>
<td><strong>Reading and listening</strong>: global warming <strong>Speaking and listening</strong>: directions and places <strong>Pronunciation</strong>: silent letters <strong>Speaking</strong>: contradicting <strong>Writing</strong>: formal letters and emails</td>
<td>Communication strategies</td>
<td>Unit 7 Practice</td>
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<td>8</td>
<td>Comparatives</td>
<td>Degrees of comparison (superlatives) Comparing quantity (good at)</td>
<td><strong>Reading and speaking</strong>: identifying missing information <strong>Listening</strong>: song: A Bigger Heart; Buzkashi <strong>Pronunciation</strong>: sentence stress <strong>Writing</strong>: linking words</td>
<td>Listening strategies</td>
<td>Unit 8 Practice Units 5-8 Revision (p. 219) Units 7-8 Test*</td>
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<tr>
<td>9</td>
<td>Modals</td>
<td>have/has to some/any + thing/where/one</td>
<td><strong>Speaking</strong>: enquiring about rules <strong>Listening</strong>: Sabay; song: Blowing in the Wind <strong>Pronunciation</strong>: -er and -or endings <strong>Writing</strong>: CVs; job applications</td>
<td>Speaking strategies (1): feelings and situations</td>
<td>Unit 9 Practice</td>
</tr>
<tr>
<td>10</td>
<td>The past continuous</td>
<td>when, while and during Manner and state adjectives (ed and -ing adjectives)</td>
<td><strong>Speaking</strong>: describing people <strong>Pronunciation</strong>: countries and nationalities <strong>Reading</strong>: biography; poem: The Wicked Postman <strong>Writing</strong>: autobiographies</td>
<td>Speaking strategies (2): Communication repair</td>
<td>Unit 10 Practice Units 9-10 Test*</td>
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<tr>
<td>11</td>
<td>going to</td>
<td>The present continuous for the future no one/thing/where/one</td>
<td><strong>Speaking</strong>: agreeing and disagreeing <strong>Reading</strong>: the internet <strong>Pronunciation</strong>: word endings <strong>Listening</strong>: songs: For No One and Nowhere Man <strong>Writing</strong>: developing an argument</td>
<td>Grammar (1): feelings about grammar; comparing grammar</td>
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<td>12</td>
<td>The passive</td>
<td>The present perfect (3) been and gone Phrasal verbs</td>
<td><strong>Speaking and listening</strong>: job interviews <strong>Speaking</strong>: small talk <strong>Pronunciation</strong>: past participles; intonation <strong>Writing</strong>: charts and statistics; listing</td>
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1. Introductions

1.1 An introduction to introductions

A. Look at the pictures. What’s happening?

1. Hi, Mi Chan! How are you?
2. Jane, this is Htun Htun, and this is Si Si.
3. Have some cake.

4. This is U Tin Maung from the school, and this is Di Green from the International Development Association.
5. Would you like a drink?
6. Please call me Di.

B. Number the missing sentences 1-7.

- No, thank you.
- How do you do?
- Pleased to meet you, Ms Green.
- I'm OK. Very busy!
- Hi, Htun Htun. Hi, Si Si.
- Yes, please.
- OK. Thanks.

C. Listen and check.

D. Are these conversations in formal or informal English? Write them in the table.

<table>
<thead>
<tr>
<th>formal</th>
<th>informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like a drink?</td>
<td>Have some cake.</td>
</tr>
<tr>
<td>Yes, please.</td>
<td>OK. Thanks.</td>
</tr>
</tbody>
</table>
E. Without looking back, try to order the conversation.
   a. Tin Maung.
   b. Pleased to meet you, Ms Green.
   c. D-i.
   d. Can you spell that, please?
   e. I’m Tin Maung.
   1 – f. This is U Tin Maung from the school.
       And this is Di Green from the International Development Association.
   g. T-i-n  M-a-u-n-g. How do you spell your name?
   h. Ton Mun.. I’m sorry, could you say that again, please?
   i. Please, call me Di. I’m sorry, what’s your name?

1.2 F. Listen and check.

G. Practise the conversation with your partner. Take turns to be Tin Maung and Di.

1.2 Introducing yourself

A. Complete the conversation about yourself.
   What’s your name? I’m...
   I’m sorry, could you say that again, please?
   Can you spell that, please?

B. Ask and answer the questions in pairs.

C. How do you tell people…?
   1. where you are from
   2. what your job is
   3. where you live
   4. your phone number

D. How do you ask people for the information in C?

E. Ask and answer the questions in pairs.

1.3 Social English

In English, people usually ask How are you? (or something similar) when they see their family, friends or workmates. In other languages, people ask about food or activities. What do they say in your language?

A. Practise these short conversations.
   1. How are you? Fine thanks, and you?
   4. How’s it going? OK.
   2. How are you? Not so great. I don’t have a job, and my dog died.
   5. How are you? Uggghhh...
   3. How do you do? Very well, thank you.
   6. How are you? Really great!

B. Rank the conversations from very informal to very formal.
1.3 **Introducing other people**

**A.** Listen to these conversations. These people are all introducing someone. What information are they providing?

- a. _______ name _______ and _______ organisation _______.
- b. _______ and _______.
- c. _______ and _______.
- d. _______. _______ and _______.
- e. _______ and _______.

**B.** Work in groups of three. Practise introducing each other. Use different ways of introducing, both formal and informal. Use the examples in exercise A as a guide.

---

2. **The Present Simple**

2.1 **Love and marriage**

**A.** Why do people get married? Brainstorm reasons people get married.

**B.** What do people like to do in their free time? In groups, make lists using these verbs.

- listen to...
- read...
- play...
- watch...
- visit...
- go...

**C.** These women are married. Read what they say about themselves.

- San San Aye
  - I have an important job, and I work very hard. I usually start work at 7.30am and finish at 9pm. In the evenings I sometimes watch TV, but I don't watch films. I often go to bed late, at about 1am. I don't like spending money, because I want to buy a nice large house in the city.

- Myint Myint San
  - I've got four small children, so I don't have much free time! I never go to restaurants or cinemas. At the weekends, I usually visit my parents, or go to the market and meet my friends. At night, I always listen to the news on the radio.

- Ma Sein
  - I sing in a band, and I also play the guitar. I usually go out at night, I don't like staying at home - it's boring! At the weekends, I often go to the hairdresser. I also love dancing. I never drink alcohol.
Min Min usually goes to bed late, and wakes up at 11am – he doesn’t like getting up! He loves listening to music. He spends a lot of money on clothes – he always wears fashionable shirts and trousers. He never cooks or cleans. He often eats in restaurants.

Michael likes playing with his children. He sometimes organises football games at the weekends. He likes gardening, but he doesn’t like flowers. He grows vegetables. He loves cooking. At the weekends, he often cooks Indian food, and invites friends to dinner.

Aung Mon studies hard. He goes to university every day. He likes reading – he reads books about history. He doesn’t read story books. In the evenings, he visits his friends and talks about history. He sometimes goes to teashops and buys tea for his friends.

D. Listen. Were you correct?

E. Listen to the audio again. Write some examples of the present simple in the correct boxes in the table.

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>I work in an office</td>
</tr>
<tr>
<td>3rd person singular</td>
<td>He goes to teashops</td>
</tr>
<tr>
<td>1st person plural</td>
<td>We don’t want more than six kids</td>
</tr>
</tbody>
</table>

F. What do these couples argue or disagree about?

G. Are you married or single? What is your husband or wife like? What is your ideal partner like?

If you are single, complete this chart. If you are married, complete this chart.

My ideal partner

My husband/wife

H. Tell other students about your partner or ideal partner.
2.2 Listening: And after that?

A. Listen to these people. In what order do they do things?

Write the numbers 1-3 next to the correct sentences. There is one extra for each question.

1. What does Abdul do in the morning?
   - He eats breakfast.
   - He takes a shower.
   - He listens to the radio.
   - He reads the newspaper.

2. What does Hannah do in the morning?
   - She watches TV.
   - She goes to work.
   - She makes coffee.
   - She exercises.

3. What does Tze Ming do after school?
   - She eats dinner.
   - She watches TV.
   - She listens to music.
   - She studies.

4. What does Maung Shwe do in the evening?
   - He eats dinner.
   - He reads.
   - He watches TV.
   - He puts his children to bed.

B. What do you do after you get up in the morning? Write a short paragraph.

C. Work in pairs. Partner A: read your paragraph to your partner. Read quickly!
   Partner B: make notes. Then read your notes back to Partner A. Were you correct?
   Now change roles.
   
   First you brush your teeth, then you get dressed.
   No, I get dressed first.

2.3 Interview

A. What do you remember about the people in exercise 1.1? Answer these questions, but don't look at the page!

1. Does San San Aye watch videos?
2. Does Myint Myint San have six children?
3. Does Aung Mon go to university?
4. Does Michael grow flowers?
5. Do Ma Sein and Min Min like music?
6. Do San San Aye and Aung Mon argue?

B. Look at the questions in A. How do you form questions in the present simple tense?

Fill the gaps.

We use the auxiliary verb __________, then the __________, then the __main verb.

C. You are going to interview another student about her/his habits. Think of some questions beginning with do. Write a list of questions.

D. Work in pairs. Ask another student your questions, and write down the answers.

Do you read story books?
   Yes, sometimes.

E. Tell the class about your partner.

Ma Ma sometimes reads story books.
2.4 **be and do**

A. Look at these sentences.
   - I’m a vegetarian.
   - I don’t eat meat.
   - Are you hungry?
   - Ma Aye isn’t a student. She’s a teacher.
   - She isn’t very tall. She’s very intelligent.
   - What does she do in her free time?

   **Complete the rule with be and do.**

   In the present simple we use:
   - **be** with verbs.
   - **do** with nouns, pronouns and adjectives.

B. Complete these sentences and questions.
   1. I am
   2. I’m not
   3. My mother isn’t
   4. She doesn’t
   5. What do
   6. What does
   7. What is
   8. What are
   9. Are you
   10. Do you

2.5 **yes/no questions**

A. Answer these questions.
   1. Are you tired now?
   2. Do you work in an office?
   3. Is your mother a teacher?
   4. Are your parents Japanese?
   5. Does your best friend eat pork?
   6. Do you speak Chinese?

B. Ask and answer these questions in pairs.

C. Tell the class about your partner.

D. Your teacher will give you a phrase. Make a **yes/no** question with that phrase, and ask the person next to you. Tell the class her/his answer.

   - Do you like bananas?
   - No, I don’t.
   - Ko Ko Aye doesn’t like bananas.

3. **Adverbs of Frequency**

3.1 **How do you get around?**

A. Who walks to work the most often? Put the people in order from least often to most often.

   - I usually walk to work.
   - We never walk to work. We always take the bus.
   - I sometimes walk to work.
   - I don’t often walk to work. I usually take the bus.
   - I always walk to work.
   - I often walk to work.

   What about you? How often do you walk to work?
B. Answer these questions using an adverb of frequency.

How often do you travel by...?
1. bicycle
2. boat
3. car
4. horse
5. motorbike
6. bus
7. aeroplane
8. trishaw

3.2 On Saturdays
A. What do you do on Saturdays? Write an adverb of frequency next to the following phrases.

• visit friends
• work
• go shopping
• play football
• cook a meal
• go to bed late

B. Discuss Saturdays with your partner. Tell her/him about the activities in A, and also anything else you do. Does your partner do the same things?

4. wh- Questions
4.1 General knowledge

A. Read these questions and choose the right answers.

1. What do zebras eat?
   - fish
   - grass
   - meat

2. Where does pizza come from?
   - Italy
   - India
   - England

3. When do Australian people celebrate New Year?
   - January
   - April
   - December

4. What does a baker sell?
   - fruit and vegetables
   - clothes
   - bread and cakes

5. Where do polar bears live?
   - the North Pole
   - the South Pole
   - Africa

6. Why do people use alarm clocks?
   - to cook food
   - to wake up
   - to clean their houses

7. What do people do in a cinema?
   - play basketball
   - listen to music
   - watch movies

8. What is in an omelette?
   - sugar and milk
   - eggs and water
   - rice and oil


Partner A: ask your partner these questions.

1. What do sharks eat?
   - fish
   - plants
   - bread

2. Where do kangaroos live?
   - Afghanistan
   - Europe
   - Australia

3. When does snow fall?
   - in the cold season
   - in the hot season
   - in the rainy season

4. What does a carpenter make?
   - furniture
   - shoes
   - drinks

C. Work in pairs. Write two quiz questions. Can the class answer them?
4.2 Question words

A. What question words do you know? Make a list.
   what, where...

B. Khaing Win lives in Australia. He goes to English classes there. Match the questions and answers.

   ___ 1. Why does he need English?  a) Every day.
   ___ 2. When does the term begin?  b) At the City College in Melbourne.
   ___ 3. What do they do in class?  c) It's free.
   ___ 4. What time does the class start?  d) They speak, read, write and listen to English.
   ___ 5. Where does he study English?  e) Because he wants to study at university.
   ___ 6. How often does he speak English?  f) 8:30.
   ___ 7. How do students learn to speak English?  g) On February 27.
   ___ 8. How much does the class cost?  h) His friends and classmates.
   ___ 9. Who does he speak with?  i) They practise all the time.

C. Complete the chart. Use your dictionaries if necessary.

<table>
<thead>
<tr>
<th>If the question starts with...</th>
<th>the answer is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>a place</td>
</tr>
<tr>
<td>when</td>
<td></td>
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<tr>
<td>how</td>
<td></td>
</tr>
<tr>
<td>who</td>
<td></td>
</tr>
<tr>
<td>what time</td>
<td></td>
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<tr>
<td>how much / how many</td>
<td></td>
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<tr>
<td>what</td>
<td></td>
</tr>
<tr>
<td>why</td>
<td></td>
</tr>
<tr>
<td>how often</td>
<td></td>
</tr>
</tbody>
</table>

D. Write questions using question words from exercise C.

1. Does it cost five thousand kyat? Ten thousand kyat? Fifteen thousand kyat?
   How much does it cost?
2. Do they live in Mandalay? Hpa-an? Magwe?
3. Do crocodiles eat fruit? Fish? People?
4. Do you keep your rice in the kitchen? The storeroom? The bathroom?
5. Do you eat breakfast at 6 o’clock? Half past seven? Twenty to nine?
6. Does he read books because he enjoys it? For homework? To get information?
7. Do you want 100 kyat? 1,000 kyat? 1,000,000 kyat?
8. Do you use English at school? At work? At home?
4.3 Pairwork: Ban Ki-moon

What do you know about the United Nations? What do you know about Ban Ki-moon?

B. Read this text. There is some missing information.
What questions do you need to find this information?

Ban Ki-moon

Ban Ki-moon is Secretary-General of the United Nations. He comes from __________, in South Korea. His name, Ki-moon, means ‘wisdom’. He speaks __________, French, Korean and Japanese. His job is very large – the United Nations has __________ member countries, almost every independent country in the world. 61,000 people work for the UN. He earns about __________ dollars per year.

His wife’s name is Yoo Soon-taek. They have __________ children. They live in New York, near the United Nations headquarters. In their free time they like __________ and learning languages.

Ban Ki-moon is very interested in the environment and often talks about global warming.

C. Ask your partner the questions, and write the information in the gaps.

4.4 Interview

A. What do you want to know about your classmates? In pairs, think of as many wh- questions as you can. Use at least one of each question word from 4.2 C.

How do you get to class?
When do you study English?

B. Find another partner. Ask him/her the questions.

C. Write her/his answers as a paragraph. Don’t write the person’s name.

_____ gets to class by bus. She studies English at night, after she gets home...

D. Put it on the wall. Go around and read the other paragraphs. Can you guess which paragraph is about which classmate?
5. Pronunciation: Present Simple Verb Forms

5.1 Syllables

A. Read the text in the bubble and circle the verbs. Then listen to Khaing Win talking about his life in Australia.

B. How many syllables does each verb have? Put the verbs in this chart.

<table>
<thead>
<tr>
<th>one syllable</th>
<th>two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>finish</td>
</tr>
</tbody>
</table>

C. Write about Khaing Win.

He comes from Rakhine State...

D. In pairs, practise saying the paragraph. Which verbs add a syllable in the 3rd person?

E. Listen and check.

F. Play The Disappearing Paragraph.

G. What’s the rule?

If a verb ends in a **z**, **ch**, **sh**, **th** or **wh** sound, add another syllable.

H. How many syllables are there in these verbs?

1. searches 2. decides 3. boxes 4. enjoys 5. discovers 6. misses

5.2 Checking pronunciation

A. Look at the paragraph about Khaing Win, and write a similar paragraph about you. Write at least five sentences.

I come from...
I start...
I go to...

Read your paragraph to a partner.

B. Listen to your partner’s paragraph and take notes.

C. Change partners. Read out the information you have about your first partner’s life and habits.

Su Su comes from Taungoo. She starts work at 7.30.

D. Listen, and check your partner’s pronunciation.

5.3 doesn’t and don’t

A. Listen to these sentences.

He doesn’t like staying at home.
She doesn’t speak Chinese.
My dog doesn’t sleep at night.
They don’t go out very often.
I don’t play the guitar.
We don’t have any children.

B. Practise saying the sentences with a partner.
6. Friendship, Romance and Family

6.1 Who’s who?

A. This is Zaw Aye’s favourite photograph. Zaw Aye is the boy on the left, at the back.
The other people in it are:

<table>
<thead>
<tr>
<th>his grandfather</th>
<th>his mother</th>
<th>his father</th>
<th>his aunt</th>
<th>his uncle</th>
<th>his older sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>his younger sister</td>
<td>his brother</td>
<td>his friend</td>
<td>his niece</td>
<td>his sister’s husband</td>
<td>his cousin</td>
</tr>
</tbody>
</table>

Who is who? What do you think?

B. Listen and check. Were you right?

What does he say about these people? Listen again, and complete the chart.

<table>
<thead>
<tr>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>his grandfather</td>
</tr>
<tr>
<td>his older sister</td>
</tr>
<tr>
<td>his best friend</td>
</tr>
</tbody>
</table>

C. Answer these questions:

1. Which person is not a relative?  
2. What’s the word for his sister’s husband?

6.2 Family members

A. What family members do you know? Have a group brainstorm competition.

father-in-law  great-aunt

B. Classify the family words into female, male or both.

C. Pairwork. Ask your partner about her/his family. Use Do you have a…?

When you answer, give more information about that person.
6.3 Your people

**A.** How many relatives do you have? Make a list.
   - uncles: 5
   - grandmothers: 1

**B.** What other people are important in your life? Make a list.
   - my friends
   - my neighbours

6.4 Khaing Win and Mi Lwin – a love story

**A.** The verbs in the box are all about love and marriage. What happens first? Put them in order. Do the other students have the same answer?

**B.** Look at the story. Fill the gaps with the correct form of the words in the box. You can use some words more than once.

### Have children get engaged meet get divorced get married fall in love go out together

It's 1965. Khaing Win and Mi Lwin __________ at a teacher training in Mandalay. They __________, and ________. Six months later, at the end of the training, they __________, and tell their families.

Unfortunately, her father doesn't agree, and sends Khaing Win away. In 1970, he __________ a Chinese woman. They __________ and __________. In 1971, Mi Lwin __________ to her neighbour. He drinks and beats her. She leaves him in 1975, and they __________.

In 1992, Khaing Win's wife dies, and he moves to Australia.

One day, he is walking down the street, and he __________ Mi Lwin! They __________ again, and in 2004, they __________.

**C.** Re-tell the story without looking at it.
7. Writing: Filling in a Form

7.1 Personal information

A. When do you fill in forms? What types of form are there?

B. Match the vocabulary in the first column (1-12) with the items in the second column (a-l).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td>a. Teacher</td>
</tr>
<tr>
<td>2. First name</td>
<td>b. Australian</td>
</tr>
<tr>
<td>3. Last name</td>
<td>c. Ms.</td>
</tr>
<tr>
<td>4. Date of birth</td>
<td>d. English</td>
</tr>
<tr>
<td>5. Place of birth</td>
<td>e. Single</td>
</tr>
<tr>
<td>6. Nationality</td>
<td>f. David</td>
</tr>
<tr>
<td>7. Address</td>
<td>g. 018033099</td>
</tr>
<tr>
<td>8. Postcode</td>
<td>h. Mandalay</td>
</tr>
<tr>
<td>9. Marital status</td>
<td>i. Johnson</td>
</tr>
<tr>
<td>10. Occupation</td>
<td>j. October 9, 1965</td>
</tr>
<tr>
<td>11. Telephone number</td>
<td>k. 221 Martin Street</td>
</tr>
<tr>
<td>12. Native language</td>
<td>l. 8950 SE</td>
</tr>
</tbody>
</table>

C. What other information do you sometimes put on forms?

7.2 Complete the form

A. Follow these instructions:

1. Write your full name in capital letters.
2. Write your signature.
3. Circle your title. Mr / Ms / Mrs / Miss / Dr / Other
4. Write the names of a. your town or city
   b. your country
5. Circle the marital status that applies to you.
   single / married / divorced / separated / widowed
6. Write the names of the languages you speak.

B. Look at the application form below. What is it for?

C. Complete the following form with your personal information.

---

**Healthy Living Sports Club**

**Membership Application**

*Please write in capital letters.*

Title: Address:

First Name: City:

Family Name: Postcode:

Nationality: Telephone Number:

Occupation: Signature:

Date of Birth: Date:
8. Thinking about Learning: Language Learning

8.1 Your opinion of education

A. Make a mind map. Think of words about education. Write them on the mind map. Add more lines and categories if you need to.

[Mind map image]

B. Listen to the song. Put the first verse in the right order.

Teacher, leave them kids alone
All in all it’s just another brick in the wall
We don’t need no thought control
We don’t need no education
All in all you’re just another brick in the wall
No dark sarcasm in the classroom
Hey! Teacher! Leave them kids alone

C. Do you like the song?
What do you think ‘another brick in the wall’ means in this song?

a – a part of a house
b – a way to control people
c – security so people can’t enter your home

Do you think education is ‘another brick in the wall’?

8.2 Think about your language learning

A. What things are important in learning English? Make a list.

Speaking
Vocabulary
Thinking

B. Are you good at these things?

Speaking? Listening? Writing?
Reading? Grammar? Vocabulary?

For each one, give yourself a score out of 5.
Are you better at some things? Why? Are you weak at some things? Why?

8.3 How can you improve?

A. How can you improve your English?
Make a class list on the board.

B. In groups, choose one or two of the items from 8.2 B above. Make a list of ways to improve your English in that area.
9. Practice
9.1 Exercises

A. Write the verb
Fill the gaps with verbs from the box. Write the verbs in the correct form.

<table>
<thead>
<tr>
<th>work</th>
<th>listen</th>
<th>go (x2)</th>
<th>study</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>play (x2)</td>
<td>live (x2)</td>
<td>fly</td>
<td>visit (x2)</td>
</tr>
</tbody>
</table>

I ______ a sister and a brother. My brother ______ three children. They ______ in the city. They sometimes ______ me. My brother ______ a truck.

My sister ______ for an NGO. She never ______ me – she ______ very far away. She often ______ to Bangkok, and ______ to meetings. She ______ five languages.

I’m a student. I always ______ for three hours every evening, and then I sometimes ______ videos, or ______ to the radio. At the weekends, I usually ______ volleyball and football with my friends. We sometimes ______ to the next village, and ______ against their school.

B. Positive and negative
Mi Mi is completely different from her parents. For example:
She reads magazines, but she doesn’t read newspapers. They read newspapers, but they don’t read magazines.

Complete these sentences about Mi Mi and her parents.
1. She listens to rock music, but she doesn’t listen to news programmes. ______...
2. They go to the theatre, but they don’t go to parties. ______...
3. They are hungry, but they aren’t thirsty.
4. They smoke, but they don’t speak English.
5. She plays volleyball, but she doesn’t play chess.
6. They are teachers, but they don’t work in a school.
7. They don’t like the city, but they are happy.
8. She uses a computer, but she doesn’t use a typewriter.

C. Adverbs of frequency
Complete these sentences with adverbs of frequency so that they are true for you.
1. I ______ smoke cigarettes.
2. I ______ study English in the evenings.
3. I ______ get up before 6am.
4. I ______ eat Indian food.
5. I ______ play sports at the weekend.
6. I ______ ride a motorbike.

D. wh-questions
Read the following information about a student named Somchai. Choose the correct wh- question word to make questions.

Somchai is a Thai student in New York. He speaks three languages – Thai, Malay, and English. He wants to be a teacher. His English is quite good, but sometimes people don’t understand him. Somchai feels afraid when he speaks English, because he sometimes makes mistakes. He doesn’t often speak English. He feels angry because he says Americans only speak English. Americans don’t understand the problems people have learning a new language.

1. (Somchai / come from) ______
2. (Somchai / feel when he speaks English) ______
3. (Somchai / feel this way) ______
4. (Somchai / want to be) ______
5. (Somchai / speak English) ______
6. (Somchai / feel angry) ______

E. What’s the question?
Here are some answers. Write the questions. There are many possible questions.

1. ______
   At 5.30.
2. ______
   Myanmar, Chinese, Kachin and English.
3. ______
   Because I want to talk to people in English.
4. ______
   My parents and my brother.
5. ______
   In a small house near the river.
6. ______
   I do my homework, and sometimes I visit my friends.
7. ______
   I usually walk.
**F. Family**

Make a family tree. Put these family members on it.

<table>
<thead>
<tr>
<th>mother</th>
<th>son</th>
<th>father</th>
</tr>
</thead>
<tbody>
<tr>
<td>daughter</td>
<td>grandmother</td>
<td>aunt</td>
</tr>
<tr>
<td>grandfather</td>
<td>uncle</td>
<td>granddaughter</td>
</tr>
<tr>
<td>father-in-law</td>
<td>grandson</td>
<td>mother-in-law</td>
</tr>
<tr>
<td>brother</td>
<td>brother-in-law</td>
<td>sister</td>
</tr>
<tr>
<td>sister-in-law</td>
<td>cousin</td>
<td>son-in-law</td>
</tr>
<tr>
<td>niece</td>
<td>nephew</td>
<td>daughter-in-law</td>
</tr>
</tbody>
</table>

**G. Introductions**

You are talking to Mei Tze. What do you say? Write the conversation.

1. **Hello. How are you?**

   - Fine, thanks.
   - Mei Tze.

2. **Mei Tze.**

3. **M - e - i T - z - e.**

4. **China. And you?**

5. **I’m a doctor.**

6. **No, thanks. I’m not hungry.**

7. **Nice to meet you too. Goodbye!**

**H. Crossword**

**Across**

1. I don’t ___ with you. You’re wrong.

3. Where do you come ___?

4. I usually meet my ___ at the weekend.

6. She ___ dinner at 7pm.

7. Would you like tea ___ coffee?

8. My father listens to the news on the ___.

13. I ___ drink tea. I drink 20 cups every day.

16. ___ to meet you!

18. He has an important ___ – he’s a doctor at the city hospital.

19. She studies English ___ Japanese.

20. Min Min doesn’t ___ getting up early.

**Down**

2. A musical instrument with strings.

3. What do you do in your ___ time?

5. He never goes to ___ to eat.

6. Do you live with your ___?

9. What time do you ___ dinner?

10. My sister’s daughter.

11. We usually play ___ after school.

12. ___ you like some cake?

14. Do you ___ by bus?

15. Someone who lives near you.

17. I don’t ___ meat.
   I’m a vegetarian.

18. The month after May.
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.

<table>
<thead>
<tr>
<th>agree (v)</th>
<th>engaged (adj)</th>
<th>improve (v)</th>
<th>part (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>alarm clock (n)</td>
<td>enter (v)</td>
<td>independent (adj)</td>
<td>personal (adj)</td>
</tr>
<tr>
<td>alcohol (n)</td>
<td>especially (adv)</td>
<td>information (n)</td>
<td>polite (adj)</td>
</tr>
<tr>
<td>application (n)</td>
<td>extra (adj)</td>
<td>[father]-in-law (n)</td>
<td>reason (n)</td>
</tr>
<tr>
<td>band (n)</td>
<td>fashionable (adj)</td>
<td>interview (v, n)</td>
<td>relatives (n)</td>
</tr>
<tr>
<td>beat (v)</td>
<td>fill in (v)</td>
<td>introduce (v)</td>
<td>relax (v)</td>
</tr>
<tr>
<td>boring (adj)</td>
<td>final (adj)</td>
<td>keep (v)</td>
<td>romance (n)</td>
</tr>
<tr>
<td>carpenter (n)</td>
<td>fix (v)</td>
<td>leave [sb] alone (v)</td>
<td>security (n)</td>
</tr>
<tr>
<td>celebrate (v)</td>
<td>formal (adj)</td>
<td>list (v, n)</td>
<td>separated (adj)</td>
</tr>
<tr>
<td>chart (n)</td>
<td>free time (n)</td>
<td>main (adj)</td>
<td>shower (n)</td>
</tr>
<tr>
<td>check (v)</td>
<td>friendship (n)</td>
<td>marital status</td>
<td>signature (n)</td>
</tr>
<tr>
<td>complete (v)</td>
<td>furniture (n)</td>
<td>member (n)</td>
<td>similar (adj)</td>
</tr>
<tr>
<td>control (n, v)</td>
<td>global warming (n)</td>
<td>nation (n)</td>
<td>skill (n)</td>
</tr>
<tr>
<td>conversation (n)</td>
<td>go out (v)</td>
<td>nationality (n)</td>
<td>storeroom (n)</td>
</tr>
<tr>
<td>couple (n)</td>
<td>guess (v)</td>
<td>naughty (adj)</td>
<td>title (n)</td>
</tr>
<tr>
<td>decide (v)</td>
<td>guy (n)</td>
<td>necessary (adj)</td>
<td>training (n)</td>
</tr>
<tr>
<td>delicious (adj)</td>
<td>habit (n)</td>
<td>neighbour (n)</td>
<td>vegetarian (n, adj)</td>
</tr>
<tr>
<td>divorce (n)</td>
<td>headquarters (n)</td>
<td>occupation (n)</td>
<td>widowed (adj)</td>
</tr>
<tr>
<td>earn (v)</td>
<td>idea (n)</td>
<td>office (n)</td>
<td></td>
</tr>
<tr>
<td>effective (adj)</td>
<td>ideal (adj)</td>
<td>organise (v)</td>
<td></td>
</tr>
</tbody>
</table>

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

1. Something you can do well.
2. To become better, or make something better.
3. You use this to wake you up.
4. Your wife’s sister.
5. To ask someone questions to get information about their life, ideas or opinions.
6. A group of people who play music.
7. This person belongs to a club or organisation.
8. This is in whisky, beer and wine.
9. Most important.
10. This can mean to leave a building, or to be boyfriend and girlfriend.
11. To stop being married.
12. This person lives near you.

C. Choose three words from the wordlist – not words from B. Write definitions of them, and give them to another student to guess.
Unit Two

1. Classroom Language

1.1 Instructions

A. Listen. The teacher is giving instructions to the class. In which conversation are the students going to do these things?

- read _____
- listen _____
- speak _____
- write _____

B. Listen again. What does he want his students to do? Write the instructions you hear.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect them and give them to me</td>
<td></td>
<td>listen carefully</td>
<td></td>
</tr>
</tbody>
</table>

C. What do you do in English class? Complete the sentences with as many activities as you can think of.

- Read... the text, the story on page 33,
- Listen to... the teacher, your partner,
- Write...
- Discuss...
- Repeat...
- Answer...
- Work... in pairs,
- Practice...

1.2 Classroom questions

A. These requests contain mistakes. Correct them.

1. How do say ကုန်း in English?
2. How to pronounce R-H-Y-M-E?
3. Can you repeat that again, please?
4. Sorry, I’m not understand.
5. How do you ‘exactly’ spell?
6. Please that on the board.
7. What means ‘recently’?
8. How do you call this in English?
9. What ‘conversation’ in Myanmar?
10. Can I borrow pen?

B. Work in pairs. Ask and answer questions with:

1. What does... mean?
2. Can you spell...?
3. How do you say... in English?
4. What’s... in Myanmar?
5. How do you pronounce...?

C. What do you say in these situations?

1. You don’t know the meaning of a word.
2. You didn’t hear the teacher’s instructions.
3. You don’t understand something.
2. What is Where?
2.1 Behind the door

A. Look at these doors. What rooms do you think are behind them?

B. Read the sentences. Which room do they describe?
   Can any sentences describe both rooms?

1. There’s a blackboard.
2. There’s a big desk by the blackboard.
3. There are posters on the walls.
4. There’s a shelf in the corner.
5. There are two maps beside the posters.
6. The room’s got a mosquito net.
7. The room’s got three blankets.
8. The room’s got bamboo desks.

C. What else do you think is in each room?

D. Now look at these doors. What rooms do you think they are?

E. Which room are these things in?

<table>
<thead>
<tr>
<th>police officer</th>
<th>bucket</th>
<th>computer</th>
<th>telephone</th>
<th>drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>cell</td>
<td>photocopier</td>
<td>prisoners</td>
<td>cigarettes</td>
</tr>
<tr>
<td>money</td>
<td>sweets</td>
<td>chair</td>
<td>lock</td>
<td>calculator</td>
</tr>
</tbody>
</table>

What else might be in the rooms?
Write a few sentences about each room.
Show your sentences to another student. Did you imagine the same things?
2.2 What’s in your classroom?

A. Make a list of all the things in your classroom.
   - a blackboard
   - students

B. What other things do you want in your classroom?
   - 12 computers

C. Listen to Kyi Kyi talking about her classroom. What’s in her classroom? What’s not in her classroom?

<table>
<thead>
<tr>
<th>✓</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>a blackboard</td>
<td>computers</td>
</tr>
</tbody>
</table>

D. These sentences are false. Write true statements about Kyi Kyi’s classroom.
   1. There aren’t any desks in her classroom.
      There are 14 desks in her classroom.
   2. There isn’t a blackboard.
   3. There’s a whiteboard.
   4. There are some computers.
   5. There aren’t any cassettes.
   6. There aren’t any maps.
   7. There’s a teacher in the classroom.

E. Write six true sentences and six false sentences about your classroom.

F. Work in pairs. Partner A: read your sentences aloud. Partner B: listen to the sentences. If you hear a false sentence, correct it. Then change roles: Partner B reads and Partner A listens.

2.3 Going to the city

A. Kyaw Kyaw is moving to a big city to live with his uncle. He doesn’t know the city at all. He wants to write a letter, asking his uncle about the city. What questions can he ask? Make a list.
   - Are there any animals?
   - Is there a cinema?

B. Read Kyaw Kyaw’s letter.

Dear Uncle,
I have some questions about the city. Are there any animals? I want to bring my dog. Are there any dogs in the city? Also, I like watching movies. Is there a cinema? What about sports - is there a football pitch? Is there a swimming pool? How do people travel? Are there any bicycles? Are there any buses? Is there a train?
Love from your nephew Kyaw Kyaw.
C. Look at this table. It shows what there is in the city.
Use this information to complete Uncle’s reply.

| animals    | ✓ |
| dogs       | ✓ |
| cinema     | ✓ |
| football pitch | € |
| swimming pool | ✓ |
| bicycles   | € |
| buses      | ✓ |
| train      | € |

Dear Kyaw Kyaw,
There are some animals in the city. There are a lot of rats, and there are some cats.

Love,
Uncle

D. Work in pairs. Ask your partner questions about her/his home town. Then tell the class.

2.4 In the city

A. Look at this picture for three minutes.
Try to remember as much as you can.

B. Now turn to page 210 and answer the questions.
3. **have got**

### 3.1 Complaining students

**A.** Do you know these words?  
complain  dormitory  mosquito  rat  support

**B.** These students have just arrived at their new school. They aren’t happy.  
Fill the gaps with has/have/hasn’t/haven’t got, and there is/are/isn’t/aren’t.  
Use contractions if possible, e.g. He’s got (not He has got).

- The boys’ dormitory ____ a television or a video.
- We ____ a swimming pool. I want a swimming pool.
- The girls’ dormitory ____ a lot of mosquitoes, and ____ many mosquito nets.
- The school ____ a computer teacher, so we can’t learn computer skills.
- ____ any computers in the school.
- ____ a big rat in the kitchen. I hate rats.

### 3.2 What have you got?

**A.** Read the dialogue.

- Aye Aye - Have you got a pen?  
  Ben - No sorry, I haven’t.
- Aye Aye - Have you got a pencil?  
  Ben - Yes, I have. Here.
- Aye Aye - What else have you got in your bag?  
  Ben - I’ve got a banana, my house keys, a flash drive and some sunglasses.  
  Oh no, I haven’t got my notebook!

**B.** Use the dialogue to answer the questions.

1. Has Ben got a pen?  
2. Has Ben got a pencil?  
3. Has Ben got his house keys?  
4. What has Ben got in his bag?  
5. What is Ben’s problem?

**C.** What have you got in your bag?  

Have you got…?  
- a notebook  
- a flash drive  
- sunglasses  
- a pen  
- a dictionary

Make lists.

I’ve got…  I haven’t got…

**D.** Work in pairs. Has your partner got the same things? Ask and answer.

**E.** Tell the class about your partner.
3.3 Find someone who...

Go around the room and ask questions. Find someone who’s got:
- three brothers
- a watch
- red shoes
- parents from different ethnic groups
- an English story book
- two cats
- a hat

3.4 Describe the people

Do you know who Kofi Annan is? Look at the picture of Kofi and Nane Annan, and correct the information in the sentences.

1. Kofi Annan hasn’t got a beard.
   Kofi Annan’s got a beard.
2. He’s got black hair.
3. He’s got a small nose.
4. Nane Annan’s got black hair.
5. She’s got a moustache.
6. She hasn’t got a necklace.
7. Kofi and Nane Annan have got hats on.
8. They’ve got big ears.

3.5 Pairwork: The office

Work in pairs. Partner A: look at this page. Partner B: look at page 211.

You and your partner both have a picture of an office. The pictures are almost the same, but there are eight differences. Find the differences without looking at each other’s pictures. Ask questions, e.g.

How many... are there?
Where’s the...?
Have you got a... in your picture?
Is the... next to/on/under the...?
4. More About there

4.1 In the bedroom

A. Look at this picture of a bedroom. Read the description.
   Circle the mistake in the description.

In this room, there’s a big bed with a blanket on it. There’s no mosquito net.
Next to the bed, there’s a computer.
There’s a cupboard with two mirrors, and a desk. There’s a radio on the desk.
There’s a picture on the wall above the desk. There are no windows, and there’s
no lamp in the room.

There are two ways you can make negative statements with there:

<table>
<thead>
<tr>
<th>Single countable noun</th>
<th>There is no teacher in the class.</th>
<th>There isn’t a teacher in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural noun</td>
<td>There are no students in the class.</td>
<td>There aren’t any students in the class.</td>
</tr>
<tr>
<td>Uncountable noun</td>
<td>There is no water in the cup.</td>
<td>There isn’t any water in the cup.</td>
</tr>
</tbody>
</table>

They have the same meaning.

B. Look at your classroom. What things are in it?
   Write sentences about the things below, using there is/are (no), e.g.

<table>
<thead>
<tr>
<th>chairs</th>
<th>There are some chairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>elephants</td>
<td>There are no elephants.</td>
</tr>
</tbody>
</table>

1. teacher
2. chalk
3. paper
4. map
5. electricity
6. furniture
7. chickens
8. books
9. snow
10. coffee
11. bananas
12. food

4.2 The town of Wonderville

A. Read the politician’s speech about his town of Wonderville.
   Fill the gaps with the positive or negative forms of there is/are.

Good evening, ladies and gentlemen. I am the mayor of Wonderville. I am
here today to talk to you about our wonderful town.

Today _________(1) 10,000 people in our beautiful town. We are all
happy. _________(2) problems here. _________(3) good jobs for all our
people. _________(4) good schools for all our children. _________(5) nice
houses for all our families. _________(6) police here. We don’t need them, because
_________(7) crime. _________(8) guns. Our streets are clean. _________(9)
rubbish, and no pollution. _________(10) many parks, theatres and cinemas in our
town. _________(11) entertainment for everyone. And _________(12) free
public transport - buses and trains that go wherever you need to go.

_________(13) many reasons why Wonderville is a great
town! _________(14) a good life for you here in
Wonderville! Come and live in wonderful Wonderville!

B. Listen and check.
5. Transport and Travel

5.1 Vocabulary

A. What types of transport do you know? What prepositions do you use with them?
   - by bicycle
   - by elephant
Which ones have you used?

B. Look at the types of transport in your list. Rank them:
   - From fastest to slowest
   - From most expensive to cheapest.
   - From most comfortable to least comfortable

5.2 How to get there

A. Three people describe how they travel from Mawlamyine to Yangon. Fill the gaps with the words in the box. You can use some of them more than once.

<table>
<thead>
<tr>
<th>takes</th>
<th>gets to</th>
<th>leaves</th>
<th>costs</th>
<th>arrives</th>
<th>pay</th>
</tr>
</thead>
</table>

'I usually fly. I leave home at 7.30 in the morning. The plane ________ Mingaladon Airport at about 8.30. It ________ in Mawlamyine by 9.15, so the journey ________ less than one hour. It's expensive - it ________ about $50 - but it's very fast.'

'I go by train, because I like to look at the countryside. I ________ Mawlamyine at 1.00. The train is faster and more comfortable than the bus, and cheaper than the plane. Except that I have to pay foreigner prices! For me, it ________ $25, but people from Myanmar only ________ 8,000 kyat.'

'I usually take the bus. I leave my house at 4am and wait beside the road. The journey ________ a long time - about 9 hours. The bus is very crowded and uncomfortable! It is also very cheap - it only ________ 3,000 kyat.'

B. What do they say are the advantages (good points) and disadvantages (bad points) about each type of transport?

<table>
<thead>
<tr>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>fast</td>
</tr>
<tr>
<td>train</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
</tr>
</tbody>
</table>
5.3 Trains, buses and planes

A. Someone is describing the train journey from Yangon to Mandalay. 
Match the first and second halves of the sentences, and write them as a paragraph.

I usually go
It costs
I always catch
It leaves Yangon Railway Station
It arrives in Mandalay
The whole journey takes

the night train.
at about eight o’clock in the morning.
about fourteen hours.
by train.
at 6.00pm.
12,000 kyat.

I usually go by train. It costs...

B. Now write about the bus journey and plane journey from Yangon to Mandalay. Use the information in the box, and your own information if you like.

<table>
<thead>
<tr>
<th>Bus</th>
<th>Plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the bus station. 10,000 kyat.</td>
<td>From Mingaladon airport. 50,000 Kyat.</td>
</tr>
<tr>
<td>Morning. Eleven hours. Leaves 5.15am.</td>
<td>Afternoon. One hour. Leaves 3.30pm.</td>
</tr>
<tr>
<td>Arrives 4.15pm.</td>
<td>Arrives 4.30pm.</td>
</tr>
</tbody>
</table>

5.4 How do I get there?

A. You want to go somewhere but you don’t know how to get there. What questions can you ask?

B. Put the words in the correct order to make questions.

1. is / the / where / office?
2. get / do / how / I / there ?
3. what / the / is / best / way ?
4. it / often / does / go / how ?
5. leave / time / does / what / it ?
6. time / what / it / arrive / does ?
7. take / it / how / does / long ?
8. does / much / how / cost / it ?

C. Listen to the questions, and repeat.

D. Here are some answers. Match them with the questions from B.

1. Every hour.
2. 5,000 kyat.
4. At 1pm.
5. By boat, or on foot.
6. By boat is easier.
7. About two hours.
8. At 11 in the morning.

E. In pairs, practise asking and answering the questions. Use different answers if you like.

Where is the office?
On 75th Street, near the hospital.
F. Neil wants to visit his friend Htoo Aung, who lives in Lek Tho. He phones and asks how to get there. Read the text, then look at Htoo Aung’s answers. What are Neil’s questions?

1. Q: How do I get to your house?
   A: By motorbike, car or linecar.

2. Q: What?
   A: By linecar.

3. Q: ________________________________
   A: 1,000 kyat.

4. Q: ________________________________
   A: About ten minutes.

5. Q: ________________________________
   A: At 6.00 in the morning.

6. Q: ________________________________
   A: On the main road.

7. Q: ________________________________
   A: You can walk.

5.5 A trip to Namhkam

A. Have you ever been to Namhkam? What do you know about Namhkam?

B. Read the text. Guess the missing information.

Namhkam is a pretty town in the mountains _________ from Mandalay, in Myanmar. The best way to get there is _________. It takes _________ to get there, and costs _________. You can’t get there by train because _________. You can also _________, that costs about _________.

C. Listen to the audio and check your guesses. Were you right?

5.6 Adjectives to describe transport

A. Five people talk about public transport. Which two adjectives go best with each bubble?

1. They always come on time, but the seats are very hard, especially on a long journey.

2. I can never find a seat, especially in the mornings, and they stop many times on the way.

3. The tickets cost a lot but they’ve got lovely, large, soft seats.

4. They don’t cost much, but they have a lot of accidents.

5. Sometimes they come and sometimes they don’t, so very few people use them.
B. What journeys do you often make? What type of transport do you use? Complete two more rows of this chart. Leave the other two blank.

<table>
<thead>
<tr>
<th>from</th>
<th>to</th>
<th>transport</th>
<th>takes</th>
<th>cost</th>
<th>adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>the pagoda</td>
<td>the river</td>
<td>on foot</td>
<td>2 hours</td>
<td>free</td>
<td>slow, cheap</td>
</tr>
</tbody>
</table>

C. Work in pairs. Have conversations about your journeys, and complete the whole table, e.g.

Where do you go?  
From the pagoda to the river.  
How do you get from the pagoda to the river?  
On foot.  
How long does it take?  
2 hours.  
How much does it cost?  
It's free.  
What's it like?  
It's slow but it's cheap.

6. Pronunciation: Syllables, stress and schwa

6.1 Syllables and stress

A. Look at these words. How many syllables have they got? Put them into the correct columns.

- advantage  
- separated  
- culture  
- interview  
- cupboard  
- negative  
- corner  
- nationality  
- mountain  

<table>
<thead>
<tr>
<th>2 syllables</th>
<th>3 syllables</th>
<th>4 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>advantage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen and check.

Most English words have one syllable that is stronger than the others. This is called the stress. Stressed syllables are usually louder, longer and clearer than unstressed (weak) ones. For example, we say ‘TEA-chuh’ (not ‘TEA-CHER’ or ‘tea-CHER’). Stress is a very important part of pronunciation in English. If you don’t get it right, people may not understand you.

C. Listen again to the words and repeat them. Where is the stress? Underline the stressed syllable in each word, e.g. advantage

6.2 /ə/ Schwa

Do you know this sound: /ə/? It is called schwa. It is pronounced uh, like the a in ago, and the er in teacher. There is one schwa in each of the words in 6.1.

A. Listen again, and circle the schwas, e.g. advantage

B. Practise saying the words with a partner.

C. Think: how are stress and schwa related?
7. Writing: Describing a Place

7.1 Conjunctions

A. When you describe a town or city, what can you talk about? Make a list.
buildings...

B. Match the first and second halves of the sentences.
1. Shanghai is a beautiful city, a. or go swimming in the sea.
   b. it can be quite oily.
2. It is one of the world’s biggest cities, c. but they are often very crowded.
3. The streets of the old town are very narrow, d. and it also one of the busiest ports.
4. There are many interesting places to visit, e. so you need a phrasebook.
5. In the afternoon you can visit the park, f. so there are no cars or buses.
6. In the evenings you can see acrobats, g. or you can watch a Chinese opera.
7. The food there is very good, h. so there are expensive clothing shops.
8. The people in Shanghai eat a lot of pork, i. and also lots of seafood.
9. Shanghai is an Asian fashion centre, j. but it is quite polluted.
10. Most Chinese don’t speak English,

C. What’s the rule? Fill the gaps with and, or, but or so.
1. We use ______ to add information.
2. We use ______ to show a result.
3. We use ______ to show contrast.
4. We use ______ to show a choice.

D. Complete the description of Tasmania, Australia. Fill the gaps with and, or, but, or so.

Tasmania is a beautiful place. It is close to the mountains, to the sea. The weather is not too cold, it often rains. It can sometimes rain for days, people often complain about the weather there. The summer has very little rain, that is the best time to go. In the summer there are sports events concerts.
You can get to Tasmania by plane, the best way to get there is by boat. The boats are very large, you can bring your car on them. It takes about eight hours, it is very cheap. It is faster to go by plane, it is more interesting by boat.

7.2 In a place

A. Read the postcard and identify the following parts of it:
• Opening
• Place description
• Accommodation
• Present activity
• Earlier activities
• Possible plans for later
• Next meeting between writer and reader
• Closing

B. Write a description of a place that you know.
Write about the interesting places that are there (e.g. teashops, restaurants, mountains, temples), and the different ways to get there (e.g. bus, train, boat). Include at least three sentences using and, but, or and so.
8. Thinking about Learning: Needs and Priorities

8.1 Analyse your needs

A. Why are you learning English? Read this information.

<table>
<thead>
<tr>
<th>Needs Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
</tr>
<tr>
<td>Step 2</td>
</tr>
<tr>
<td>Step 3</td>
</tr>
</tbody>
</table>

B. Min Zaw is studying English. He works for an HIV prevention organisation.

Complete the chart about Min Zaw.

<table>
<thead>
<tr>
<th>main purpose</th>
<th>specific situations</th>
<th>skills/knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>read medical reports and magazines</td>
<td>medical vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reading</td>
</tr>
</tbody>
</table>

I need to read medical reports and magazines in English. I need to know lots of medical words for diseases and medicines. Most medicine labels and instructions are in English. I also need to talk to international NGOs and foreign doctors who visit our clinic.

C. Now do the same for you.

<table>
<thead>
<tr>
<th>main purpose</th>
<th>specific situations</th>
<th>skills/knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8.2 Priorities

A. Think back to Unit 1, exercise 8.2. What do you think are your weak points? Are any of these important skills or knowledge that you need from 8.1 B?

weak + important = high priority

For example, if you need to read a lot to study medicine, but your reading is weak, then improving your reading is a high priority. If you also need medical vocabulary, but you feel you already know a lot of this, it is low priority.

What are your English learning priorities?

B. What can you do to improve your priority areas? Make a list of the things you can do. After you have made your list, read the text on page 211.
9. Practice
9.1 Exercises

A. Classroom English
Put these instructions and requests in order.
1. your books 98 open at your page
   *Open your books at page 98.*
2. questions the pairs ask answer and in
3. the listen cassette to
4. in answers your write the books
5. of question the four groups discuss in
6. mean disadvantage does what ?
7. do business how you spell ?
8. Myanmar in do how say you that ?
9. again you please that say can ?
10. R-H-Y-M-E you how pronounce do ?

B. What's in the room?
Here is a living room.
Complete these sentences about it.

1. There’s a television on the small table.
2. There’s
3. There are
4. There are
5. There isn’t
6. There aren’t any
7. There’s no
8. There are no

C. Is there a…?
Answer these questions about the living room.
1. Is there a bookshelf in the room?
   Yes, there is.
2. Is there any fruit on the table?
3. Are there any beds in the room?
4. Are there any pictures on the wall?
5. Are there any buildings outside?
6. Are there any animals in the room?
7. How many people are there in the room?

D. *there is / have got*
Kiki is a very difficult tourist.
She’s visiting your area, and she wants to know what she can do there.
Write the questions.
e.g. airport / got
   *Has Lek Tho got an airport?*
   *Is there a hospital?*
1. swimming pool / got
2. museum / there
3. teashops / got
4. restaurants / there
5. mountains / there
6. hotel / got
7. disco / got
8. shops / there
Now write the answers to her questions.
e.g. *Has Lek Tho got an airport?*
   *No, it hasn’t.*
   *Is there a hospital?*
   *Yes, there is. It’s on the main street.*

E. Transport vocabulary
Classify these types of transport into: human-powered, animal-powered and motor-powered. Some can go in more than one column.

| foot | elephant | horse | motorbike |
| car  | truck    | bicycle | aeroplane |
| camel | taxi     | buffalo cart | train |
|      |          |         | bus |
|      |          |         | trishaw |
|      |          |         | boat |

| human | animal | motor |
| foot  |        |       |
F. Translate
Translate this dialogue into your own language.
Stacey - How do I get to the city?
Aung Ko - I usually go by bus.
Stacey - How much does it cost?
Aung Ko - 400 kyat.
Stacey - What time does it leave?
Aung Ko - Every morning at 9am.
Stacey - How long does it take?
Aung Ko - 4 hours.
Stacey - Where does it leave from?
Aung Ko - You can catch it on the main road.

G. Complete the conversation
You want to visit your friend. What do you say?
Write the conversation.
2. By bus.
3. Every 30 minutes.
4. About an hour.
5. 200 kyat.

H. Pronunciation
In the following words, underline the stress, circle the schwa and write the number of syllables.
1. motor 2
2. syllable 3
3. answer 4
4. complain 5
5. neighbourhood 6

I. Word search
What are these words? Find them in the box.
1. Sorry, I don’t understand. Can you ___repeat___ that please?
2. The teacher uses a marker to write on the ___.
3. Can I ___your pen? I’ll give it back to you later.
4. I don’t have a ___net in my room.
5. The opposite of ‘safe’.
6. The train is more ___ because the seats are soft.
7. It costs 0 kyat. It’s ___.
8. How do you ___ A-N-S-W-E-R?
9. The linecar is not very ___. It never arrives on time.
10. I use a ___ when I don’t know how to spell a word.
11. What does ‘recently’ ___?
12. A ___ is a machine you use for maths.
13. The train ___Yangon at 7:30 and ___ at 10:30.
14. I don’t like to take the bus. It’s always really ___ so there are never any seats.
15. It ___ one hour to get from my house to school.
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.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
<th>C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>accident</td>
<td>crowded</td>
<td>narrow</td>
</tr>
<tr>
<td>accommodation</td>
<td>discuss</td>
<td>needs analysis</td>
</tr>
<tr>
<td>advantage</td>
<td>dormitory</td>
<td>of course</td>
</tr>
<tr>
<td>analyse</td>
<td>entertainment</td>
<td>on foot</td>
</tr>
<tr>
<td>apartment</td>
<td>flash drive</td>
<td>on time</td>
</tr>
<tr>
<td>at the moment</td>
<td>football pitch</td>
<td>phrasebook</td>
</tr>
<tr>
<td>beard</td>
<td>greetings</td>
<td>plan</td>
</tr>
<tr>
<td>borrow</td>
<td>home town</td>
<td>point</td>
</tr>
<tr>
<td>building</td>
<td>human</td>
<td>pollution</td>
</tr>
<tr>
<td>bus station</td>
<td>identify</td>
<td>popular</td>
</tr>
<tr>
<td>carefully</td>
<td>imagine</td>
<td>possible</td>
</tr>
<tr>
<td>choice</td>
<td>instructions</td>
<td>poster</td>
</tr>
<tr>
<td>clear</td>
<td>journey</td>
<td>prevention</td>
</tr>
<tr>
<td>clinic</td>
<td>lamp</td>
<td>priority</td>
</tr>
<tr>
<td>comfortable</td>
<td>linecar</td>
<td>public</td>
</tr>
<tr>
<td>complain</td>
<td>lock</td>
<td>recently</td>
</tr>
<tr>
<td>countryside</td>
<td>medical</td>
<td>reliable</td>
</tr>
<tr>
<td>crime</td>
<td>mosquito net</td>
<td>report</td>
</tr>
</tbody>
</table>

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

1. By walking.
2. The place you come from.
3. A place you can go when you are sick.
4. Places you can stay.
5. Not late.
6. A large piece of paper with information and/or pictures, usually on a wall.
7. For the use of all people.
8. Now.
9. To talk about something.
10. Full of people.
11. You put this on your door so others can’t go in.

C. Choose three words from the wordlist – not words from B. Write them down with the letters in the wrong order, e.g. crime = recim. Show them to a partner and say the translation. Can your partner identify the word?
**Unit Three**

the present continuous – *there is/are + -ing* – eating and drinking – containers –
likes and dislikes – instructions – language learning resources

1. **What’s Happening Now?**
   1.1 **Imagining**

A. Kyaw Kyaw is sitting in a linecar on his way to the city. He’s writing his journal in the linecar. Read the journal. Is he enjoying himself?

I’m travelling to the city to live with my uncle! I’m wearing my best clothes. I’m feeling very excited, but a little afraid, too. I think the journey is dangerous – the driver’s going much too fast. There are three other people in the linecar. One man is smoking a big cheroot. Two women are talking, and eating some fruit. I’m thirsty, and I’m feeling a little sick. I want some water...

B. Choose one of these pictures. Imagine you are one of the people in the picture. You are travelling. Think of what is happening.

   I’m travelling to…
   I’m wearing…
   I’m eating…
   I’m drinking…
   I’m feeling…

B. Choose one of these pictures. Imagine you are one of the people in the picture. You are travelling. Think of what is happening.

C. Work in pairs. Ask your partner questions. Can you guess which picture s/he is in?

   Where are you going?
   Are you eating? What are you eating?
   How are you feeling?
1.2 Bad behaviour

A. In each picture (a-c), some people are doing something wrong. Say what they are doing (or not doing). Here are some useful verbs.

| eat | talk | smoke | phone | cry | drink | listen | read | study | throw |

B. Listen to Ma Win in Picture c. She is complaining about the woman on the telephone. Answer these questions.

1. Who is Ma Win listening to?
2. What is she talking about?
3. What is the woman in front doing?
4. What are the other people doing?
5. Are they happy?

C. Play Keep Talking with Picture c. The first person says a sentence about the picture. The next person says a different sentence about the picture. Continue until nobody can think of any new sentences.

D. Imagine you are one of the people in Picture b. What are you doing? What are you thinking about? Write about what is happening around you.
1.3 Present simple or continuous?

A. Look at these pictures. What do the people do? What are they doing now? Write a few sentences about each person.

B. Work in pairs. Ask your partner about these activities. Ask about their usual habits, and about what they’re doing now.

1. eat meat
2. smoke cigarettes
3. breathe
4. learn English
5. fight with your classmates
6. argue with your teacher
7. wear a longyi
8. sleep in the classroom
9. feel sick

C. What other things do you do? Are you doing them now? Think of some more conversations. Perform them to the class.

1.4 What’s happening in your life?

A. What’s life like for these people at the moment? What do you think they’re doing (and not doing)? Here are some ideas – use your own ideas, too.

<table>
<thead>
<tr>
<th>study</th>
<th>drink</th>
<th>read</th>
<th>sleep</th>
<th>take medicine</th>
<th>play football</th>
<th>dance</th>
<th>throw water</th>
<th>have fun</th>
<th>go out</th>
<th>work hard</th>
<th>visit friends</th>
</tr>
</thead>
</table>

I’ve got three big examinations this week.
I’m studying every day.
I’m not going out a lot.

Mi Mi’s ill in bed.
She’s got malaria.

It’s the water festival!

B. What’s happening in your life? What are you doing? What are you not doing? Tell the class.
1.5 Listening: We’re busy

A. You will hear two people saying what they are doing at the moment. Listen and tick the correct boxes.

<table>
<thead>
<tr>
<th>Is s/he…</th>
<th>Woman</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>very busy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>studying for an exam?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>getting ready for visitors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading a novel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moving mats?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking after a sick relative?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking for a new house?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>looking for a job?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Answer the questions.
1. Why is the woman moving furniture around?
2. Why is the woman looking for a new house?
3. How many people are coming to stay in her house?
4. What is the man reading?
5. When are his exams?
6. What does he want to read?

C. Some answers are on the right. The questions on the left are mixed up. Put the words in the correct order.

1. woman’s is at staying who house the ?
2. need house why a she does large ?
3. man why the is hard-working?
4. exams are when his ?

A large family.
Because a lot of people will come to stay.
He has exams soon.
In three months.

2. Song: Tom’s Diner

2.1 In a diner

A diner is a type of cheap restaurant in America. In this song, a woman is sitting in a diner. She is singing about the things happening around her.

A. Here is a picture of Suzanne Vega, the singer. She is sitting in the diner. Discuss:
• What is in the picture?
• What is she doing?
• What is she thinking about?

B. Match these words with the definitions.
1. reflection    a. to make people think wrong things about you
2. shake         b. to disagree or quarrel with someone
3. pour          c. funny cartoons in newspapers
4. argue         d. to quickly move something from side to side
5. pretend       e. what you see when you look in a mirror
6. horoscope     f. to lift something
7. funnies       g. you pay at this table in a shop
8. cathedral     h. to put water, or other liquid, in something
9. hitch         i. to make something neat, tidy or straight
10. straighten    j. to see and know about something
11. stockings    k. warm clothes women wear over their legs
12. counter      l. a large church
13. notice       m. a type of fortune-telling, often printed in newspapers and magazines
C. Listen to the song. Which picture is correct – a or b?

D. Circle the differences between 1a and 1b, and between 2a and 2b.
   Make sentences comparing the pictures.
   Then compare your answers with another student.

E. Fill the gaps using information from the song.
   1. The weather is bad. It ____________.
   2. The woman ____________ the newspaper.
   3. The woman outside the diner ____________ at her reflection.
   4. The waiter ____________ the coffee.
   5. The waiter ____________ to the woman at the door.
   6. The woman at the door ____________ her umbrella.
   7. The waiter and his friend ____________ to say ‘hello’.
   8. The woman ____________ to the cathedral bells.

F. Imagine you are sitting in a diner, restaurant or teashop. This can be a real place that you know well, or it can be an imaginary place. Write a song, or the first verse of a song. Use Tom’s Diner as model. Think about these things:
   • What are you eating and drinking?
   • What are other people around you doing?
   • What are you thinking about?
   • What are you listening to?
   Start your song with I am sitting in the...
3. **There’s Something Happening**

3.1 **There’s a boy reading a comic**

A. Look at the picture.

<table>
<thead>
<tr>
<th>There’s a boy reading a comic.</th>
<th>There are some girls. They’re talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>There’s</em> a boy reading a comic.</td>
<td><em>There are</em> some girls talking.</td>
</tr>
</tbody>
</table>

Write sentences about the other people in the picture.

1. drink beer
   
2. smoke a cigarette
   
3. hold a stick
   
4. laugh
   
5. watch the situation

B. Choose a picture from this unit. Write some sentences about it using *there is/are* + *-ing*. Read them to your group. Can they guess which picture you are describing?

3.2 **Buildings you know**

A. Look around your classroom. Are these sentences true or false?

a. There’s a dog sleeping in the corner.
   
b. There’s a teacher writing on the blackboard.
   
c. There are some students sitting quietly.
   
d. There’s a woman picking up her pen.
   
e. There’s a man wearing a white shirt.
   
f. There are some people walking around outside the classroom.

3.4 B. **Listen to this woman describing her house when she was a small child.**

C. Close your eyes. Remember a house you lived in when you were a small child. What is in that house? Who is in that house? Describe it to your partner.
3.3 Pairwork: Listen and draw

Partner A: look at this picture.
Partner B: look at the picture on page 212.

Partner A: choose a box with a picture in it (1, 4, 8 or 9). Describe the picture to Partner B. S/he will draw it.

Then Partner B will describe a picture. Draw it in the correct box.

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4. Eating and Drinking

4.1 What do you eat?

A. Look at the picture. Do you know all of these foods? Match them with the words and phrases.

- yellow beans
- fishpaste
- pork
- fish
- salt
- eggs
- cooking oil
- cabbage
- carrots
- bananas

B. Classify the food into food you eat often, and food you don’t eat often. Can you add any more to the lists?

<table>
<thead>
<tr>
<th>I often eat...</th>
<th>I don’t often eat...</th>
</tr>
</thead>
</table>

C. Classify the food into natural and manufactured food. Can you add any more to the lists?

<table>
<thead>
<tr>
<th>natural</th>
<th>manufactured</th>
</tr>
</thead>
</table>
D. Have a group brainstorm competition about food. In groups, list as many types of food as you can.

E. What questions can you ask about food? Make a list of questions.
   What’s your favourite food?

4.2 Pizza and pasta

A. Pizza and pasta come from Italy. Nowadays, people from all over the world eat them. Have you ever eaten pizza or pasta? What ingredients are in them?

B. What are these ingredients? Match the word and the picture.

<table>
<thead>
<tr>
<th>cheese</th>
<th>tomatoes</th>
<th>eggs</th>
<th>noodles</th>
<th>garlic</th>
<th>oil</th>
<th>peppers</th>
<th>spices</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggplant</td>
<td>meat</td>
<td>mushrooms</td>
<td>flour</td>
<td>onions</td>
<td>carrots</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ko Gyi likes pineapples, but he doesn’t often eat them.

F. Ask and answer your food questions in pairs.

G. Tell the class about your partner’s food habits and opinions.

-a.
-b.
-c.
-d.
-e.
-f.
-g.
-h.
-i.
-j.
-k.
-l.
-m.
-n.
C. Listen to the audio. A man is describing how to make pizza and pasta.
Which ingredients are for pizza? Which ingredients are for pasta?

D. Which dish:
1. can vegetarians eat
2. do you cook for 30 minutes?
3. do you eat with a fork?
4. is flat and round?

4.3 Recipes

A. Here is a hamburger. What do you think the ingredients are? Make a list.

B. Here is a recipe for hamburgers. Put it in order.
   a. Cut the bread rolls in half, and toast them a little.
   b. Add some tomato, lettuce and onion. It’s ready to eat!
   c. Make them into small, flat cakes. Cook these in a little oil.
   d. Mix them together with an egg, some flour and a little oil.
   e. Chop the meat, onions and garlic.
   f. Put the meat cakes in between the two halves of the bread rolls.

C. Here are some verbs you use when you talk about cooking. Match the verbs with the phrases. Some verbs can go with more than one phrase.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix</td>
<td>the oil and the onions</td>
</tr>
<tr>
<td>chop</td>
<td>three eggs and some sugar</td>
</tr>
<tr>
<td>cook</td>
<td>the fish</td>
</tr>
<tr>
<td>add</td>
<td>the lemon juice</td>
</tr>
<tr>
<td>put</td>
<td>some salt</td>
</tr>
<tr>
<td>make</td>
<td>the water in the pot</td>
</tr>
<tr>
<td>boil</td>
<td>small, round cakes</td>
</tr>
<tr>
<td></td>
<td>the flour with the chilli and potatoes</td>
</tr>
<tr>
<td></td>
<td>bean curry</td>
</tr>
<tr>
<td></td>
<td>the garlic to the sauce</td>
</tr>
</tbody>
</table>

D. What can you cook? Think of a recipe. What are the ingredients? How do you cook them? Make some notes. Use the verbs from C.

E. Do a pair dictation. Tell your partner how to make your dish. Your partner writes down your recipe.
5. More Food

5.1 Food and containers
A. Brainstorm a list of containers. How many can you think of?
   bottle

B. What food and drink can you get in these containers?
   Match the possible pairs.

   | A bottle of... | biscuits | oil | flour |
   | A can of...   | rice     | milk | coffee |
   | A packet of...| tomatoes | honey |
   | A bag of...   | cigarettes| tea |
   | A jar of...   | sweets   | fishpaste |
   | A carton of...| salt     | fish |

5.2 Food and health
A. Think of a shop you know, and make a list of food and drink you can buy there.
   What containers do they come in? Include these on the list.
   bottles of lemonade

B. Are these foods and drinks good for you (healthy) or bad for you (unhealthy)?
   Put them into three categories: healthy, not very healthy and unhealthy.

   | healthy | not very healthy | unhealthy |
   | (eat a lot of this) | (eat some of this, but not a lot) | (don’t eat much of this) |

C. How often do you eat or drink these foods? Write four sentences, or short paragraphs.
   1. (every day)
   2. (quite often)
   3. (not very often)
   4. (never)

D. Are you a healthy eater? Give yourself a mark out of 10: /10

5.3 Roleplay: In the shop
A. Work in groups of three or four. One person is the shopkeeper. The others are customers. Shopkeepers write lists of ten things they have in their shop, with prices. Customers write lists of three things they want to buy. Don’t show each other your lists!

B. The customers try to buy their things from the shop. If the shopkeeper has got it on their lists, they can sell it to the customer. If the shopkeeper hasn’t got it on their list, the customers can’t buy it at that shop, and have to go to a different shop. Try to buy all the things on your list.
6. Likes and Dislikes

6.1 What does Mel like?
A. This is Mel. She’s going to talk about her likes and dislikes.
What do you think she likes?
Tick the things you think Mel likes.
- walking
- coconut juice
- dogs
- durian
- washing dishes
- travelling
- spending time with her mum
- selfish people
- pollution

B. Listen and check.

3.6 C. What does she say about each thing? Listen again, and write the phrase that she uses.
- walking: I like walking
- travelling
- coconut juice
- dogs
- spending time with her mum
- durian
- pollution
- washing dishes

D. Rank them from love to hate.
spending time with her Mum
love
hate

6.2 What do you like?
A. Match the faces to the phrases.

1. don’t mind 2. hate 3. like 4. don’t like 5. love

B. Make true sentences about yourself.
Use these words and phrases:
1. fishpaste
2. playing football
3. the hot season
4. reading
5. doing homework
6. mosquitoes
7. swimming
8. pop music
9. English class

6.3 Elizabeth’s problem

Elizabeth lives in Yangon. She has a problem. She wants your opinion.

A. Read about Elizabeth’s problem.

I like living here. I like the people and the food, and I love the market! But I have one problem.
Sometimes when I walk down the street people shout ‘You! You!’ or ‘Hey, you!’ I hate this! In my country people talk like this if they want to fight, or they say it to dogs. Why do people say it to me? I think they learn it from Hollywood movies. I hate Hollywood movies - they’re not like real life. Why don’t they say ‘Excuse me’ or ‘Hello’? How do I get them to stop?

B. Work in groups. What is Elizabeth’s problem? What can she do? Give her some suggestions.
6.4 Questionnaire: What type of person are you?
A. Do you know these adjectives? ambitious fun relaxed
   Do you think you are ambitious, fun or relaxed? You can be more than one!

B. Answer this questionnaire about yourself. Use a dictionary if necessary.
   For each answer, give yourself points:

   Do you like… Do you like… Do you like…
   1. studying? 1. going to parties? 1. sleeping?
   2. making money? 2. gossip? 2. eating sweets?
   3. going to meetings? 3. sports? 3. watching movies?
   4. listening to the news? 4. visiting friends? 4. listening to music?
   5. exercise? 5. jokes? 5. hammocks?

   Total score _____ Total score _____ Total score _____

C. Add up your scores. The left column is ambitious. The middle column is fun. The right column is relaxed. Which is your highest score?

D. Compare your scores with a partner. What is his or her highest score?
   Tell someone else about your partner.

7. Writing: Describing a Process
7.1 Giving instructions

When you explain the step-by-step order of how to make or do something, you are giving instructions.
One way of giving instructions is to use the imperative form of the verb: ‘Sit!’ ‘Go!’ etc.

A. When do we give instructions? Think of some examples.

B. Match the following problems (1-5) with the solutions (a-e).

   1. It’s really hot in this room  a. Put on a sweater.
   2. I’m hungry.  b. Take some medicine.
   3. I have a terrible headache.  c. Turn on the fan.
   4. I feel cold.  d. Look it up in the dictionary.
   5. I don’t know the meaning of this word.  e. Eat something

What tense are the verbs in a-e?

C. Here is some advice on how to stay healthy. Write it again as instructions, using imperatives.
   **How to stay healthy**
   It’s good to eat lots of fruit and vegetables, and it’s also very important to get some exercise. Another good idea is to drink lots of water every day. I also recommend sleeping 8 hours every night. And another thing: I think it’s very important to try to relax as much as possible.

   1. Eat lots of fruit and vegetables.

D. Write three more instructions on how to stay healthy.
7.2 Signal words

A. When we write instructions we use ‘signal words’ such as first, next, thirdly, then and finally. Fill the gaps with the correct signal words.

If you want to paint a room there are many things you need to do. 1. ___, choose the colour of paint you would like. 2. ___, buy the paint. 3. ___, move the furniture in the room. 4. ___, tape the windows. 5. ___, begin to paint the room.

B. Put the following steps in the correct order.

**How to do well in a job interview**

___ You can get information about the company through the internet and friends.
___ Third, be on time!
___ First, find out about the company.
___ Finally, thank the interviewer for her/his time.
___ Second, dress formally for the interview.
___ Fourth, be polite during the interview.

C. Now write your own description of a process. Make sure you use imperatives and transition words such as: first, second, next, then and finally.

8. Thinking about Learning: Resources

8.1 Resources for language learning

A. Listen to Kyi Kyi describing the resources she can use at school and outside school. Tick the resources she can use.

<table>
<thead>
<tr>
<th>Kyi Kyi</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>outside</td>
</tr>
<tr>
<td>Outside school</td>
<td>outside</td>
</tr>
<tr>
<td>English language radio programmes</td>
<td></td>
</tr>
<tr>
<td>English language TV programmes</td>
<td></td>
</tr>
<tr>
<td>English language movies</td>
<td></td>
</tr>
<tr>
<td>DVD player</td>
<td></td>
</tr>
<tr>
<td>Video camera</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td>English music cassettes or CDs</td>
<td></td>
</tr>
<tr>
<td>Cassette player</td>
<td></td>
</tr>
<tr>
<td>Story books</td>
<td></td>
</tr>
<tr>
<td>Grammar books</td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td>English-English dictionary</td>
<td></td>
</tr>
<tr>
<td>Bilingual dictionary</td>
<td></td>
</tr>
<tr>
<td>People to speak English with</td>
<td></td>
</tr>
</tbody>
</table>

B. What about you? What resources do you have to learn English? Complete the chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending English class.</td>
<td></td>
</tr>
<tr>
<td>Studying other subjects in English.</td>
<td></td>
</tr>
<tr>
<td>Listening to English (outside class).</td>
<td></td>
</tr>
<tr>
<td>Talking in English.</td>
<td></td>
</tr>
<tr>
<td>Reading English.</td>
<td></td>
</tr>
<tr>
<td>Writing English.</td>
<td></td>
</tr>
<tr>
<td>Doing English exercises.</td>
<td></td>
</tr>
</tbody>
</table>

Total __________

Is this more or less time than you thought?
UNIT 3

9. Practice
9.1 Exercises

A. The present continuous

Robert and Su Htet are doctors. They have a baby, Chit Po, and two older children, a son called Min Ko and a daughter called Lily. Before, Su Htet stayed at home to look after the children. Now that Chit Po is older, she has decided to go back to work. Robert is staying home to look after the children. Today is his first day as a house-husband.

It’s 7.00pm and Su Htet is walking through the door now…

Su Htet: Hello, dear. Is everything alright?

Robert: Aaargh! Everything is going wrong here. The food is burning on the stove. Lily is watching television. It’s very loud, and it’s giving me a headache! Min Ko and the dog are fighting. Min Ko is crying and the dog is barking. Chit Po is kicking me! The phone’s ringing. I’m going crazy! HELP!

B. Present simple or continuous?

Write sentences in the present simple or present continuous, positive or negative. Use these verbs:

behave sleep help fight
dinner

Lily usually helps her parents. But she ______ now. She ______ television.

Min Ko is a quiet child. He usually sleeps in the afternoon. However, he ______ now. He ______ with the dog.

Chit Po doesn’t usually ______ his father. He’s a polite baby. But not at the moment! All the children usually ______ at home. But now they are being very naughty!

Su Htet usually ______ dinner. She enjoys cooking, and she’s a good cook. But she’s not cooking tonight.

Robert ______. He doesn’t usually cook. He ______ the dishes after dinner.

Make true sentences about the picture. Use positive or negative forms of the present continuous.

1. Su Htet / look after the children today.

2. She / work.


4. He / stay at home. He / go to work.

5. Lily / help her father.

6. She / lie on the floor.

7. Robert / answer the telephone.


9. Su Htet / arrive home now.

10. She / smile.

C. Write the questions

Here are some answers. Write the questions.

1. Who is looking after the children today?

   Robert.

2. ________________?

   He’s kicking Robert.

3. ________________?

   They’re fighting.

4. ________________?

   She’s a nurse.

5. ________________?

   No, she’s working today. Robert’s looking after the children.

6. ________________?

   It’s 7.00.

7. ________________?

   Three children: Chit Po, Min Ko and Lily.
D. Crossword: Verb + -ing
Complete the crossword. All the answers end in -ing.

Verbs you need
- do
- drive
- get
- go
- have
- lie
- make
- read
- ride
- run
- smoke
- stay
- take
- talk
- wait

Across
2. ‘Where are you _______?’ ‘To the cinema.’
4. They’re _______ with their relatives.
7. I’m _______ a poster for history homework.
9. There’s someone _______ on the phone at the moment – you can use it soon.
11. He’s putting on his clothes.
13. There’s a girl _______ her bike in the park.
14. Are you _______ a good time?
15. ‘Why is that man _______?’
   ‘He’s trying to catch the bus.’

Down
1. He can’t come out. He’s _______ his homework.
3. She’s sick. She’s _______ in bed.
5. He’s _______ the children to school in the car.
6. That boy’s _______ a cigarette!
8. They’re standing at the bus stop. They’re _______ for a bus.
10. She’s _______ a book in the living room.
12. ‘Slow down! You’re _______ too fast!’

E. Food search
There are 20 food words in the puzzle. How many can you find? They are up, down and across.


F. Containers
Answer these questions.
1. What do you keep in bottles?
2. Where do you put rice?
3. Where do you put lemon juice?
4. What do you keep in cans?
5. What do you keep in bags?
6. Where do you put drinking water?

G. Likes and dislikes
Make sentences about Lu Lu Aung’s likes and dislikes.

1. dogs
   She hates dogs.
2. living in the city
3. her job
4. cleaning her house
5. papayas
9.2 Vocabulary review

A. Do you know these words? Go through the list and tick the ones you know. Write a translation for each word. List the words you don’t know.

<table>
<thead>
<tr>
<th>noun/verb</th>
<th>noun/verb</th>
<th>noun/verb</th>
<th>noun/verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice (n)</td>
<td>eggplant (n)</td>
<td>manufactured (adj)</td>
<td>recipe (n)</td>
</tr>
<tr>
<td>ambitious (adj)</td>
<td>excited (adj)</td>
<td>meat (n)</td>
<td>recommend (v)</td>
</tr>
<tr>
<td>attend (v)</td>
<td>explain (v)</td>
<td>meeting (n)</td>
<td>resources (n)</td>
</tr>
<tr>
<td>behaviour (n)</td>
<td>feel (v)</td>
<td>mind (v, n)</td>
<td>sauce (n)</td>
</tr>
<tr>
<td>bilingual (adj)</td>
<td>flat (adj)</td>
<td>mushroom (n)</td>
<td>score (n, v)</td>
</tr>
<tr>
<td>biscuit (n)</td>
<td>floor (n)</td>
<td>natural (adj)</td>
<td>selfish (adj)</td>
</tr>
<tr>
<td>bottle (n)</td>
<td>flour (n)</td>
<td>noodles (n)</td>
<td>shout (v)</td>
</tr>
<tr>
<td>breathe (v)</td>
<td>fun (n)</td>
<td>notice (v, n)</td>
<td>similar (adj)</td>
</tr>
<tr>
<td>cabbage (n)</td>
<td>garlic (n)</td>
<td>novel (n)</td>
<td>solution (n)</td>
</tr>
<tr>
<td>carton (n)</td>
<td>gossip (n, v)</td>
<td>nowadays (adv)</td>
<td>spices (n)</td>
</tr>
<tr>
<td>cheese (n)</td>
<td>herbs (n)</td>
<td>oil (n)</td>
<td>sweater (n)</td>
</tr>
<tr>
<td>cheroot (n)</td>
<td>hold (v)</td>
<td>onion (n)</td>
<td>terrible (adj)</td>
</tr>
<tr>
<td>chop (v)</td>
<td>hope (v)</td>
<td>opinion (n)</td>
<td>tidy (v, adj)</td>
</tr>
<tr>
<td>comic (n)</td>
<td>ingredients (n)</td>
<td>packet (n)</td>
<td>tin (n)</td>
</tr>
<tr>
<td>compare (v)</td>
<td>issues (n)</td>
<td>peppers (n)</td>
<td>toast (n, v)</td>
</tr>
<tr>
<td>container (n)</td>
<td>jar (n)</td>
<td>pick up (v)</td>
<td>tomato (n)</td>
</tr>
<tr>
<td>continue (v)</td>
<td>joke (n, v)</td>
<td>pour (v)</td>
<td>useful (adj)</td>
</tr>
<tr>
<td>customer (n)</td>
<td>lecture (n)</td>
<td>pretend (v)</td>
<td>usual (adj)</td>
</tr>
<tr>
<td>definition (n)</td>
<td>lettuce (n)</td>
<td>questionnaire (n)</td>
<td></td>
</tr>
<tr>
<td>dishes (n)</td>
<td>liquid (n)</td>
<td>real (adj)</td>
<td></td>
</tr>
</tbody>
</table>

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

1. To take up something in your hand, or to collect.
2. You mix these with meat or vegetables to make them taste good.
3. When you are in a building, you stand on this.
4. To speak very loudly.
5. This can help you understand the meaning of a word.
6. Every problem needs this.
7. To say that something is good; to suggest.
8. Able to speak two languages.
9. Name five containers.
10. Made by people or machines.
11. To talk about other people’s private lives.
12. After you cook or eat food, you have to wash these.

C. Do a Write Yourself In activity. Work in pairs. Partner A names a word from the wordlist. Partner B writes a sentence using the word I and the word provided.

Example: tidy

I tidied my desk before I left work today.
1. What Happened?
1.1 Famous people

A. Do you know any of these people? What do you know about them? Who is who?
Muhammad Ali  Sirimavo Bandaranaike  Wangari Maathai  Simon Bolivar
Nelson Mandela  Britney Spears  Marie Curie  Che Guevara

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

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

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

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

a. 

b. 

c. 

d. 

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

1.3 Prediction: Nelson Mandela

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

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

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

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

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

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

2. Questions and Answers about the Past

2.1 Simon Bolivar

A. Here is some more information about Simon Bolivar.

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

What information is missing? What questions do you need to ask to get this information?
B. Here are the questions, with the words in the wrong order. Put them in the right order.

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

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

2.2 An interview about yesterday

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

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

B. Listen to the interview.

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

2.3 be and do in the past

A. Complete these sentences in the past simple.

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

B. Complete the rules.

1. The form of the verb to be in the past simple is
   • _______ with I, s/he and it.
   • _______ with you, we and they.
2. In questions we use:
   • was/were with nouns and adjectives.
   • _______ with verbs.
3. In negative statements, we use:
   • _______ with nouns and adjectives.
   • didn’t____ with verbs.

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

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

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

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

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

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

2.5 Pairwork: Asking about Che Guevara

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

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


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

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

2.6 More information

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

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

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

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

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

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

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

2.8 When did you last...?

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

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

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

goes out a lot
never
goes out

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

3.1 Verb endings

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

1. Teachers always _________ (like) Maung Maung.
2. He _________ (work) hard at school.
3. He always _________ (finish) his work first.
4. He always _________ (answer) questions correctly.
5. He _________ (remember) all his lessons.
6. The other students _________ (hate) Maung Maung.
7. One day, they _________ (decide) to get revenge.
8. They _________ (roll) a piece of paper into a ball.
9. They _________ (wait) for the teacher to turn his back.
10. They threw the paper ball and it _________ (land) on the teacher’s head.
11. The teacher was really angry. He _________ (shout) at the class.
12. ‘WHO DID THAT?’ He _________ (ask).
13. All the students _________ (point) at Maung Maung.
14. But the teacher _________ (trust) Maung Maung.
15. The teacher _________ (punish) the other students.

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

Maung Maung was a good student.

C. How do you pronounce the endings of these past verbs? -t, -d or -ed?

Put a tick in the correct column.

D. Listen and check.

E. Close your book. In groups, tell Maung Maung’s story.
3.2 Pairwork: Two truths, one lie

A. Think of three sentences about yourself in the past simple. Two sentences should be true, one should be a lie.

B. Tell your sentences to your partner. Can they identify your lie? Can you identify their lie?

C. Change partners, and tell your three sentences to another person.

3.3 3-2-1: Your life story

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

B. Work in pairs. Tell your life story to your partner. You must talk for three minutes.

C. Change partners. Now tell your life story in two minutes.

D. Change partners again. Now tell your life story in one minute.

4. In the House

4.1 Vocabulary: What’s in your house?

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

drawers frying pan

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

<table>
<thead>
<tr>
<th>kitchen</th>
<th>bedroom</th>
<th>living room</th>
<th>bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>frying pan</td>
<td>bed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>wood or bamboo</th>
<th>metal</th>
<th>plastic</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>basket</td>
<td>fork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2 Describing rooms

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

- cool
- spacious
- messy
- dark
- clean
- comfortable
- large

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

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

C. Read what these people say about their houses.

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

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

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

4.3 Pairwork: Listen and draw

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


5. Adverbs of Degree

5.1 How short are they?

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

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

B. Which words and phrases in the text are adverbs of degree?
C. Put the phrases from B in order, from tallest to shortest.

- extremely short

Do you know any other adverbs of degree?

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

5.2 Relatives from the city

A. Look at the picture. What is happening?

B. Read the text.

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

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

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

Gyi Than: Well, darling! What did you think?
Ma Ma Than: That was a really ________ car. I think it was very expensive!
Gyi Than: Yes, he told me it cost three hundred million kyat.
Ma Ma Than: His wife is ________ pretty. How old is she?
Gyi Than: She’s very ________ – Dennis told me she’s only 25.
Ma Ma Than: She was ________ rude. She said our house is ________!
Gyi Than: She’s ________ beautiful, but not very ________.
Ma Ma Than: The daughter was funny! She asked so many questions – she didn’t know what a goat was! She asked me how to plant paddy.
Gyi Than: She’s ________ clever. Dennis told me she won the top student prize at her school.
Ma Ma Than: And the little boys are lovely.
Gyi Than: Yes, but really ________ as well! They threw stones at the ducks.
Ma Ma Than: So, do you want to move to the city?
Gyi Than: Never! I like our beautiful farm! We are very ________ here. Dennis never smiled, and he always talked about money, money, money...
Ma Ma Than: Will we see them again?
Gyi Than: Well, he invited us to the city next month. Do you want to go?

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

6. Restaurants
6.1 In a restaurant

A. What do you do in a restaurant? Have you ever been to a restaurant?
B. Look at the picture. Who are the people? What are they doing?

Useful Vocabulary
waiter customer menu order bill

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

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

E. Translate the conversations into your language.
6.2 What’s on the menu?

A. Look at this menu.
   Do you know all this food and drink?

B. Answer these questions about this restaurant.
   1. What food can vegetarians eat?
   2. What is the cheapest drink?
   3. What is your favourite food on the menu?
   4. What is your favourite drink on the menu?

C. Work in pairs. One person is a waiter, and the other is a customer. Practise conversations using the menu.

6.3 Roleplay

A. Work in groups of three or four. Design a menu for your restaurant. Choose the food that you want to sell, and how much it costs. Be creative – you can make your menu as interesting as you like!

B. Do a roleplay. One person is a waiter, the others are customers. Make conversations ordering food and requesting the bill. Perform your conversation to the class.

7. Writing: Telling a Story

7.1 Adverbs

A. Circle the adverbs in this story.

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

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

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

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

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

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

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

Kyaw Kyaw wanted to live with his favourite uncle in the city. He liked his uncle’s house, he liked his uncle’s shop and he liked his uncle’s lifestyle. There were so many things to do in the city.

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

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

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

Here are some ideas:

- Write about a time in your life when something went wrong (an accident, a misunderstanding…).
- Write about a surprising event in your life (won a prize, fell in love…).
- Write about the happiest day of your life.
8. Thinking about Learning: Vocabulary (1)

8.1 How do you feel about learning vocabulary?

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

Who thinks what?
______________ doesn’t need so many words. S/he uses the words s/he knows in all situations.
______________ wants a wide vocabulary, so s/he can say exactly what s/he means.

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

8.2 Active and passive vocabulary

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

<table>
<thead>
<tr>
<th>2,000</th>
<th>5,000</th>
<th>10,000</th>
<th>20,000</th>
<th>50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>200,000</td>
<td>500,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2,000</th>
<th>5,000</th>
<th>10,000</th>
<th>20,000</th>
<th>50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>200,000</td>
<td>500,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. How many words do you think you can use in your own language?
What other languages can you speak? How many words do you think you can use in each?

8.3 Knowing a word

A. What do you think ‘knowing’ a word means?
Look at this list:
1. to understand it when it is written and/or spoken
2. to remember it when you need it
3. to use it with the correct meaning
4. to use it with the correct grammar
5. to pronounce it correctly
6. to know which other words you can use with it
7. to spell it correctly
8. to use it in the right situation

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

Passive vocabulary: When you hear or read it, you understand it.
Active vocabulary: You can use it when speaking or writing.

B. Here is a list of words and phrases. Find out their meanings and then decide, for each one, which of points 1 to 8 are important to you. You may decide that you don’t need to know some of these words at all.

<table>
<thead>
<tr>
<th>spokesperson</th>
<th>to knit</th>
<th>Look out!</th>
<th>spanner</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneficial</td>
<td>twerp</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Compare your decisions with other students.

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

9.1 Exercises

A. A past simple story

This is the popular English children’s story ‘Goldilocks’.

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

<table>
<thead>
<tr>
<th>try</th>
<th>live</th>
<th>be</th>
<th>cook</th>
<th>look</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>knock</td>
<td>put</td>
<td>eat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once upon a time there (1)______ three bears: Father Bear, Mother Bear and tiny little Baby Bear. They (2)______ in a great big wood. One day, Father Bear (3)______ a delicious soup for the family and (4)______ it into bowls: a large bowl for Father Bear, a medium bowl for Mother Bear and a little bowl for Baby Bear.

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

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

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

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

<table>
<thead>
<tr>
<th>fall</th>
<th>like</th>
<th>arrive</th>
<th>break</th>
<th>go</th>
<th>be</th>
<th>stop</th>
<th>shout</th>
</tr>
</thead>
</table>

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

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

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

B. Positive and negative

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

For example, yesterday

San San Aye listened to the radio.
Aung Mon didn’t listen to the radio.

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

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

C. Questions and answers

Write the wh- questions.

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

D. Conversation gap-fill

Complete the conversation. Use the past simple tense.

Kyi Kyi: (I / go / Bangkok) ______ last month.

Than Than Win: Really? (you / have) ______ ______ very interesting.

Kyi Kyi: Yes, (it / be) ______ ______ in a friend’s house.

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

Kyi Kyi: No, (I / stay) ______ ______ in a friend’s house.

Than Than Win: And (what / you / do) ______ ______? ______ me to the palace, but (we / not / see) ______ ______ the king.
E. Past time expressions
This is Nang Seng’s diary.
Now is 3pm on May 23.
Fill the gaps.
1. Three months _____ she went to a wedding.
2. _____ month she moved house.
3. _____ week she visited her aunt.
4. _____, she bought some books.
5. Yesterday _____ she had a meeting.
6. _____ night she caught a bus to Bago.
7. _____ morning she had breakfast with Daw Lay.

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

| quite | a bit | very | fairly | really |

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

G. Sentences about houses
Put these words in order to make sentences.
1. house there two in bedrooms my are
2. and spacious bedroom our is comfortable
3. got a we’ve of large wood bed made
4. metal a the window bookshelf under there’s
5. flowers of a table vase on usually the I put
6. very room always is the tidy

H. In a restaurant
Fill the gaps in this dialogue.

Customer: __________ me, have you got any fish today?
Waiter: Yes, __________. We’ve got fried fish, fish soup and fish curry.
Customer: I’ll have the fish curry.
Waiter: OK. Would __________? 
Customer: A small __________ of beer, please.
Waiter: Is __________ all?
Customer: Mmm. __________ is the cake?
Waiter: 5,000 kyat.
Customer: OK, __________ some chocolate cake.

I. Crossword

Across
1. Simon Bolivar ___ to end colonialism.
2. ___ was the first woman prime minister of Sri Lanka?
4. The bedroom is really ___ and comfortable.
6. I don’t like visiting my parents and other ___.
7. Nelson Mandela spent 30 years in ___.
9. There’s lots of room in my house – it’s quite ___.
13. The ___ ordered a fish curry with rice.
14. The opposite of old.
15. I ___ the newspaper before I went to bed last night.

Down
1. A person who enjoys meeting other people is ___.
2. The ___ took my order about an hour ago.
3. My father’s brother is my ___.
5. Ni Ni’s kitchen is always ___ and tidy
7. Bill Clinton was the ___ of the United States.
8. I went ___ of the house and walked down the street.
10. Did you ___ salt in the rice?
11. May May ___ a lot of money on her new car.
12. When he ___ up, he became rich.
13. ___ Guevara wanted better conditions for poor people.
9.2 Vocabulary review

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation or Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrest (v)</td>
<td></td>
</tr>
<tr>
<td>average (n, adj)</td>
<td></td>
</tr>
<tr>
<td>bill (n)</td>
<td></td>
</tr>
<tr>
<td>change (n, v)</td>
<td></td>
</tr>
<tr>
<td>colonial (adj)</td>
<td></td>
</tr>
<tr>
<td>common (adj)</td>
<td></td>
</tr>
<tr>
<td>conditions (n)</td>
<td></td>
</tr>
<tr>
<td>cooker (n)</td>
<td></td>
</tr>
<tr>
<td>create (v)</td>
<td></td>
</tr>
<tr>
<td>crowd (n)</td>
<td></td>
</tr>
<tr>
<td>dark (adj)</td>
<td></td>
</tr>
<tr>
<td>dirt (n)</td>
<td></td>
</tr>
<tr>
<td>discover (v)</td>
<td></td>
</tr>
<tr>
<td>elect (v)</td>
<td></td>
</tr>
<tr>
<td>encourage (v)</td>
<td></td>
</tr>
<tr>
<td>eventually (adv)</td>
<td></td>
</tr>
<tr>
<td>exactly (adv)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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


1. The Present Perfect (1)

1.1 It’s just happened

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

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

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

D. Listen and check.
1.2 Forming the present perfect

A. Complete the rules.
   1. We form the present perfect with the auxiliary verb have + ________________.
   2. In the third person singular, have changes to ______.
      • I/We/You/They ______ arrived home.
      • She/He/It ______ arrived home.
   3. We sometimes shorten have and has.
      • I have – I’ve  • he has – he’s
      • we have – _____  • she has – _____
      • the dog has – _______________

B. Complete the table with the past participles.

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>looked</td>
<td>looked</td>
</tr>
<tr>
<td>open</td>
<td>opened</td>
<td>open</td>
</tr>
<tr>
<td>decide</td>
<td>decided</td>
<td>decide</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>have</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>wrote</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>see</td>
</tr>
</tbody>
</table>

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

D. Which group do the following verbs belong to: a, b or c?
   - take
   - eat
   - love
   - do
   - attend
   - vote
   - break
   - sell
   - get
   - turn
   - ride
   - analyse
   - drink
   - win
   - arrive
   - come
   - put
   - buy
   - bring
   - sit

E. Think of some more verbs for each group.

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

1.3 What’s just happened?

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

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

1.4 Cause and effect

A. Look at these situations. Why have they happened?
   Complete the sentences with your own ideas. Use the present perfect with just.
   1. Min Min’s hands are green because…
      he’s just painted the house.
   2. Ma Naung is very tired because…
   3. The children are angry because…
   4. Aung Win has no money because…
   5. Lisa and Jimmy are late for school because…
   6. Nang Seng’s got a lot of money because…

B. In pairs, ask and answer Why…? questions about the situations.
1.5 Things have changed

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

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

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

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

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

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

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

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

1.6 Getting ready

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

<table>
<thead>
<tr>
<th>Things to do</th>
<th>done</th>
<th>not done</th>
</tr>
</thead>
<tbody>
<tr>
<td>put on a new shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cleaned shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepared CV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remembered glasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>packed certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brushed teeth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

subject + _______ + not + ______________

D. How many questions does San San Aye ask?

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

_______ + subject + ______________

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

- get glasses of water
- write an agenda

G. Work in pairs. Make a conversation about getting ready for the meeting. Perform this to the class.
1.7 yet and still

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

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

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

1. I haven’t bought you a present, but I’ll get one tomorrow.
2. I haven’t seen the photos from the ceremony.
3. We’re organising a conference, but we haven’t invited anyone.
4. Have you met my sister? She’s a teacher here at this school.
5. We haven’t made a decision, so we should continue the discussion.

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

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

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

1. Have they received the rice yet? No, they’re still waiting for it.
2. Are they still here? No, they’ve gone home.
3. Has she gone home yet? No, she’s still looking for them.
4. ___________? No, he’s still quite ill.
5. ___________? No, they’ve moved to Yangon.
6. ___________? No, they’re still awake.

1.8 Positive and negative

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

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

b. _________. c. _________. d. _________.

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

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

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

Chuck: You need a visa for the US. Get one soon.
Nang Seng: It’s OK, I’ve already got my visa.
Chuck: It’s cold in New York in November. Bring some warm clothes.
Nang Seng: Well, I’ve already bought a suit, but I’ll get a warm coat as well.
Chuck: Have you bought your tickets yet?
Nang Seng: No, not yet.

A. Tick the things Nang Seng has got.
   visa ___ suit ___ coat ___ tickets ___

B. Respond to these statements. Use already or yet.
   1. You need to study the past simple tense.
   2. Have you done Unit 5, Section 2?

2. Present Perfect or Past Simple?

2.1 Which tense?

A. Read the conversation.
   Gerry: What have you done to your hair?
   Mi Mi: I’ve cut it short.
   Gerry: Why did you do that?
   Mi Mi: I didn’t like washing and combing it.
   Short hair is easy.

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

B. I’ve cut it short.
   I didn’t like washing and combing it.

Which sentence focuses on the situation now?
Which sentence focuses on a past situation?

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

They’ve already...
They haven’t...

cook food ✓
buy drink ✓
clean house ✓
light candles ✓

2.2 Listening: What’s the situation?

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

B. Answer the questions.
   1. a. What’s the problem?
      b. Where are the glasses?
   2. a. What has happened?
      b. Where did they meet?
   3. a. What has she done?
      b. What does she do now?
   4. a. What has happened?
      b. How did it happen?
2.3 Find someone who...

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

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>done homework</td>
<td></td>
</tr>
<tr>
<td>cooked</td>
<td></td>
</tr>
<tr>
<td>drunk coffee</td>
<td></td>
</tr>
<tr>
<td>washed their hair</td>
<td></td>
</tr>
<tr>
<td>listened to the radio</td>
<td></td>
</tr>
<tr>
<td>talked to a small child</td>
<td></td>
</tr>
<tr>
<td>sung a song</td>
<td></td>
</tr>
<tr>
<td>lost something</td>
<td></td>
</tr>
</tbody>
</table>

Have you washed your hair today?
Yes, I have.

When did you wash your hair?
At 9 o’clock.

Ying washed her hair at 9am today. Nobody’s drunk any coffee...

B. Tell your partner what you found out.

3. Clothes

3.1 Vocabulary: Casual and formal clothes

A. What clothes do you know? Classify them into casual and formal clothes, or clothes that can be casual or formal.

<table>
<thead>
<tr>
<th>casual clothes</th>
<th>both casual and formal</th>
<th>formal clothes</th>
</tr>
</thead>
</table>

B. What can you wear on your feet? What clothes do you wear in cold weather? What jewellery do you know?

3.2 What are they wearing?

A. What are people A-F wearing? Make sentences.
B. Read the information in the box.

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

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

Think about traditional clothes from your culture.
What is the best way to describe them to an English-speaking person?

3.3 Clothes from different cultures

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

B. Which dancer is wearing...?
1. a waistcoat
2. a skirt made of straw
3. a dress made of cotton

I work as a dancer in a traditional dance group. I wear an embroidered top, and a skirt made of flax. In my hair, I wear a headband and some feathers. Around my neck I have a jade necklace, and at my waist there are 2 poi - I spin them while I'm dancing.
C. Listen to the descriptions of traditional clothing from around the world. Match the descriptions with the pictures below. Which countries or ethnic groups are these people from?

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

3.4 When do you wear…?
A. Read the box on the right.

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

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

3.5 Working clothes
A. Three people say what they wear to work. Listen and complete the table.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

B. What do you know about these people’s jobs?
4. Possession
4.1 Whose shoes?

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

B. Complete the table.

<table>
<thead>
<tr>
<th>Whose shoes are they?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>They're my shoes.</td>
<td>They're mine.</td>
<td></td>
</tr>
<tr>
<td>They're your shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They're her shoes.</td>
<td>They're his.</td>
<td></td>
</tr>
<tr>
<td>They're Si Si's shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They're our shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They're their shoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose bag is it?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>high heels</th>
<th>boots</th>
<th>sports shoes</th>
<th>flip-flops</th>
<th>sandals</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubber</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>silk</td>
<td></td>
<td>Si Si</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

4.2 Expressing possession

A. What ways do you know to say that something belongs to you? Look at your bag. How many ways can you explain that it is your bag?

B. Write the correct possessive pronoun or possessive noun.

1. - Whose umbrella is this? Is it ____________ (your umbrella) ?
   - No. ____________ (my umbrella) is green. Perhaps it’s ____________ (Tin Tin Nyo’s umbrella).

2. - Which is better, our school or ____________ (their school) ?
   - ____________ (our school). It’s got better teachers.

3. - Excuse me, is that bag ____________ (your bag) ? I think it’s ____________ (my bag).
   - Oh, I’m sorry. They look the same – both bags are white.

4. - Is this Min Min’s coat? I need to borrow it.
   - The blue coat is ____________ (his coat). This one is Naw Moo’s coat, I think.
   - No, ____________ (her coat) is green. Maybe this one is ____________ (the teacher’s coat).
4.3 Pronouncing the possessive ‘s

A. Look at these sentences. Practise saying them.
- The sandals are Baw Baw’s.
- Angela’s shoes are white.
- The cat’s tail is broken.
- That book is the teacher’s.
- My brother’s wife comes from Sittwe.
- That house is my sister’s.
- Min Min’s coat is blue.
- I think it’s Tin Tin Nyo’s umbrella.

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

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

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

5. Pronunciation: Short Forms

5.1 Contractions

1. I’ve, I’m, I’ll
   you is
   we has
   she have
   they am
   where will
   that did
   here has
   Aung Mon can
   the house could

2. are aren’t
   is
   was
   will
   have
   has
   did
   can
   could

B. Listen and check your answers.

C. Listen again and repeat.

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

1. auxiliary verbs • I’ve done it.
2. not • He isn’t married.
3. be (as a main verb) • We’re lazy.

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

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

A. Rewrite this text, using contractions where possible.

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

5.9 B. Listen and check. 5.9 C. Listen again and repeat.

6. Shopping

6.1 Shopping around the world

A. When did you last buy something?
   Where did you buy it? How much did you pay? Did you agree easily about the price?

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

### Shopping around the world

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

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

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

| 1. fixed price | a. money taken off the full price |
| 2. bargain     | b. thing                         |
| 3. item        | c. one of a group of shops with the same name and owner |
| 4. discount    | d. a price that does not change  |
| 5. common      | e. not unusual; found in many places |
| 6. chain store | f. to try to agree on the price  |

6.2 People buying things

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

**Conversation 1:** The _______ cost _______ baht.

**Conversation 2:** The _______ cost _______ dollars.

**Conversation 3:** The _______ cost _______ kyat.

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

- a kilo of bananas
- a buffalo
- two hats
7. Writing: Punctuation
7.1 Capital letters, commas, full stops and apostrophes

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

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

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

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

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

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

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

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

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

We use an apostrophe:
- to show missing letters (• I am = I’m • do not = don’t)
- to show possession with nouns (• Mu Mu’s book • the cat’s bowl)
8. Thinking about Learning: Vocabulary (2)

8.1 How do you like to learn?

A. These students have different strategies for learning vocabulary.

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

- Carmen, Spain

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

- Tashi, Tibet

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

- Sophy, Cambodia

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

- Jeannot, Haiti

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

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

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

8.2 Vocabulary learning strategies

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

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

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

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

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

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

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

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

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

B. Make sentences
Make sentences using the present perfect. Use contractions where possible.
1. The computer’s working now. I’ve fixed it.
2. He’s healthier now. He’s stopped smoking.
3. My friends aren’t here. They haven’t arrived yet.
4. We haven’t got any new movies. We’ve seen all these.
5. Dinner isn’t ready yet. We’ve made it yet.
6. Su Su will pass her exam. She’s studied a lot.
7. I’m in love. I’ve met a really nice girl.
8. I’m sorry, I forgot your birthday. I’ve not bought you a present.
9. My friends are very tired. They’ve played two football matches.

C. just and yet
Write replies using the present perfect form of the verb plus just or yet. Use contractions where possible.
1. Would you like some food?
   No, thanks. I’ve just had lunch.
2. Do you know where the teacher is?
   Yes, I’ve seen her.
3. What time will your parents arrive?
   They’ve arrived.
4. What’s in the newspaper today?
   I don’t know. I’ve not read it.
5. Was the maths exam difficult?
   I don’t know. I was sick last week, so I didn’t go to school on Friday.
6. ‘What are you going to study next year?’
   ‘I’m not sure. I’ve not decided.’
7. ‘Have you had your dinner yet?’
   ‘No, I’m not hungry yet.’
8. ‘Has Salai liked the plan?’
   ‘I don’t know. I haven’t spoken to him yet.’

D. Present perfect or past simple?
Fill the gaps with the correct form of the verb, in either the past simple or present perfect tense.
1. I ________ (build) a new house. I ________ (finish) it yesterday.
2. ‘Do you know where the teacher is?’
   ‘Yes, I ________ (see) her five minutes ago. She’s in the library.’
3. ‘What time will your parents get here?’
   ‘They ________ (arrive) already. They ________ (catch) the train yesterday.’
4. ‘What’s in the newspaper today?’
   ‘I don’t know. I ________ (not / read) it yet.’
5. ‘Was the maths exam difficult?’
   ‘I don’t know. I ________ (be) sick last week, so I ________ (not / go) to school on Friday.’
6. ‘What are you going to study next year?’
   ‘I’m not sure. I ________ (not / decide).’
7. ‘Have you ________ (have) your dinner yet?’
   ‘No, I’m not hungry yet.’
8. ‘Has he ________ (like) the plan?’
   ‘I don’t know. I ________ (not / speak) to him yet.’
**E. still, yet and already**

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

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

**F. What are the clothes?**

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

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

**G. be made of**

Match these things with what they are made of.

- rubbish bin
- hat
- boots
- bag
- house

- metal
- cotton
- leather
- bamboo
- wood
- wool
- plastic
- rubber

Now write four sentences, e.g.

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

**H. Possessives**

Rewrite these sentences using a possessive pronoun or ‘s.

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

**I. Write the reply**

Write the other half of this conversation.

1. **How much is this?**

   2. 2,000 kyat.
   3. That one is cheaper – 1,500 kyat.
   4. OK – 1,300.
   5. You can have two for 2,500.
   6. Here you are.
A. Do you know these words? Go through the list and tick the ones you know.
Write a translation or explanation for the words you don’t know.

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

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

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

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

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

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

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

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

1. pork Can you please buy some pork?
2. things
3. cooking oil
4. eggs
5. onions
6. beans
7. knife

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

<table>
<thead>
<tr>
<th></th>
<th>singular countable nouns</th>
<th>plural countable nouns</th>
<th>uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative sentences</td>
<td></td>
<td></td>
<td><em>any</em></td>
</tr>
<tr>
<td>questions</td>
<td><em>a/an</em></td>
<td></td>
<td><em>any/some</em></td>
</tr>
</tbody>
</table>
1.2 *a/an, some and any*

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

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

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

   ‘Why are you doing that?’ I asked.

   ‘To keep the kangaroos away’, he replied.

   ‘But there aren’t _________ kangaroos in Myanmar’, I said.

   ‘You see,’ he said. ‘It works!’

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

1.3 *some and any* in questions

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

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

B. Write questions for these situations.

1. Offer someone coffee.
   *Would you like *some* coffee?*

2. Ask about textbooks in the room.
   *Are there...*

3. Ask if someone has orange juice.

4. Offer someone biscuits.

5. Ask if someone has grandchildren.

6. Ask for more water.

7. Ask about noise outside.

C. Practise asking and answering in pairs.

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

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer Partner B tea.</td>
<td>You don’t want tea. Ask for water.</td>
</tr>
<tr>
<td>Offer sugar.</td>
<td>Take sugar. Ask for milk.</td>
</tr>
<tr>
<td>You don’t have any milk. Apologise.</td>
<td>Drink coffee. Thank Partner A. Leave.</td>
</tr>
</tbody>
</table>

E. Perform your dialogue to the class.
1.4 Quantity expressions

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>countable</th>
<th>both countable and uncountable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>very few</td>
<td>lots of</td>
<td>not much</td>
</tr>
<tr>
<td>hardly any</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

```
loads of
```

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

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

1. How much exercise does he get?
2. Has he got many ties?
3. Does he wear much jewellery?
4. How many books have you got?
5. How much do you earn?
6. Are there many women in this class?
7. Have you learned much English in this class?

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

F. Fill the gaps to complete the rules.
1. We usually use **much** and **many** in questions and _________ statements. We can also use them in formal positive statements.
2. A **little** and a **few** have a positive meaning. Very little/few and not much/many have a _________ meaning. Compare:
   - I’ve had a little food, so I’m not hungry.
   - I’ve had very little food, so I’m really hungry.

G. Read these statements. Do you think they are true or false?
1. There’s not much snow in Australia.
2. There are very few Muslims in China.
3. Singapore sells a little oil to other countries.
4. The Sahara desert has very little water.
5. George W. Bush has made a few movies.
6. Myanmar hasn’t got many mountains.

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

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

There are very few giraffes in Myanmar.
There aren’t any giraffes in Myanmar.

1. Very few students want to attend university.
2. There are quite a lot of people on the moon.
3. There are hardly any mosquitoes in Myanmar.
4. There’s a lot of rain in February.
5. Not many people speak English.
6. Teachers earn lots of money.
7. There’s not much rice in Asia.
1.6 In the library

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>The study of the human mind</td>
</tr>
<tr>
<td>Politics</td>
<td>The study of beliefs</td>
</tr>
<tr>
<td>Psychology</td>
<td>The study of improving living conditions</td>
</tr>
<tr>
<td>Gender</td>
<td>The study of land, water, air and living things</td>
</tr>
<tr>
<td>Environment</td>
<td>The study of the world’s surface, countries, societies, etc.</td>
</tr>
<tr>
<td>Geography</td>
<td>The study of the past</td>
</tr>
<tr>
<td>Economics</td>
<td>The study of power relationships</td>
</tr>
<tr>
<td>Religion</td>
<td>The study of being male or female</td>
</tr>
<tr>
<td>Development</td>
<td>The study of money, goods and services</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>report</td>
</tr>
<tr>
<td>publish</td>
</tr>
<tr>
<td>trafficking</td>
</tr>
<tr>
<td>overseas</td>
</tr>
<tr>
<td>donate</td>
</tr>
<tr>
<td>popular</td>
</tr>
<tr>
<td>researcher</td>
</tr>
</tbody>
</table>

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

D. Listen to the interview. Were you right?

E. Listen again. Answer these questions.

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

F. What topics are you most interested in? What books would you like to borrow?
1.7 Practice with countable and uncountable nouns

A. Classify these nouns into countable and uncountable.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>birthday</td>
</tr>
<tr>
<td>birthday</td>
<td>air</td>
</tr>
<tr>
<td>breakfast</td>
<td>community</td>
</tr>
<tr>
<td>community</td>
<td>information</td>
</tr>
<tr>
<td>information</td>
<td>neighbour</td>
</tr>
<tr>
<td>neighbour</td>
<td>toothpaste</td>
</tr>
<tr>
<td>toothpaste</td>
<td>development</td>
</tr>
<tr>
<td>development</td>
<td>culture</td>
</tr>
<tr>
<td>culture</td>
<td>environment</td>
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<td>environment</td>
<td>factory</td>
</tr>
<tr>
<td>factory</td>
<td>holiday</td>
</tr>
<tr>
<td>holiday</td>
<td>journey</td>
</tr>
<tr>
<td>journey</td>
<td>fruit</td>
</tr>
<tr>
<td>fruit</td>
<td>situation</td>
</tr>
<tr>
<td>situation</td>
<td>advice</td>
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<tr>
<td>advice</td>
<td>container</td>
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<td>container</td>
<td>jar</td>
</tr>
<tr>
<td>jar</td>
<td>onion</td>
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<tr>
<td>onion</td>
<td>programme</td>
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<tr>
<td>programme</td>
<td>vegetable</td>
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<tr>
<td>vegetable</td>
<td>army</td>
</tr>
<tr>
<td>army</td>
<td>bamboo</td>
</tr>
<tr>
<td>bamboo</td>
<td>cloth</td>
</tr>
<tr>
<td>cloth</td>
<td>education</td>
</tr>
<tr>
<td>education</td>
<td>furniture</td>
</tr>
<tr>
<td>furniture</td>
<td>key</td>
</tr>
<tr>
<td>key</td>
<td>opinion</td>
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<tr>
<td>opinion</td>
<td>programme</td>
</tr>
<tr>
<td>programme</td>
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<tr>
<td>research</td>
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</tr>
<tr>
<td>wedding</td>
<td>love</td>
</tr>
<tr>
<td>love</td>
<td>person</td>
</tr>
</tbody>
</table>

B. Describe your classroom.

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

C. Make questions to match these answers.

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

D. Ask and answer your questions in pairs.

2. Complaints

2.1 too and enough

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

<table>
<thead>
<tr>
<th>Traffic</th>
<th>Schools</th>
<th>Police</th>
<th>Tourists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime</td>
<td>Noise</td>
<td>Pollution</td>
<td>Restaurants</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Cinemas</td>
<td>Trees</td>
<td>Water</td>
</tr>
</tbody>
</table>

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

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

C. Listen and check your answers.

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

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

A. What are these people thinking?

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

1. There’s too much ____.
   There are too many ____________.
   There isn't enough ____________.

2. There’s too much ____.
   There are too many ____________.
   There aren't enough ____________.

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

2.3 Cause and effect

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

Match the causes and effects to make sentences using so.

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

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

3. Measurement

3.1 Units of measurement

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

| rice | milk | fishpaste | coffee | oil |

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

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

What happens when you put uncountable things into a container?
C. The same happens when you measure them.

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

Fill the gaps with a unit of measurement. We also use units with countable nouns.

1. Two __________ of string. 6. Two __________ of bananas.
3. 200 __________ of tea. 8. 200 __________ of chillies.
4. A __________ of fruit juice. 9. A __________ of biscuits.
5. Ten __________ of pork. 10. Ten __________ of yellow beans.

D. Complete the sentences.

We measure weight using __________ and __________.
We measure length using __________ and __________.
We measure volume using __________ and __________.

E. What other units of measurement do you know?

3.2 Pairwork: Listen and draw

Work in pairs.
Partner A: look at these pictures.
Partner B: look at the pictures on page 213.
Describe your pictures to your partner.
Draw the pictures your partner describes in the blank spaces.

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

3.3 Gap-fill dictation: The shopping trip

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

   I needed two PING of rice...

B. Use your own ideas to complete the text.
4. The Present Perfect (2)

4.1 How long?

A. Read about Elizabeth.
   Where does she
   - live?
   - work?
   - stay?

B. Which actions are finished?
   Which are still happening?

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

4.2 for and since

6.5 A. Look at the picture, listen to the conversations and complete the sentences.
   1. The woman arrived at __________.
      She’s been there since __________.
   2. The man arrived at __________.
      He’s been there for __________.
   3. The family arrived at __________.
      They’ve been there for __________.

B. Fill the gaps with for or since.
   1. We’ve lived here __________ last August.
   2. Min Min’s had a car __________ three years.
   3. Sarah’s worked with us __________ March.
   4. I’ve only had that computer __________ a week.
   5. They’ve been married __________ 1942.
   6. I’ve known Naw Moo __________ a long time.
   7. Ko Ko’s been in Bago __________ last rainy season.
   8. He’s been sick __________ this morning.

4.3 Aung Mon and San San Aye

A. Write about San San Aye and Aung Mon using for and since.
   1. San San Aye has lived in Yangon since __________ 1992.
   2. She __________ 1994.
   4. They __________ 2005.
   5. They __________ years.
   6. They __________ six months.

B. Answer the questions. There are two ways you can answer each question. Write both of them.
   1. How long has San San Aye lived in Yangon?
      since __________ 1992 or for seventeen years (in 2009)
   2. How long has she worked for Central Accountants?
   3. How long has she known Aung Mon?
   4. How long have they lived in Insein Township?
   5. How long have they had a computer?

C. Complete these sentences about yourself.
   1. I’ve lived here since __________.
   2. I’ve lived here for __________.
   3. I’ve studied English for __________.
   4. I’ve __________ for __________.
   5. I’ve __________ since __________.
   7. I’ve __________ a few weeks.
5. Health

5.1 Body parts

A. What body parts do you know? Put them in the following categories?
   - parts of the head and neck
   - parts of the arms
   - parts of the torso
   - parts of the legs
   - organs

B. Play Thingy Says. One person stands in front of the class. That person is ‘Thingy’. She or he says, ‘Thingy says touch your knee.’ Other students obey. Thingy continues giving orders. However, if Thingy doesn’t say ‘Thingy says…’ before the order, students don’t obey.

   If a student touches the wrong body part, or they obey an order without the words ‘Thingy says…’, they are out and have to leave the game.

5.2 At the clinic

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

   All my joints ache. My knees hurt, my shoulders hurt, my wrists and elbows hurt. I've got a sore neck, and sore eyes. I've got a pain in my back. I've got a headache, and a fever. I've also got a rash on my arms, legs and stomach.

B. What words can go in these gaps?

   - My stomach ________ s. I've got a ________ in my stomach.
   - My stomach ________ s. I've got a ________ stomach.

C. What are the symptoms of…?
   - malaria
   - a cold
   - a broken leg

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

   I've got a pain in my neck. My...
5.3 Be careful!

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

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

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

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

5.4 Cures

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

<table>
<thead>
<tr>
<th>If</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a cold,</td>
<td>I have a fever,</td>
</tr>
<tr>
<td>I beat my pillow.</td>
<td>I take paracetamol.</td>
</tr>
<tr>
<td>I have a headache,</td>
<td>I have sore neck,</td>
</tr>
<tr>
<td>I get a massage.</td>
<td>I stay in bed.</td>
</tr>
</tbody>
</table>

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

1. you have a cold
2. you get malaria
3. you have a headache
4. you can’t sleep
5. you have toothache
6. you get a sore back

Discuss these problems with a partner.

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

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

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

5.5 A healthy lifestyle

A. Brainstorm things you can do to stay healthy.

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

<table>
<thead>
<tr>
<th>Health Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you smoke?</td>
</tr>
<tr>
<td>2. Do you exercise regularly?</td>
</tr>
<tr>
<td>3. Do you sleep more than 10 hours per day?</td>
</tr>
<tr>
<td>4. Do you sleep less than 5 hours per day?</td>
</tr>
<tr>
<td>5. Do you eat a lot of oil?</td>
</tr>
<tr>
<td>6. Do you eat a lot of sugar?</td>
</tr>
<tr>
<td>7. Do you drink a lot of alcohol?</td>
</tr>
<tr>
<td>8. Do you eat a lot of fruit and vegetables?</td>
</tr>
<tr>
<td>9. Do you live in a large city?</td>
</tr>
<tr>
<td>10. Do you work or study more than ten hours a day?</td>
</tr>
</tbody>
</table>

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

14-20: You are very healthy. Well done.
8-13: Not bad. You are fairly healthy.
Less than 8: Maybe you should change some things about your lifestyle.
6. Making Appointments

6.1 Cho Cho’s appointment

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

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

U Aung: Hello?
Cho Cho: Hello, is U Aung there, please?
U Aung: ________ is U Aung. How can I ________ you?
Cho Cho: I’m Cho Cho from the Teacher Training College Library. I’d ________ to make an ________ to meet with you.
U Aung: Well, I’m away ________ week, but I’ll be back ________ week. How about Monday morning, 11.30?
Cho Cho: That’s fine.
U Aung: OK, ________ you then.
Cho Cho: Thank you. See you on Monday.

C. What can Cho Cho say if…?
1. She is busy on Monday.
2. 11.30 is a bad time for her.
3. U Aung wants to know the topic of the meeting.

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

E. Practise your conversation in pairs.

6.2 An appointment with Ban Ki-moon

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

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

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

You: __________________________?

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

You: __________________________?

B. Work in pairs. Write the rest of the conversation. Can you find a time to meet, or is he just too busy? Perform your conversation to the class.

Schedule for Ban Ki-moon

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30</td>
<td>Arrive</td>
</tr>
<tr>
<td>8.00</td>
<td>Breakfast with leaders</td>
</tr>
<tr>
<td>9.00</td>
<td>Speech to youth groups</td>
</tr>
<tr>
<td>10.45</td>
<td>Radio interview</td>
</tr>
<tr>
<td>11.30</td>
<td>Meeting with NGOs</td>
</tr>
<tr>
<td>12.30</td>
<td>Lunch with Teacher’s Association</td>
</tr>
<tr>
<td>1.30</td>
<td>Workshop with Women’s Group</td>
</tr>
<tr>
<td>4.15</td>
<td>Meeting with Health Committee</td>
</tr>
<tr>
<td>5.00</td>
<td>Leave</td>
</tr>
</tbody>
</table>

UNIT 6 92
7. Writing: Informal Letters and Emails

7.1 Informal letters

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

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

A. When do you send informal letters?

B. Label the parts of the letter.
   1. Date
   2. Greeting
   3. Main message
   4. Closing
   5. Signature

C. Match the types of informal letters on the left (I-4) with the phrases on the right (a-d):
   1. Invitation
   2. Rejecting an invitation
   3. Accepting an invitation
   4. Thank-you letter
   a. We’d love to come.
   b. Just a quick note to say thank you.
   c. Sorry, but we can’t come.
   d. We’d love you to come.

7.2 Emails

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

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

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

C. Write an informal letter or email inviting a close friend or relative to a party. Be sure to include:
   - a greeting
   - contact information
   - why, when and where the event is happening
   - a closing

---

**Example:**

**6/21/2009**

Hi Htoo Aung!

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

Hope to see you soon.

Neil
8. Thinking about Learning: Language Awareness

8.1 Who’s speaking?

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

Nicolas _____ Ros _____ Tun Tun _____ Tze Ming _____ Tanny _____

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

8.2 Native speakers?

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

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

8.3 Formal and informal language learning

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

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

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

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

A. Countable or uncountable?
Classify these nouns into countable and uncountable:

<table>
<thead>
<tr>
<th>qualification</th>
<th>roof</th>
<th>solution</th>
<th>pollution</th>
<th>appointment</th>
<th>fruit</th>
<th>development</th>
<th>traffic</th>
<th>disease</th>
<th>pocket</th>
<th>instructions</th>
<th>wool</th>
</tr>
</thead>
<tbody>
<tr>
<td>countable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(continued)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

B. some and any
Complete the sentences or questions using some or any, e.g.
She doesn’t have any bananas

1. There is ______ water in the bucket.
2. There aren’t ______ goats in the compound.
3. He wants ______ more friends.
4. My parents haven’t got ______ trees in their garden.
5. Are there ______ children in your house?
6. Could I borrow ______ shampoo?
7. We are waiting for ______ visitors.
8. I haven’t heard ______ news on the radio.

C. Offers and requests
Write questions, e.g., Ask to borrow soap powder:
Can I borrow some soap powder?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>drinks too much beer.</td>
</tr>
<tr>
<td>She</td>
<td>drinks too much beer.</td>
</tr>
<tr>
<td>drinks</td>
<td>too much</td>
</tr>
<tr>
<td>smokes</td>
<td>too much</td>
</tr>
<tr>
<td>watches</td>
<td>too much</td>
</tr>
<tr>
<td>eats</td>
<td>too much</td>
</tr>
<tr>
<td>meat.</td>
<td>too much</td>
</tr>
<tr>
<td>beer.</td>
<td>too much</td>
</tr>
<tr>
<td>cigarettes.</td>
<td>too much</td>
</tr>
<tr>
<td>TV.</td>
<td>too much</td>
</tr>
<tr>
<td>cake.</td>
<td>too much</td>
</tr>
<tr>
<td>coffee.</td>
<td>too much</td>
</tr>
</tbody>
</table>

D. Quantiﬁers
Read about the situations and choose the best quantiﬁer.
e.g. Ko Aung makes 500 dollars a week for his job.
He makes lots of / hardly any money.

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

E. few and little
Fill the gaps with a few, a little, very few or very little.

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

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

G. not enough
Complete these sentences using not enough, e.g.
I want to cook dinner, but (charcoal) there isn’t ______ charcoal.

1. We want to go to the conference, but ______ time.
2. We’re trying to grow a vegetable garden, but ______ seeds.
3. The students can’t go to school because ______ teachers.
4. I’m trying to write a report, but ______ information.

For questions 5 and 6, use your own ideas:
1. I want to invite you over for dinner, but ______.
H. Measurement
What measurements (not containers) do you use for:
1. soap  
2. rope  
3. gold  
4. potatoes  
5. pineapple juice  
6. cloth  
7. petrol  
8. shampoo

I. Containers
What containers can you use for the following?  
Sometimes more than one answer is possible.
e.g. oil  
1. biscuits  
2. oranges  
3. juice  
4. honey  
5. curry

What can you keep in the following containers? Many answers are possible. Think of at least two for each.
e.g. sack  rice, potatoes
6. bag  
7. packet  
8. jar  
9. tin  
10. carton

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

K. Making an appointment
Put this conversation in the correct order.
- How about 2.30?
- Yes, it’s quite important.
- Yes, that’s fine.
- Is it important?
- Yes, I can.
- OK. Can you come here tomorrow afternoon?
- I’d like to make an appointment to see Ms Park, please.

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

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

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

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

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

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

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

UZO: Oh, and I’ve also got a _____ (10 down) _____ (i: 13 across).
9.2 Vocabulary review

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

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

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

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

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

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.

<table>
<thead>
<tr>
<th>base verb</th>
<th>modal verb</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>will</td>
<td>win the competition.</td>
</tr>
<tr>
<td>It</td>
<td>won’t</td>
<td>rain tomorrow.</td>
</tr>
<tr>
<td>We</td>
<td>will</td>
<td>be rich and famous.</td>
</tr>
</tbody>
</table>

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.
Make two predictions about each situation, one with will and one with won’t. Use the verbs in the box.

<table>
<thead>
<tr>
<th>pass</th>
<th>forget</th>
<th>catch</th>
<th>go</th>
<th>miss</th>
<th>stay</th>
<th>win</th>
<th>fail</th>
<th>lose</th>
</tr>
</thead>
</table>

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.

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

1.2 Questions with will

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

```
<table>
<thead>
<tr>
<th>modal verb</th>
<th>verb</th>
<th>subject</th>
<th>question word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>will</td>
<td>you</td>
<td>eat?</td>
</tr>
<tr>
<td>How many</td>
<td>will</td>
<td>there</td>
<td>be?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>she</td>
<td>leave tomorrow?</td>
</tr>
</tbody>
</table>
```

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

Who? What? Where? When?

Answer Partner B’s questions.

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.

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.

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.

<table>
<thead>
<tr>
<th>I'll</th>
<th>I'll probably</th>
<th>I might</th>
<th>I probably won't</th>
<th>I won't</th>
</tr>
</thead>
<tbody>
<tr>
<td>go overseas</td>
<td>get a job</td>
<td>write a novel</td>
<td>live in Myanmar</td>
<td>have lots of money</td>
</tr>
<tr>
<td>smoke cigarettes</td>
<td>learn another language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get married</td>
<td>buy a car</td>
<td>become famous</td>
<td>work for an NGO</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Natural Disasters</th>
<th>Health</th>
<th>Plants and Animals</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The <strong>sea level</strong> will rise. Many flat areas will be under water.</td>
<td>• Some parts of the world will become too hot to live in.</td>
<td>• Some plants and animals will not be able to live in hotter temperatures.</td>
<td>• In some areas of the world, people will not be able to grow enough food.</td>
</tr>
<tr>
<td>• There will be more <strong>storms, floods</strong> and <strong>hurricanes</strong>.</td>
<td>• There will be more mosquitoes. This will lead to more disease such as malaria and dengue fever.</td>
<td>• Many plants and animals will become extinct.</td>
<td>• In other areas, people will be able to grow different food crops.</td>
</tr>
</tbody>
</table>

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…

**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

**G.** What does Lucy say about:

1. bicycles?
2. rubbish?
3. trees?
4. governments?
UNIT 7

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:

condition clause       main clause       main clause       condition clause
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.

1. If I ______ the bus, I’ll get a taxi. (miss, get)
2. We _______ late if we ______ soon. (be, not leave)
3. If I _______ for a few minutes, _______ you _______ the baby? (go out, watch)
4. We _______ to the city if I _______ a job here. (not move, find)
5. You _______ more friends if you _______ nice to people. (have, be)
6. _______ 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.
   ___ 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.

1. It’s time to leave now. _____ we get home, I’ll start cooking dinner.
2. ‘_____, I wash the dishes, will you make a cup of tea?’
3. I can’t decide what job to get. _____ I become a teacher, I won’t make much money, but I enjoy teaching.
4. I’m going shopping now. I’ll pick up my new clothes _____ I get into town.
5. ‘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, you should have a shower.
5. If you want to learn Chinese, I might help you.
6. Rivers are quite dangerous if you should speak with Chinese people.
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.

1. If I get a high-paying job…
2. You must study hard…
3. If I don’t finish school…
4. When you finish cooking dinner…
5. We can go to the beach…
6. Everything will be really good…
7. I might be able to give you a ride…
8. If you annoy me…
9. If you have free time tonight…
10. If the dog becomes angry…
4. **Places and Directions**

4.1 **Indoors and outdoors**

A. What places do you know? Make a list.

B. Classify these places into indoors (inside), outdoors (outside) or both.

C. Which of these places have you been to?

<table>
<thead>
<tr>
<th></th>
<th>indoors</th>
<th>outdoors</th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 **Around town**

A. Here are some visitors:

1. **We’re students. We want to learn about different cultures, and get some information.**

2. **I just want to eat, drink and relax.**

3. **We want to go out dancing at night. Where’s the nightlife in this place?**

4. **We’re interested in sport. Where can we get some exercise?**

5. **Where can I take the children?**

6. **I like nature. I prefer to spend my time outdoors.**

Here are some places. What are they?

a. [Image of a church]

b. [Image of a cinema]

c. [Image of a library]

d. [Image of a temple]

e. [Image of a mosque]

f. [Image of a park]

g. [Image of a fast food restaurant]

h. [Image of a zoo]
4.3 Listening: Living in Chiang Mai

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?

<table>
<thead>
<tr>
<th></th>
<th>Alice</th>
<th>U Ba Shwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cost of living</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2. entertainment</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>3. food</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>4. security</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>5. pollution</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>6. education</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

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

1. cost of living: Alice says it's expensive, she has to pay 3,000 baht per week for her apartment. Alice says she doesn't have enough money.
2. entertainment: Alice says she doesn't have enough money.
3. food: Alice says she doesn't have enough money.
4. security: U Ba Shwe says it's safe.
5. pollution: U Ba Shwe says it's not too bad.
6. education: U Ba Shwe says it's great.
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

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
2. mechanic
3. chemistry
4. calm
5. cupboard
6. hour
7. sign
8. knock

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 have nearly finished Unit Seven, a e

One hundred and seven. Good uc !

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*.

<table>
<thead>
<tr>
<th>silent h</th>
<th>sounded h</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>perhaps</td>
</tr>
<tr>
<td>whisky</td>
<td>honest</td>
</tr>
<tr>
<td>home</td>
<td>whole</td>
</tr>
<tr>
<td>ache</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>silent w</th>
<th>sounded w</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>away</td>
</tr>
<tr>
<td>answer</td>
<td>wrist</td>
</tr>
<tr>
<td>who</td>
<td>walk</td>
</tr>
<tr>
<td>wheel</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>silent k</th>
<th>sounded k</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>kick</td>
</tr>
<tr>
<td>break</td>
<td>know</td>
</tr>
<tr>
<td>knowledge</td>
<td>knee</td>
</tr>
<tr>
<td>break</td>
<td>know</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>silent b</th>
<th>sounded b</th>
</tr>
</thead>
<tbody>
<tr>
<td>obey</td>
<td>bomb</td>
</tr>
<tr>
<td>debt</td>
<td>number</td>
</tr>
<tr>
<td>comb</td>
<td></td>
</tr>
<tr>
<td>biscuit</td>
<td>climb</td>
</tr>
<tr>
<td>bath</td>
<td>rob</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>silent p</th>
<th>sounded p</th>
</tr>
</thead>
<tbody>
<tr>
<td>psychology</td>
<td>appear</td>
</tr>
<tr>
<td>cup</td>
<td>grandparents</td>
</tr>
<tr>
<td>escape</td>
<td>receipt</td>
</tr>
<tr>
<td>put</td>
<td>rope</td>
</tr>
</tbody>
</table>

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

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

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

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.

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.

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,
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: to say the same message using different words
rephrase: to say the same message in a different language
clarify: to ask if you understood the message correctly
translate: to make the message clearer
check: to say the same message again

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?

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

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.

7.10 I want a little brown thing made of wood. I use it to sit on when I eat.
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 __________ 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 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 __________ a speech and __________ workshop. 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:
1. 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.
2. From the hospital to the big house.
3. From the big house to the teashop.
4. From the shoe shop to the bus station.

H. Where are you?
1. Start at a. Go past the small houses, and turn left.
   Walk a block and turn right. What is on your left? The school
2. Start at a. Go past the houses, and turn left. Walk a block and a half. What is on your left?
3. Start at b. Walk two blocks past the hospital, and turn right. What is on your right?
4. Start at c. Go past the shops. Turn left and walk one block. Turn left. What is on your right?
5. 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.
1. swim swimming pool, river, lake, beach
2. see some traditional dancing
3. play sports
4. use a computer
5. pray
6. borrow a book
7. eat some food
8. post a letter

J. Contradicting
This person is telling you a lot of lies. Contradict them.
1. My father speaks 20 languages. No he doesn’t.
2. Mosquitoes aren’t dangerous.
3. My mother is the US president.
4. I’m 120 years old.
5. I’ve got an aeroplane.
6. Kangaroos can fly.
7. It won’t rain in July.
8. 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 cupboards, 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.
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?

<table>
<thead>
<tr>
<th></th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>bamboo house</td>
<td>cheaper, more environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>concrete house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motorbike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>working in a factory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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 _____________ mine
His legs are _____________ mine
His clothes are always _____________
And his trees 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 _____________

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.
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.

B. Rewrite the example sentences using opposite adjectives.

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

T-shirts:
4. The black T-shirt is a bit cheaper than the grey T-shirt.
5. The white T-shirt is much more expensive than the grey T-shirt.

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?

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

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.
2. China has the largest population.
3. Russia is the largest country.
4. The whale is the largest animal.
5. The cheetah is the fastest animal.
6. The Nile is the longest river.

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

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

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.

<table>
<thead>
<tr>
<th>Rice grown per year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>190 million tons</td>
</tr>
<tr>
<td>Thailand</td>
<td>25 million tons</td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Hla Min</th>
<th>Si Si</th>
<th>Naing Oo</th>
<th>Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>28%</td>
<td>84%</td>
<td>77%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Oil – Barrels produced per day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>8.1 million</td>
</tr>
<tr>
<td>USA</td>
<td>6.5 million</td>
</tr>
<tr>
<td>Iran</td>
<td>3.6 million</td>
</tr>
</tbody>
</table>

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

**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 speaker 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.

<table>
<thead>
<tr>
<th>more</th>
<th>less</th>
<th>fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>enough</td>
<td>most</td>
<td>much</td>
</tr>
<tr>
<td>a bit</td>
<td>too</td>
<td>many</td>
</tr>
</tbody>
</table>
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...

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.

<table>
<thead>
<tr>
<th>weave</th>
<th>stamps</th>
<th>chess</th>
<th>violin</th>
<th>cycling</th>
<th>poetry</th>
<th>caneball</th>
<th>theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitar</td>
<td>knit</td>
<td>crosswords</td>
<td>novels</td>
<td>concerts</td>
<td>shells</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

b. Saw Htoo enjoys exercise and sport.

c. Ko Than spends all his time reading.

d. Mary’s very musical.

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

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

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

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.

<table>
<thead>
<tr>
<th>sports</th>
<th>players</th>
<th>places</th>
<th>equipment</th>
<th>competitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>footballer</td>
<td>pitch</td>
<td>ball</td>
<td>match</td>
</tr>
</tbody>
</table>

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)

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.

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.

![High ability vs. low ability chart]

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?

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.

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

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?

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.

6.2 Stressed words

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)?

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

a. 

b. 

c. 

d. 

e. 

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,

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?

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?

8.2 Listening for gist

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

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
</table>

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?

8.11 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.

8.4 Listening problems

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

8.11 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.

Our group has a problem with new words. If we hear new words we sometimes can’t understand the whole message. One solution is to ask the speaker to explain the new words.

8.11 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

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

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

7. 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.

1. Cars are more comfortable than motorbikes.

2. Madonna is older than Britney Spears.

3. Historical films are more educational than action movies.

4. My house is cheaper than yours.

5. Playing football is more fun than walking.

6. Our German teacher is better at teaching than our French teacher.

7. The USA is bigger than Cambodia.

8. It’s less cloudy today than it was yesterday.

C. Degrees of comparison
Write a sentence about each of these situations.

1. Bo Aung has 1,000,000 k. Mu Mu has 1,000 k.
   Bo Aung is much richer than Mu Mu.

2. My father is 1.85 m tall. My mother is 1.79 m tall.

3. I’m very healthy. My friend has a fever, a sore throat and a broken leg.

4. I’m quite intelligent. My teacher is very intelligent.

5. Dogs are a little bit dangerous. Tigers are the most dangerous animals in the jungle.

6. 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.

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

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

E. Sentences
Make sentences with superlatives.

1. Si Si / short student / in the class
   Si Si is the shortest student in the class.


3. U Tin Maung / kind / person I know.

4. The roses / beautiful / flowers / in the garden.

5. This watch / cheap / in the shop.

6. New Zealand / far / country from Britain.

7. Su Su / Ma Ma’s / good / friend.

8. 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:

<table>
<thead>
<tr>
<th>Language</th>
<th>Native Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>14%</td>
</tr>
<tr>
<td>Hindi</td>
<td>6%</td>
</tr>
<tr>
<td>English</td>
<td>5.6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>5.6%</td>
</tr>
<tr>
<td>Japanese</td>
<td>2%</td>
</tr>
<tr>
<td>French</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

- Chinese has the most native language speakers.

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?

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

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.

Do you like violent films?
Yes, sometimes. I think they can be quite exciting.
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?

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.

<table>
<thead>
<tr>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet maths teacher 9am!!!</td>
</tr>
<tr>
<td>Read pages 24-32 economics book</td>
</tr>
<tr>
<td>Wash white shirt for tomorrow</td>
</tr>
<tr>
<td>2.30 – meet Mary and get library keys. Invite her for coffee?</td>
</tr>
<tr>
<td>Do science homework?</td>
</tr>
<tr>
<td>4pm – football?</td>
</tr>
</tbody>
</table>

– 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 in the gaps in the conversation.

Ko Htut: What are you doing in the morning?
Nyi Nyi: I’m quite busy. 1. 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 2. _______________. And I have an important test in social studies, so 3. _______________. I haven’t got any other important homework. I 4. _______________ 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 5. _______________.

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 6. _______________ – 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, 7. _______________. 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.
1.5 *must, mustn’t, have to and don’t have to*

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

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.

1. [STOP]
2. [No entry]
3. [You mustn’t turn right here.]
4. [You mustn’t turn right here.]
5. [SLOW SCHOOL]

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.

<table>
<thead>
<tr>
<th>structure</th>
<th>modal?</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>can’t</td>
<td>yes</td>
<td>You can’t borrow my bike. I need it.</td>
</tr>
<tr>
<td>have to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1. I don’t have **cook** dinner tonight.
2. She musts **go** to Bangkok.
3. They can’t to leave yet.
4. Can we reading **these** books?
5. He has to writes **his** essay quickly.
6. Do we must **go** to bed now?

D. Complete the sentences. Use your own ideas.

1. Community leaders **mustn’t**…
2. Young children **don’t** have to…
3. Monks **must**…
4. Rich people **can**…
5. Parents **have to**…
6. 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.

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 **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.
9.3  

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, 

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.

1. I'm a 16 year old boy, studying in 8th 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?

2. 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?

3. 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.

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.

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

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:

1. Most interesting
2. Most useful
3. Highest paid

1. Least interesting
2. Least useful
3. Lowest paid

3.2 What do these people do?

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

<table>
<thead>
<tr>
<th>Occupation</th>
<th>have to</th>
<th>should</th>
<th>mustn’t</th>
<th>don’t have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers</td>
<td>mark homework</td>
<td>be kind to their students</td>
<td>kill their students</td>
<td>wear hats</td>
</tr>
<tr>
<td>soldiers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nurses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>journalists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 Aung Mon’s career

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

<table>
<thead>
<tr>
<th>career</th>
<th>part-time</th>
<th>apply for</th>
<th>fire</th>
<th>unemployed</th>
<th>quit</th>
<th>temporary</th>
<th>promote</th>
<th>CV</th>
<th>full-time</th>
<th>gardener</th>
<th>funding</th>
<th>training</th>
<th>boss</th>
<th>volunteer</th>
<th>experience</th>
<th>director</th>
</tr>
</thead>
</table>

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, he wanted to be a lawyer. He was a clever boy, so he got high marks in his tenth standard examinations, and his English was very good. He started studying law in 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. He got a job in a clothing factory. 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. He enjoyed teaching and got the job.

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. 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.

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

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.
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?

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?

<table>
<thead>
<tr>
<th>Myanmar language</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td></td>
</tr>
<tr>
<td>Management experience</td>
<td></td>
</tr>
<tr>
<td>Computer experience</td>
<td></td>
</tr>
<tr>
<td>Legal qualifications</td>
<td></td>
</tr>
<tr>
<td>Other language(s)</td>
<td></td>
</tr>
</tbody>
</table>

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.

**Contact:** Ma Lin Kyi, Youth Management School Committee.

B. Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>essential</th>
<th>useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving Trainer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Trainee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. probably won’t get into the training, because she has all the right skills.
2. might get the job, if there are no better applicants.
3. will probably get the job, because she doesn’t have enough experience.

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

   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

2. Weave World 34 Bogoke Street
   4A 15th Street Payathonzu
   Dawei 23/4/07
   Win Win Lwin

   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

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

   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:

<table>
<thead>
<tr>
<th>jewellery</th>
<th>hilltribe</th>
<th>villager</th>
</tr>
</thead>
<tbody>
<tr>
<td>landmines</td>
<td>fair wages</td>
<td>accounts</td>
</tr>
<tr>
<td>design</td>
<td>market research</td>
<td>General Manager</td>
</tr>
</tbody>
</table>

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?
5. Does the NGO still fund Rajana?

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.

1. Under the chair? In my bag? In the bathroom?
   - I can't find my keys - I left them somewhere.

   - That woman looks like someone I know.

3. A rat? A frog? A giant mosquito?
   - There's something in that pot.

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

**B.** Complete this table.

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
<th>question</th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>someone</td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thing</td>
<td>anything</td>
<td>something</td>
</tr>
</tbody>
</table>

4.3 *Where’s the calculator?*

**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.

1. Who borrowed the calculator?
2. Who has been in the staff room?
3. Is the calculator in the staff room?
4. What’s wrong with the staff room?

4.4 *Questions and answers*

**A.** Answer these questions about you.

1. Did you go anywhere last weekend?
2. Did you meet anyone yesterday?
3. Did you do anything special last week?
4. Did you write anything in English class?
5. Will you see anyone after school?
6. Will you go anywhere next summer?

**B.** Ask and answer the questions in pairs.

---

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

---

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.*

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!

---

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

---

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.
B. 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.

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.

9.7 Listen, check and repeat.

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.

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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many roads must a man walk down</td>
<td>before they're allowed to be free?</td>
</tr>
<tr>
<td>How many seas must a white dove sail</td>
<td>before he can hear people cry?</td>
</tr>
<tr>
<td>Yes and how many times must the cannonballs fly</td>
<td>before you can call him a man?</td>
</tr>
<tr>
<td>Yes and how many years can a mountain exist</td>
<td>before she sleeps in the sand?</td>
</tr>
<tr>
<td>Yes and how many years can some people exist</td>
<td>before he can see the sky?</td>
</tr>
<tr>
<td>Yes and how many times can a man turn his head</td>
<td>that too many people have died?</td>
</tr>
<tr>
<td>How many times must a man look up</td>
<td>before it is washed to the sea?</td>
</tr>
<tr>
<td>Yes and how many years must one man have</td>
<td>before they are forever banned?</td>
</tr>
<tr>
<td>Yes and how many deaths will it take 'till he knows</td>
<td>and pretend that he just doesn't see?</td>
</tr>
</tbody>
</table>

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

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?

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.

---

**Yan Naing**
64 U Kyaw Yin Road, Dawei
034569876, 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 Computer Shop, Lashio
- Helped customers choose pets
- Helped the manager with accounts

**SKILLS**
Accounting, teaching maths, looking after animals

**LANGUAGES**
Myanmar, some English

**INTERESTS**
Reading, cycling, playing guitar

---

**Nang Si**

**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
- Helped the manager with accounts
- Hired new staff
- Writing computer programmes
- Helped people

**SKILLS**
Watching TV, computers

**LANGUAGES**
English, Shan, Pa-O, Myanmar

**INTERESTS**
knitting, drawing, playing guitar

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**Zainab**

10 Ye Kyaw Thu Street, Sittwe
034569876

**EDUCATION**
1970-1975 **Middle School No. 2**, Sittwe

**WORK EXPERIENCE**
1990-present: **Weaving trainer**
- 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
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

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?

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

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?

1. _______ work on Saturdays?
2. _______ leave early to pick up my daughter?
3. _______ wear a uniform?
4. _______ go out for lunch?
5. _______ take time off when my wife has her baby?
6. _______ have a holiday on Christmas Day?
7. _______ bring my own coffee?
8. _______ 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.

1. _______ drink a lot of whisky.
2. _______ eat a lot of fruit and vegetables.
3. _______ have a lot of children.
4. _______ get angry.
5. _______ exercise.
6. _______ have a happy family life.
7. _______ find a job you like.
8. _______ see a medic when you get sick.

C. mustn’t and don’t have to

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

1. You ____________ drive a car when you are drunk.
   It’s very dangerous.
2. I live very near my office, I ____________ ride my motorbike to work – I can easily walk there.
3. U Lwin bought a motorbike, so he ____________ take rickshaws or linecars.
4. The Hilton family is very rich. They ____________ work, because they already have a lot of money.
5. In football, players ____________ touch the ball with their hands.
6. We’re having a surprise party for Hla Hla. You ____________ tell her about it!
7. The teacher told us to read pages 6 and 8, but we ____________ read page 7.
8. ‘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.

1. _______ drink a lot of whisky.
2. _______ eat a lot of fruit and vegetables.
3. _______ have a lot of children.
4. _______ get angry.
5. _______ exercise.
6. _______ have a happy family life.
7. _______ find a job you like.
8. _______ 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.

1. Your friend can’t decide whether to continue his education, or leave school and find a job.
2. Your friend’s parents want her to get married. She wants to go to university.
3. Your 12 year old nephew sometimes drinks whisky with his friends.
4. 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.

1. Students don’t have to ____________
2. A good medic must ____________
3. Teachers have to ____________
4. Members of the village committee must ____________
5. A good father should ____________
6. Soldiers mustn’t ____________
7. Secretaries have to ____________
8. A politician shouldn’t ____________
9. Farmers don’t have to ____________
10. Small children can ____________, but adults can’t.

G. somewhere, anyone, etc.

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

1. ‘Hello? Hello? Is _______ at home?’
2. I’ve lost my glasses. I put them ________, and now I can’t find them.
3. The children are bored. They can’t think of _______ to do.
4. ‘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.’
5. ‘Let’s meet in the library. There isn’t _______ there at the moment.’
   ‘No, there is _______ there. I saw a light on.’
6. ‘I’ve got _______ in my pocket. Can you guess what it is?’

H. Jobs crossword

Across
1. Someone who repairs cars.
6. Someone who is trained to care for sick people, but isn’t a doctor.
7. Someone who is in the army.
8. Intelligent.
9 (and 11 down). If you have this type of job, you don’t work all the time.
12. He was _______ from his job because he was very lazy.
13. Someone who is trained to give medical care, but isn’t a doctor.
14. A person who shows tourists around a place is a _______ guide.
18. Someone who paints pictures.
20. Someone who raises animals, or grows crops.
22. A person with lots of money is ____.
23. Journalists report this.

Down
1. Someone who is in charge of a place or organisation.
2. Someone who builds things out of wood.
3. Someone who makes food.
4. Someone who looks after plants.
5. Someone who stops fires.
10. Someone who looks after money for an organisation.
11 (and 9 across). If you have this type of job, you don’t work all the time.
15. 10 down usually works in this place.
16. Your work history, and your working life.
17. The money you get for working.
19. Teachers do this.
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 (n) exist (v) literacy (n) secretary (n)
ambassador (n) expert (n) long-term (adj) serious (adj)
apply (v) express (v) maid (n) sort (n)
assembly (n) fair (adj) metaphor (n) spare (adj, n)
banned (adj) fire [somebody] (v) nearby (adv) stapler (n)
basic (adj) firefighter (n) opportunity (n) strange (adj)
blow (v) former (adj) original (adj) strategy (n)
boss (n) full-time (adj) part-time (adj) suitable (adj)
career (n) fund (n, v) passenger (n) system (n)
colleague (n) generator (n) permission (n) temporary (adj)
compromise (v) giant (adj, n) pilot (n) tool (n)
coordinator (n) go off (v) practical (adj) tour guide (n)
counsellor (n) handicraft (n) prohibition (n) trainee (n)
design (v, n) hire (v) project (n) trainer (n)
disturb (v) injury (n) promote (v) typewriter (n)
drop (v) landmine (n) provide (v) unemployed (adj)
duty (n) laptop (n) recruit (n, v) volunteer (n, v)
essential (adj) legal (adj) run away (v) wages (n)

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.
1. The Past Continuous
1.1 What were you doing?

Two years ago, the Northopian team won the Football World Cup.
Every Northopian person remembers what s/he was doing when they heard the news…

10.1 A. Listen to these Northopian people. They are talking about what they were doing when they heard the news. Match the speakers with the pictures.

The radio operator _______ The teacher _______

The newsreader _______ The forestry worker _______

The radio operator’s daughter _______
B. Who told who, and in what order? Complete the paragraph.

First, the __________ spread the news over the radio. The __________ was listening, and he went to tell the __________. He told __________, __________ and __________. Then __________ went to tell __________.

C. What were people doing when they heard the news? What did they do next?

Listen again and complete the table.

<table>
<thead>
<tr>
<th>The newsreader</th>
<th>The forestry worker</th>
<th>The radio operator</th>
<th>The radio operator's daughter</th>
<th>The teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was reading the news</td>
<td>He thought about his friend</td>
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<td></td>
<td></td>
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</tbody>
</table>

1.2 Forming the past continuous

A. Complete the sentences with the past tense of be.

1. I ______ reading the news.
2. You ______ lying on your hammock.
3. We ______ cooking some soup.
4. My sister ______ playing a game.
5. The villagers ______ celebrating their victory.

B. Complete this chart about forming the past continuous.

<table>
<thead>
<tr>
<th>structure</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive statements</td>
<td>subject + was/were + v-ing</td>
</tr>
<tr>
<td>negative statements</td>
<td>subject + was/were + not + v-ing</td>
</tr>
<tr>
<td>yes/no questions</td>
<td>Was he writing?</td>
</tr>
<tr>
<td>wh- questions</td>
<td>How were they travelling?</td>
</tr>
</tbody>
</table>

C. The sentences below about yesterday are not true. Explain the real situation, e.g.

You were fighting after class.
I wasn’t fighting! I was studying.

1. You were drinking whisky at 7am.
2. Your best friend was saying rude things at lunchtime.
3. You and your friends were stealing cars at 10pm.

D. Answer these questions.

1. What were you doing at 4pm yesterday?
2. What were you doing last night at 10.30?
3. What was your teacher doing ten minutes ago?
4. What were you thinking about at breakfast?
5. What were you writing a moment ago?

E. Fill the gaps to complete the past continuous questions.

1. ______ your brother reading at 9pm last night?
   Yes, he was.
2. What ______ you ______ when I rang?
   I was having a wash.
3. Why ______ the children crying last night?
   Because they were afraid of the noisy dogs.
4. Where ______ Daw Khaing ______ when I saw her this morning?
   To the internet café.
5. When you heard the gunshots, ______ you still ______?
   No, we were already awake.
1.3 Past simple or continuous?

A. When do we use past continuous, and when do we use past simple? Complete the rule:
   • We use the ____________ tense to talk about completed events in the past.
   • We use the ____________ tense to talk about events in progress in the past.

B. Do you know this person? Who was she? When did she die?
   Many people all over the world remember what they were doing when they heard the news of her death.

   When I heard the news, I was using my computer.
   I was using my computer when I heard the news.

   Is the meaning of these two sentences different?

C. These people all heard the news on the radio. What were they doing when they heard the news?

   e.g. Lin Tin was buying a car.

   1. Myint Myint San…
   2. Ko Lwin…
   3. Saw Htoo…
   4. Jill and Bill…
   5. Daw Thandar…

D. Work in pairs. Say sentences about these people, e.g.

   - When Benazir Bhutto died, Myint Myint San was burning some letters.
   - Myint Myint San was burning some letters when Benazir Bhutto died.

E. These people were busy when something happened. Write sentences, e.g.

   Kyaw Kyaw / his son / born

   1. U Maung Maung / thieves / rob the bank
   2. Aung Ko / car / crash
   3. Hla Hla / earthquake / hit
   4. Nang Seng / war / start
   5. Jack and Thiha / police / find them

   Kyaw Kyaw was hunting when his son was born.
F. Think of a famous person from the past. Do you know anyone who remembers that person? Do they remember when that person died? What were they doing at that time?

When General Aung San died, my grandmother was studying. When U Thant died, my uncle was working in his office.

G. Put the verb in the past simple or continuous.

Ko Oo: I 1. ______ you yesterday, but you didn’t answer. Where were you? (phone)
Jen: Sorry, I 2. ______ my sister. What’s the problem? (visit)
Ko Oo: I 3. ______ for Mi Mi, but couldn’t find her. (look)
Jen: She 4. ______ at the university all morning. She 5. ______ a test at 1pm. (study, have)
Ko Oo: Oh - did she do well?
Jen: Yes, she 6. ______ with good marks. (pass)

1.4 Listening: Reading on the bus

A. Listen to this story. What do you think happened next?

B. Listen again. Fill the gaps.

1. I often read ______ I’m taking the bus to work
2. I sometimes read ______ meals.
3. I even read ______ I’m walking along the road.
4. Yesterday, ______ I was sitting on the bus, a man got on and pointed a gun at the bus driver.
5. ______ the journey, the man was shouting ‘Faster! Faster!’
6. ______ the bus was going around a corner, she reached out and grabbed the gun.

C. Here is the end of the story. Were you expecting this?

The passengers overpowered the hijacker, the driver stopped the bus, and the police came and arrested him.

I didn’t actually see any of this. During all these events, I was reading a very exciting novel. I didn’t see or hear anything! When the bus stopped and the police came up to me to ask questions, I couldn’t answer any. I read all about this in the newspaper the next day. It wasn’t as exciting as my book.

D. Complete the rules by filling the gaps with when, while and during.

1. ______ is a preposition. We use it before a noun or noun phrase.
2. ______ is a conjunction. We can use it before a past simple or past continuous clause.
3. ______ is a conjunction. We usually use it before a past continuous clause.

E. Fill the gaps with your own ideas.

1. When __________________________, I saw my mother.
2. While __________________________, the phone rang.
3. During __________________________, I was in bed.
2. Describing People

2.1 Feelings
A. Match these adjectives with the faces.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
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<td>bad-tempered</td>
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B. Are there other words you could use to describe these people's feelings? How many more adjectives to describe feelings can you think of?

2.2 Character
A. Look at the pictures. Match the pictures with the adjectives in the box. Not all adjectives have a picture.

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<thead>
<tr>
<th>Adjectives</th>
<th>a.</th>
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<th>c.</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Match the adjectives from A with the descriptions.

1. She always stops to chat when we meet. friendly
2. He doesn’t like giving people money. 
3. She gets angry very easily. 
4. He’s afraid to meet new people. 
5. She often stays late at the office. 
6. He always tells the truth. 
7. She doesn’t mind if plans change. 
8. He doesn’t do much work. 
9. She enjoys giving people presents. 
10. He tries to kiss every woman he meets. 
11. He believes he’s better than other people. 
12. He never remembers where he puts things. 
13. She asks people to donate money to the school, and spends it on gold for her family. 
14. She only cares about herself.

C. Think of three people you know who match three adjectives in A. Write a sentence about each of them without using the adjectives. Memorise these sentences, and close your books. Work in pairs, and say your sentences to each other. Guess the adjectives.

2.3 Appearance

A. Look at these pictures of leaders and politicians. Do you recognise any of them?

B. You will hear descriptions of these people. Which phrases do you think you will hear in each description? Write a number next to each.

partly bald __  short grey hair __  a large beard __  thick eyebrows __
a round face __  a square face __  a big, black moustache __
a pointed nose __  short, straight hair __  long, dark, wavy hair __
C. Listen and check your answers.

D. Do any of these people look like someone you know?

Sonja Gandhi looks a bit like my aunt. She’s got a round face and straight hair, too. My aunt is a bit older and fatter...

Fidel Castro looks like that guy who visited us last week – they both have beards...

2.4 Age

A. Look at these pictures of people. Match the people with the comments.

- Kyi Kyi is 22
- Johnny is 47
- Daw Myint is 93
- Zaw Aye is 19
- Khaing Win is 66, and Mi Lwin is 64

<table>
<thead>
<tr>
<th>He’s in his late teens.</th>
<th>She’s in her early 20s.</th>
<th>She’s elderly.</th>
<th>They’re in their mid-60s.</th>
<th>He’s middle-aged.</th>
</tr>
</thead>
</table>

B. We use expressions with early, mid- and late when we don’t know, or don’t want to say, exactly how old a person is. Estimate the ages of these people:

1. She’s nearly finished middle school.
2. He fought in World War 2.
3. She’s getting too old to have another baby.
4. They’re a bit too young to get married.
5. He’s been a teacher for nearly 20 years.
6. He was born in 1977.

C. Look at the pictures of world leaders on the previous page. Work in groups. How old do you think they are in these pictures?

D. How old are you?
   How old are your parents?
   How old is your teacher?

2.5 Listening: Family photo

A. Someone is showing you this picture of his family. Which people does he describe? Find them in the picture.

B. Write descriptions of three other people from the picture.
3. Identifying People and Things

3.1 Who’s who?

A. Look at the picture in 2.5 again. On the audio, the man describes his grandfather as ‘the old bald man with the stick’ and his uncle as ‘the short man with the big nose’. Identify these people:

- The energetic boy with the longyi.
- The little girl with the spotted dress.
- The woman with the comb in her hair.

B. Identify the people in the picture and join these descriptions.

The small boy with glasses
The old woman with the short skirt
The middle-aged man with long dark hair
The young woman with black shorts
The teenage girl with the dark shirt
The tall woman with blonde hair

We use with to join describing sentences:

- I live in a bamboo house. It’s got a big balcony.
  I live in a bamboo house with a big balcony.

C. Join these sentences using with.

1. She’s a kind, friendly woman. She’s got short fair hair.

2. I’ve got a very ugly dog. It’s got no tail.

3. I don’t like the tall man. He’s got a gold necklace and an aggressive personality.

4. In town, there’s a beautiful park. It’s got lovely flowers and a lot of rare birds.

D. Write a short description of a classmate using with. Make it as specific as possible. Read it to the class. Can they identify who it is?

3.2 Pairwork: Can you please pick up my friends?

A. Two friends, a man and a woman, are coming to meet you. They have never visited your area before, so you promised to meet them at the bus stop. However, you are very busy at that time, so you ask your partner to meet them, and bring them to your house. Look at the picture. Which people are your friends? How can you describe them?
B. Describe these people to your partner. How many guesses does your partner need to identify the people?

C. If this is a real situation – you have to identify some people and meet them, but you don’t know who they are – what can you say?

4. Grammar: More about Adjectives

4.1 Manner and state adjectives

When you describe people, you sometimes talk about their *state*, and sometimes about their *manner*. For example, if someone is *fat* or *clever*, they are usually fat or clever all the time. These are adjectives of state. If someone is *hungry* or *excited*, they are only like that temporarily. That is their manner.

A. Look at the adjectives in the box. Put them into the correct columns in the table.

<table>
<thead>
<tr>
<th>manner adjectives</th>
<th>state adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>annoy</td>
</tr>
<tr>
<td>angry</td>
<td>drunk</td>
</tr>
<tr>
<td>selfish</td>
<td>pleased</td>
</tr>
<tr>
<td>honest</td>
<td>nervous</td>
</tr>
<tr>
<td>corrupt</td>
<td>honest</td>
</tr>
<tr>
<td>confused</td>
<td>unreliable</td>
</tr>
<tr>
<td>bored</td>
<td>interesting</td>
</tr>
<tr>
<td>handsome</td>
<td>friendly</td>
</tr>
</tbody>
</table>

B. Choose four adjectives of state to describe each of the following people. You can use words from the table in A, and other words you know.

1. A good leader
2. A bad leader
3. A good student
4. A bad student

C. Think about some good and bad leaders, or good and bad students. Describe them to your partner.

4.2 Husbands and wives

A. What are the most important characteristics of a wife and husband? Write at least five points for each in the table. There are some suggestions in the box below, but use your own ideas too.

<table>
<thead>
<tr>
<th>wife</th>
<th>husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>good-looking</td>
<td>rich</td>
</tr>
<tr>
<td>rich</td>
<td>generous</td>
</tr>
<tr>
<td>good at cooking</td>
<td>good at sports</td>
</tr>
<tr>
<td>intelligent</td>
<td>religious</td>
</tr>
<tr>
<td>religious</td>
<td>has short hair</td>
</tr>
</tbody>
</table>

B. Work in pairs. Agree on two lists for your pair. You can only have five points in each list.

C. Join with another pair, so you are in a group of four. Decide on two lists for your group. You can only have five points in each list!

D. Have a class discussion. Try to agree on class lists.

Are the lists for a wife and a husband the same, or different? Why/why not?
4.3 -ed and -ing adjectives

A. Look at the picture.

The mosquito is flying around, trying to bite Zaw Min. Zaw Min is trying to kill the mosquito, but he can’t catch it.
   Zaw Min is annoyed.
   The mosquito is annoying.

Complete the rule with -ed and -ing.
   ____ adjectives describe causes.
   ____ adjectives describe effects.

B. Look at these pictures, and fill the gaps with an -ed or -ing adjective.

1. Nang Seng is bored. She’s sitting in a _________ meeting, and she wants to go home and sleep.
2. Maung Lay has just met a _________ dog. Maung Lay is frightened of dogs, and this dog is bigger, louder and more aggressive than other dogs.
3. Htwe Htwe is reading an _________ book. She’s been reading it for 3 hours now. She doesn’t want to stop reading to eat or wash. Htwe Htwe is very _________ in this book.

C. Fill the gaps with suitable adjectives. Use the words in the box with -ed or -ing.

   tire     confuse     disappoint     depress     relax     amuse     embarrass

1. He’s been really _________ since his mother died.
2. Walking up the mountain is _________.
3. I can’t understand the instructions for this machine. They are _________.
4. She was _________ when she didn’t get a scholarship. She was expecting to get one.
5. We heard a very _________ joke. We laughed for ages.
6. I love lying on a hammock in the sun with a good book. It’s so _________.
7. My most _________ experience was in 1999. I got up to make an important speech and saw I had a large hole in the front of my trousers.

D. Write sentences using the adjectives you didn’t use in C. For example, if you used depressed in exercise C, write a sentence with depressing.

E. Do a pair dictation with your sentences.
   Partner A: read your sentences to Partner B.
   Partner B: write the sentences.
   Then change roles.
   Check each other’s sentences.
5. Pronunciation: Countries and Nationalities

5.1 Word stress

A. Put the following countries into the correct stress columns.

| Korea | Canada | England | Vietnam | Iran | Australia | Brazil | France | Laos | Indonesia | Nepal | Japan | America | Iraq | Afghanistan | Tibet | Cambodia | China | Norway | Bangladesh | Turkey | Switzerland | Pakistan | Russia | Philippines | Egypt | Singapore | Italy | Israel | India | Cuba | Germany | Thailand | Malaysia |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

B. Listen and check.

C. Listen and repeat.

D. What are the nationality adjectives of the countries in the box? Write them in the correct columns.

<table>
<thead>
<tr>
<th>-ese</th>
<th>-ish</th>
<th>-an</th>
<th>-i</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepalese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Listen and check.

F. Listen and repeat. Pay attention to stress!

G. Circle the words where the stress is on a different syllable in the country and the nationality, e.g.

Nepal Nepalese

H. Work in pairs. Say sentences using the nationality words.

I saw a Malaysian film last night.
My Canadian friends are visiting tonight.

5.2 General knowledge

A. How many other countries do you know?
   Work in groups, and brainstorm countries.  
   *(The United Nations has 192 members...)*

B. Do you know the nationality adjectives of all these countries?

C. Group quiz. In your groups, answer these questions.

1. Which countries are in ASEAN?  
   *(1 point per country)*

2. Which countries are in the European Union?  
   *(1 point per country)*

3. Which countries share a border with Myanmar?  
   *(1 point per country)*

4. Which countries are permanent members of the UN Security Council?  
   *(1 point per country)*
5.3 What does nationality mean?

*Nationality* can mean two different things:
1. membership of a country
2. membership of an ethnic group (ethnicity)

For example, a Pa-O woman from Myanmar, a Zulu man from South Africa and a Vietnamese family with Australian citizenship have many possible answers to the question *What nationality are you?* The answer they give depends on who is asking the question.

A. How would these people answer this question:
   1. on a passport application?
   2. talking to a person from the same ethnic group?
   3. talking to a friendly foreigner who knows nothing about their country?

B. What about a Mon man from Thailand who has emigrated to England?
   Can you think of a situation when he replies…?
   1. 'I’m Mon'
   2. 'I’m Thai'
   3. 'I’m British'

5.4 Interrogation

A. Your teacher will give you a false identity. Memorise all the details of your fake ID card.

B. Answer the audio.

C. Look at the audioscript. Practise asking and answering these questions in pairs.

6. Reading: An Indian Poet

6.1 Background information

A. What do you know about India’s colonial history?

B. Do you know these words and prefixes?

<table>
<thead>
<tr>
<th>literature</th>
<th>philosophy</th>
<th>achievement</th>
<th>talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealthy</td>
<td>province</td>
<td>knight</td>
<td>gathering</td>
</tr>
<tr>
<td>fire on</td>
<td>poverty</td>
<td>non-</td>
<td>multi-</td>
</tr>
<tr>
<td>anti-</td>
<td></td>
<td></td>
<td>anti-</td>
</tr>
</tbody>
</table>

C. You are about to read a text about Rabindranath Tagore, one of India’s most famous poets. In the text you will read these phrases. How do you think they relate to Tagore? Discuss them in groups.

- Nobel Prize for Literature
- anti-colonialism activist
- knighted by King George V
- the Amritsar Massacre
- multi-cultural education system
- Albert Einstein
- national anthem

D. Read the text on the next page, and check your predictions from exercise C.
Rabindranath Tagore (1861-1941)

1. Many people know Rabindranath Tagore’s poetry. He won the Nobel Prize for Literature in 1913. He was the first non-Westerner to win this prize, and he introduced many readers to Indian culture, literature and philosophy. Most people, however, do not know about his other achievements. Tagore was multi-talented. He was a painter, musician, writer, scientist, anti-colonialism activist and educator as well as a poet.

2. He came from a wealthy and powerful family in the Bengal province of India and grew up speaking both Bengali and English. At first he studied to be a lawyer, but then decided he was more interested in writing. Until the age of 51, few people outside India knew his writing. That changed when he visited England in 1912 with English translations of his Bengali poems. These translations won him the Nobel Prize for literature the following year, and in 1915 he was knighted by King George V.

3. In 1919 the British Army fired on a gathering of people in Amritsar, killing hundreds of men, women and children. The Amritsar Massacre caused a lot of anti-British feeling. Tagore sent his knighthood back to the King and became involved in the independence movement. He was also involved with the anti-poverty movement in his native province of Bengal.

4. In the 1920s Tagore got involved in education, particularly the education of poor children. His schools used traditional Hindu education together with Western ideas. Tagore’s multicultural educational system spread to other parts of the world.

5. Tagore achieved many things in his long life. He wrote over one thousand poems, twenty-four plays, eight novels, and many books and essays on philosophy, religion, education and social topics. He discussed physics with Albert Einstein. You can see his paintings in museums around the world. The words and music he wrote have become the national anthems of two countries – India and Bangladesh.

6.2 Comprehension

A. Match each paragraph with a summary.

1. Tagore did many different things, and achieved a lot. Paragraph 5
2. A lot of people were angry with the British after the Amritsar massacre, including Tagore.
3. Tagore is famous, but most people don’t know much about him.
4. Tagore worked in education using traditional and Western ideas.
5. Tagore became famous in his fifties, when his poems became popular in Britain.

B. Answer the questions.

1. Why did Tagore stop practising law?
2. What did Tagore do to make his poetry famous in the West?
3. Why did Tagore decide not to keep his knighthood?
4. What was different about Tagore’s education system from other ideas on education?
5. What did Tagore write about?

C. Work in groups. Read through the text and think of three questions to ask other groups.

D. There are two quotations in the text. In your groups, decide what they mean.
6.3 Poem: The Wicked Postman

A. Look at the title. What do you think this poem is about? What has the postman done?

B. Read the poem. Why do you think the mother is unhappy?

---

**The Wicked Postman – Rabindranath Tagore**

Why do you sit there on the floor so quiet and silent, tell me, Mother dear?  
The rain is coming in through the open window, making you all wet, and you don’t mind it.  
Do you hear the gong striking four? It is time for my brother to come home from school.  
What has happened to you that you look so strange?  
Haven’t you got a letter from Father today?  
I saw the postman bringing letters in his bag for almost everybody in the town.  
Only Father’s letters he keeps to read himself. I am sure the postman is a wicked man.  
But don’t be unhappy about that, Mother dear.  
Tomorrow is market day in the next village. You ask your maid to buy some pens and papers.  
I myself will write all Father’s letters; you will not find a single mistake.  
I shall write from A right up to K.  
But, Mother, why do you smile?  
You don’t believe that I can write as nicely as Father does!  
But I shall rule my paper carefully, and write all the letters beautifully big.  
When I finish my writing do you think I shall be so foolish as Father and drop it into the horrid postman’s bag?  
I shall bring it to you myself without waiting, and letter by letter help you to read my writing.  
I know the postman does not like to give you the really nice letters.

---

C. Are these statements true (T) or false (F), or is there no information in the poem (NI)?

1. It’s four o’clock. **T**
2. The speaker is a young boy. **T**
3. The speaker doesn’t have any brothers or sisters. **T**
4. Mother employs a maid. **T**
5. Father is away working in another town. **T**
6. The speaker can write all the alphabet. **T**
7. The speaker doesn’t trust the postman. **T**
8. The speaker is going to beat the postman. **T**

D. Answer these questions.

1. Approximately how old is the speaker of the poem? How do you know? **10 years old**
2. Does the family live in a large town? How do you know? **Yes**
3. Are they poor? How do you know? **Yes**
4. What is the speaker’s plan to make Mother happier? **Write the letters himself**
5. Why does the speaker think the postman is keeping Father’s letters? **Because the speaker wants to write better letters than Father to make Mother happy.**

E. Which of these summaries best describes this poem?

a. Mother is unhappy because the postman is keeping letters from her husband. **NI**
   
b. A young child doesn’t like the postman, and wants to make problems for him. **T**
   
c. A child thinks the postman is keeping letters Father wrote, and wants to write these letters to make Mother happy. **T**
   
d. A child can write very well, and wants to write better letters than Father to make Mother happy. **T**

F. Work in groups. Use your imaginations to think of a background story to this poem. Think about:

- Where is Father?
- Has he written any letters home?
  
  - Why/why not?
- Will he come back? If so, when? If not, why not?
7. Writing: An Autobiography

7.1 What’s in an autobiography?

A. What is an autobiography? Have you ever written one?

What are some situations where you might need to write one?

What kind of information can you put in an autobiography?

B. Read Tagore’s autobiography and make notes under the following headings:

<table>
<thead>
<tr>
<th>Main events</th>
<th>People</th>
<th>Feelings and beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- born in Bengal in 1861</td>
<td>- family</td>
<td>- wanted to be a writer</td>
</tr>
</tbody>
</table>

My name is Rabindranath Tagore. I was born in Bengal, India in 1861. My family was wealthy, so they hired teachers for me until I was seventeen. I then went to England, where I studied to become a lawyer.

I wasn’t interested in law. I really wanted to become a writer. So I returned home and wrote poems and stories, mostly in my first language, Bengali. My writing was popular in India, but people outside India didn’t understand it. I started writing in English, and translated my earlier work into English. When I was 51, I went to Britain. People liked my poems, and wanted to know more about Indian culture. I won the Nobel Prize for Literature in 1913, and two years later King George gave me a knighthood.

While I was in Britain, my friends were organising the independence movement. I returned to India and helped them. One of my friends was Mohandas Gandhi. I knew him as a real person, not the icon he later became. We often disagreed about patriotism, tradition, science and development. I respected Gandhi, but he was much more conservative than me.

After the Amritsar Massacre, I returned my knighthood. I didn’t want any awards from the British after they killed all those people. I decided to get involved in education, and I mixed both traditional Indian and Western ideas about teaching. I disliked British colonial policy, but I respected Western culture, and liked Western art and literature.

7.2 Writing an autobiography

A. How should you write an autobiography? Put a tick (yes) or cross (no) next to these ideas.

✔ 1. Start each sentence in exactly the same way.
× 2. Use different ways to make sentences in the past.
___ 3. Use time phrases such as while, during, when, at that time, etc.
___ 4. Read someone else’s autobiography and copy parts of it.
___ 5. Read other people’s autobiographies to get some ideas of how to write your own.
___ 6. Make your story more interesting by including lots of details.
___ 7. Write the same things as all your classmates write.

B. Write your own autobiography. First, make a chart about your life, like the one for Tagore in 7.1 B. Then decide what you will put in each paragraph. When you have organised your ideas, start writing.
8. Thinking about Learning: Speaking Strategies (2)

8.1 Useful phrases

Here are some useful phrases to get help in a conversation, and help other people understand you.

A. Match the phrases with the situations. Some phrases match more than one situation.
   a. Someone misunderstands you.
   b. Someone is talking too fast.
   c. You need more information about something.
   d. You didn’t hear something.
   e. You don’t understand one word or phrase.
   f. You want someone to repeat a statement.

B. Listen. Some of the phrases are a little bit different. Change the phrases in the bubbles to match the audio.

C. Listen again and repeat the phrases.

8.2 Using speaking strategies

A. In groups or by yourself, write a conversation using at least six of the phrases above.
   Here are the first five lines:
   A: We need to go to Hpa-an next week. It’s our top priority.
   B: I don’t understand ‘priority’.
   A: Priority – most important thing to do. You have to start making plans.
   B: Me? Why do I have to organise it?
   A: I’m sorry, what I mean to say is we have to make plans.
   B:

B. Roleplay. Work in pairs. Choose one of these situations and have a conversation.
   Try to use at least two of the phrases from A.

   You want directions to the hospital.
   Your partner is speaking too fast, and you don’t understand. OR
   You are making an appointment to meet your partner tomorrow.
   You want to meet at 8am, but your partner thinks you said 8pm.
9. Practice
9.1 Exercises

A. The past continuous
Complete the conversation, putting the verbs in the past continuous tense.

Mi Mi: I was looking (I / look) for you, Sayama. I'm afraid I've broken these plates and cups.
Sayama Win: How? What happened?
Mi Mi: __________________ (I / take) them to the kitchen, when I bumped into Naw Moo. __________________ (she / come) out when ________________ (I / go) in.
Sayama Win: I don't think ________________ (you / look) where ________________ (you / go).
Mi Mi: I'm very sorry. I'll buy some more plates when I get some money.
Sayama Win: Don't worry about it. Just be more careful next time!

B. Past simple or continuous?
Fill the gaps with the verbs in the box, in past simple or continuous forms.

play     stop     drive     see     watch
meet     go    eat     buy

1. I _____ TV when he arrived.
2. 'I _____ to your house yesterday afternoon, but you weren't there.'
   'Sorry, I _____ football at the school.'
3. I _____ Zaw Zaw last night. He _____ in a restaurant.
4. 'Where were you at six o'clock?'
   'I _____ my car at the mechanic's. Yesterday when I _____ to work it _____ and I couldn't start it again.'
5. 'I _____ your parents at the market. They _____ some new furniture.'

C. when and while
Write sentences with when or while. There is more than one way to do this.

e.g. Mi Chan / wait / bus / see / her friend.
   Mi Chan was waiting for a bus when she saw her friend.
1. Nang Seng / make a speech / conference / her phone / ring.
2. Hla Wai / hear / strange noise / walk / through the jungle.
3. Min Min and Peter / see / a gold ring / ground / walk / school
4. visit / city / my parents / buy / new chairs.

D. during or while?
Fill the gaps with during or while.

1. Did you take notes ________ the class?
2. We drank some coffee ________ we were waiting.
3. Please be quiet ________ the baby is sleeping.
4. The phone rang six times ________ the meeting.
5. ________ I was out shopping, someone broke into my house and stole some things.
6. ________ the hot season it rained a few times.

E. Who's who?
Look at the pictures. Which person:
a. has a long, thin face?
b. has a square face?
c. has a round face?
d. has thick eyebrows?
e. has a pointed nose?
f. has a big nose?
g. is bald?
h. has long straight hair?
i. has curly hair?
j. has dark wavy hair?
k. has a beard?
l. has a moustache?
m. is wearing earrings?
n. is wearing a necklace?

F. Character adjectives
What adjectives could you use to describe these people?

1. Khaing Win gives a lot of money to his friends, and donates a lot to organisations.
2. Larry thinks he is better than other people. He never listens to other people’s ideas, because he believes his ideas are better.
3. Kyi Kyi found out her boss was stealing money from her organisation. He offered her some money if she didn’t tell anyone. Kyi Kyi didn’t take the money, and told the management committee.
4. Saw Lu works at the airport. If people want to take a lot of bags onto the plane, Saw Lu asks for extra money. He keeps this money for himself.
5. Ma Thida always takes the best food before other people can get anything. She doesn’t care about other people. She only thinks of herself.
G. with
Here is a photo of Zaw Aye’s family. Zaw Aye is the guy at the back, on the left. How could Zaw Aye describe the others in the picture? Use with, e.g.

My friend is the boy next to me with curly hair and big ears.

Back row, left to right:
1. My younger sister
2. My older sister
3. My sister’s husband

Front row, left to right:
4. My aunt
5. My uncle
6. My cousin
7. My grandfather
8. My father
9. My little brother
10. My mother

H. -ed and -ing adjectives
Write the correct adjective form of the words in brackets.

Sue likes the family next door, but sometimes they play loud music. This is a little annoying (annoy), but they are very kind people. Once Sue heard a ________ (frighten) noise outside her house. The neighbours invited her in, and gave her a ________ (relax) cup of tea. They checked around the house until she stopped being ________ (frighten).

The family tells very ________ (amuse) stories about their work. The husband, Moe Kyaw, works in a shoe shop. He finds this job ________ (interest) – he is never ________ (bore) at work. Last week, a ________ (surprise) thing happened. A Hollywood actor came into Moe Kyaw’s shop and bought 20 pairs of shoes. He gave Moe Kyaw $200, and said ‘Keep the change’. Moe Kyaw was very ________ (excite). He took all his friends and family to a restaurant.

I. Countries and nationalities
These people are ambassadors to the United Nations.

1. What nationality are they?

First row: Indonesian, USA, Cambodia, South Korea
Second row: Britain, Sweden, Spain, Ireland
Third row: China, Japan, Taiwan, Vietnam
Fourth row: Britain, Spain, Sweden, Ireland
Fifth row: Portugal, Turkey, Iran, Iraq

2. Which rows should these ambassadors sit in?

First row: Portugal, Turkey, Iran
Second row: Singapore, Sudan, Philippines
Third row: Thailand, France, Netherlands, Laos
Fourth row: Indonesia, USA, Cambodia, South Korea
Fifth row: Britain, Spain, Sweden, Ireland
## 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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Word</th>
<th>Part of Speech</th>
<th>Word</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve (v)</td>
<td></td>
<td>depressing (adj)</td>
<td></td>
<td>hole (n)</td>
<td></td>
</tr>
<tr>
<td>aggressive (adj)</td>
<td></td>
<td>disappointed (adj)</td>
<td></td>
<td>icon (n)</td>
<td></td>
</tr>
<tr>
<td>amuse (v)</td>
<td></td>
<td>disappointing (adj)</td>
<td></td>
<td>ID (n)</td>
<td></td>
</tr>
<tr>
<td>anti- (prefix)</td>
<td></td>
<td>elderly (adj)</td>
<td></td>
<td>memorise (v)</td>
<td></td>
</tr>
<tr>
<td>arrogant (adj)</td>
<td></td>
<td>embarrassed (adj)</td>
<td></td>
<td>middle-aged (adj)</td>
<td></td>
</tr>
<tr>
<td>autobiography (n)</td>
<td></td>
<td>embarrassing (adj)</td>
<td></td>
<td>multi- (prefix)</td>
<td></td>
</tr>
<tr>
<td>background (n)</td>
<td></td>
<td>energetic (adj)</td>
<td></td>
<td>partly (adv)</td>
<td></td>
</tr>
<tr>
<td>bad-tempered (adj)</td>
<td></td>
<td>eyebrows (n)</td>
<td></td>
<td>patriotism (n)</td>
<td></td>
</tr>
<tr>
<td>balcony (n)</td>
<td></td>
<td>fake (adj, n)</td>
<td></td>
<td>permanent (adj)</td>
<td></td>
</tr>
<tr>
<td>border (n)</td>
<td></td>
<td>fire [a gun] (v)</td>
<td></td>
<td>personality (n)</td>
<td></td>
</tr>
<tr>
<td>character (n)</td>
<td></td>
<td>force (v, n)</td>
<td></td>
<td>philosophy (n)</td>
<td></td>
</tr>
<tr>
<td>chat (v, n)</td>
<td></td>
<td>forgetful (adj)</td>
<td></td>
<td>pipe (n)</td>
<td></td>
</tr>
<tr>
<td>conservative (adj)</td>
<td></td>
<td>frightened (adj)</td>
<td></td>
<td>pointed (adj)</td>
<td></td>
</tr>
<tr>
<td>corrupt (adj)</td>
<td></td>
<td>frightening (adj)</td>
<td></td>
<td>policy (n)</td>
<td></td>
</tr>
<tr>
<td>curly (adj)</td>
<td></td>
<td>gathering (n)</td>
<td></td>
<td>poverty (n)</td>
<td></td>
</tr>
<tr>
<td>depressed (adj)</td>
<td></td>
<td>generous (adj)</td>
<td></td>
<td>province (n)</td>
<td></td>
</tr>
</tbody>
</table>

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

1. Identification.
2. Very frightened.
3. To take something without permission.
4. A division of a country.
5. A short description of a longer text.
6. People together in one place.
7. A more polite way of describing an old person.
8. Fashionable and modern.
9. The imaginary line between two countries.
10. Not completely.
11. Not real.
12. To talk casually with someone.

### C. Do a Synonyms and Antonyms activity. Look at the wordlist, and think of some synonyms (words with a similar meaning, e.g. frightened—afraid) and antonyms (words with an opposite meaning, e.g. depressed—happy). Write down all the synonyms and antonyms you can think of for this word, but don’t write the word. Show it to another student. Can they identify the word?

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>rob</td>
<td>give</td>
</tr>
<tr>
<td>take</td>
<td>replace</td>
</tr>
<tr>
<td>donate</td>
<td>steal</td>
</tr>
</tbody>
</table>
1. Future Plans
1.1 What are you going to do?

A. Look at this picture. These people are planning their futures. One is thinking of the short-term future, one is thinking of the medium-term future, and one is thinking of the long-term future. Which is which?

B. These people are also thinking of their futures. What are they going to do? Think of some ideas.

C. Listen to the audio. Were you correct?
1.2 Forming and using the future with *going to*

A. Complete the rules about the future with *going to*.
   - Before *going to*, we use a form of the verb __________.
   - After *going to*, we always use the __________ form of the verb.
   - We use *going to* to talk about __________ we have already made.

B. Look at these situations, and write sentences, e.g.
   - You’ve decided not to get married yet.
     *I’m not going to get married yet.*
   1. Htoo Htoo smokes, but he’s decided to quit.
     *He’s...*
   2. Myint Myint San has decided not to move to Bago.
   3. Some factory workers have decided to stop working if they don’t get their pay.
   4. The government has decided to change its policy on immigration.
   5. David and Salai Aung have decided not to apply for university this year. They’ve decided to wait until next year.

C. Write a question with *going to* for each of these situations, e.g.
   - *I have bought a large table.*
     *(Where / put it?)*
     *Where are you going to put it?*
   1. *I am going to a formal party.*
     *(What / wear?)*
   2. *You have decided to buy a new motorbike.*
     *(How / pay for it?)*
   3. *Naw Moo has decided to have a party.*
     *(Who / invite?)*
   4. *The teachers have planned a staff meeting.*
     *(What / talk about?)*
   5. *Min Min has decided to leave school.*
     *(Why / do that?)

1.3 Your future plans

A. Answer the questions. Write two or three sentences for each question.
   1. What are you going to do after class today?
   2. What are you going to do when you finish this English class?
   3. What are you going to do after the next water festival?
   4. What are you going to do when you retire?

B. Which of those are short-, medium- and long-term plans?

C. Work in pairs. Tell your partner your plans from A.

D. Tell another student what your first partner is going to do.

1.4 What are they going to do tomorrow?

A. What are these people’s plans?
   1. __________
   2. __________
   3. __________
   4. __________
   5. __________
   6. __________
   7. __________
   8. __________
   9. __________
   10. __________
A. Nang Seng from Myanmar, Lee from China, Dylan from Canada and Zindzi from South Africa belong to an organisation called International Action for Social Development. At the moment, they are in Singapore attending a workshop called ‘Strategies for Long-term Sustainable Community Development’. What do you think this means?

B. Match these words with their definitions.

network (n)  possible to find and use
available (adj)  a formal request for support for a project
apply for (v)  money to run a project
funding (n)  to formally ask for something
proposal (n)  a connected group of people or computers

C. Listen to the audio. What are they planning to do? Tick yes, no or maybe for each task.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zindzi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel around the country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up computer networks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dylan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nang Seng</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up a translation project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organise a workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a funding proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work outside his town</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

D. It is a year later. Zindzi, Lee, Dylan and Nang Seng are meeting again at the next workshop. Do you think they have done the tasks they planned? Write sentences.

Dylan didn’t teach computer skills. He started to write a book, but he hasn’t finished it yet.

E. Work in pairs. Choose two of the people from A, and think of a dialogue, e.g.

Nang Seng: Good to see you again, Lee. What have you done since last year?
Lee: Well, I applied for funding. We got a little money, so I can go around schools and teach sustainable development. Did you organise a workshop?
2. **Arrangements and Excuses**

### 2.1 Making excuses

**A.** Moe Kyaw is ringing Kyi Kyi. He wants to meet her.
Listen to the conversation. Does Kyi Kyi want to meet Moe Kyaw?

**B.** Listen again, and complete the conversation.

- Do you want to meet for lunch tomorrow?
  - I'm sorry, I can't. I'm ____________.
- OK, how about Friday night?
  - Sorry, I'm ________________ then.
- How about Saturday morning?
  - Sorry, I'm ________________ on Saturday morning.
- Oh. How about next week?
  - I'm _______________________. For a very long time.

**C.** An *excuse* is a reason to not do something when you don’t want to do it. What are Kyi Kyi’s excuses to not meet Moe Kyaw? Do you believe Kyi Kyi’s excuses?

### 2.2 Arrangements

**A.** Look at the present continuous sentences in 2.1 B. Are they talking about the past, present or future?

We can use the present continuous to talk about future arrangements – things we have already organised.

**B.** Look at these arrangements. Write a sentence in the present continuous, e.g.

1. You have agreed to work next weekend.
2. Hla Hla has just bought a ticket to India for June 15th.
3. Darren and Maria have arranged to get married next summer.
4. Zaw Min has arranged a meeting with his boss at 9am tomorrow morning.
5. Saw Htoo has accepted an invitation to Ko Aye’s party next Saturday.

**C.** Read this conversation. Are the underlined verbs talking about the present or the future?

Tim: What are you looking (1) at?
Ma Naung: It’s a map of Yangon. I’m moving (2) there next week. I’ve got an internship there at an HIV prevention organisation. I’m thinking (3) about how to find a house.

Tim: When are you leaving? (4)
Ma Naung: Friday. I’ve started to pack my things already – I’m organising (5) my books and papers now.

Tim: That’s exciting. Congratulations!
Ma Naung: Yes. However, I’m a bit worried about my son – he’s staying (6) with the neighbours for the first month, but I’m not sure about the long-term.

Tim: Why isn’t he moving (7) to Yangon with you?
Ma Naung: Well, he’s doing (8) very well at school, and all his friends live here. I’m not sure. We’ll decide later.

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

**D.** Have you arranged to do anything later? Tell other students about your arrangements.
2.3 Nang Seng’s arrangements

A. It’s two months after the conference in 1.5. Nang Seng is organising a workshop. Members of her organisation are travelling from all over the country to meet in Mandalay, and discuss community development issues. The workshop starts in three days, on the 17th of May. Read Nang Seng’s list of tasks:

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 14 May | - phone bus company  
- visit hotel. Check there are enough rooms.  
- buy notebooks  
4pm - meet with cooks. Discuss menus. |
| 15 May | 10am - meet U Maung Oo. Discuss timetable.  
- email Daw Phyu about her speech. |
| 16 May | 1pm - send cars to meet people at bus station.  
3pm - send cars to meet people at train station.  
6pm - dinner in hotel with everyone. |

B. What’s Nang Seng doing today?

She’s phoning the bus company. She’s...

What’s she doing tomorrow and the next day? Tell your partner.

C. What else does she need to do before the conference? Work in pairs, and think of at least one other thing she has to do today, one thing tomorrow, and one on the 16th.

Tomorrow she’s buying the coffee, tea and snacks. At 6pm she’s phoning everyone.

3. Geography

3.1 Describing a country

A. Describe these countries.

1. Afghanistan: quite a large country / Asia / north-west of Pakistan.

Afghanistan is quite a large country in Asia, north-west of Pakistan.

1. Pakistan: long, narrow country / Asia / north-west / India.

2. Brazil: very large country / east coast / South America.


4. New Zealand: two small, narrow islands / near Australia / Pacific Ocean.
B. Now write sentences about six of the Southeast Asian countries shown on the map.

C. Look at the world map at the back of the Language Reference, and choose a country. Work in pairs. Describe this country to your partner. Can they identify the country?

3.2 Weather and climate

A. Most of Myanmar has a tropical climate. What does this mean? What type of weather do you get in Myanmar? What other countries have tropical climates?

B. Britain, Japan and Australia have temperate climates. What type of weather do they get? How many seasons do they have? What are these seasons called?

C. How much do you know about weather and climate? Answer these questions.
   1. What is humid weather?
   2. What are the units of measurement for temperature?
   3. What season is it in Australia in July?
   4. What weather do you get in Northern China in December?
   5. If the temperature is 40 degrees centigrade, what do you wear?
   6. In very cold countries, what are some things people use to heat their homes?

D. The weather is a very common conversation topic. It is a good conversation opener when you want to make polite small talk with someone. Look at these situations. What could you say? Write a few possibilities.
   1. It’s November, at 8.00 in the morning. You are waiting for a bus. There’s another person at the bus stop. It’s 40 degrees centigrade, and the sun is shining brightly. It’s very hot for this time of day. It’s really hot! This is quite unusual.

   2. You’re sitting in a bus, wearing very thin clothes. When the bus goes over the mountains, the wind starts blowing.

   3. It’s February. You’re in the market shopping when suddenly it starts raining heavily. All the people run for shelter.
3.3 Living in different climates

A. You are going to listen to a man talking about living in Kuwait, and a woman talking about living in Northern Russia. Look at these questions. Try to guess the answers.

**Kuwait**
1. Is it always hot in Kuwait?
2. Which are the hottest months?
3. When is the coolest time of year?
4. Is it humid?
5. Does it ever rain?
6. Do most buildings have air conditioning?
7. Is it too hot to drive a car?
8. Do you ever need warm clothes?
9. Is the sea always pleasant to swim in?

**Northern Russia**
10. How cold can it get in winter?
11. Is it always cold in north-west Russia?
12. How do people heat their houses?
13. What do people wear?
14. Is it humid?
15. Does it snow much?
16. Is the sea pleasant to swim in?

B. Now listen to the audio. Were your answers correct? Write the correct answers. What questions don’t they answer?

C. Describe your climate. Use the audioscripts as a model.

4. Agreeing and Disagreeing
4.1 so and not

A. Ma Khin and Si Si are members of the Youth Development League, Mandalay branch. They are preparing for a meeting on Friday. Read the conversation. What’s the meeting about?

Ma Khin: I think so. What are we discussing, exactly?
Si Si: The project budget. Are you free at 4.00?
Ma Khin: I hope so. Is our budget being cut?
Si Si: I don’t think so. I heard we might get more money for new computers.
Ma Khin: Great! Who told you that?
Si Si: Du Du. He was speaking to Salai Aung from the Yangon office, and they think we need internet here.
Ma Khin: Mmm. Is that reliable information? It might be just a rumour.
Si Si: I hope not! I’d really like to get internet here!

B. Answer the questions.

1. Can Ma Khin come to the meeting?
2. Does she want to attend the meeting?
3. Is their budget being cut?
4. Is Du Du’s information correct?

We use *I think so* and *I don’t think so* when we are not quite sure about something.

We use *I hope so* and *I hope not* when we want something to happen (or not happen).

C. Answer these questions, using *I think so, don’t think so, I hope so or I hope not.*

1. Is your teacher happy?
2. Will this English class continue next week?
3. Is it hot in Malaysia at the moment?
4. Are you having meat for dinner tomorrow night?
5. Are you going to Bagan soon?
4.2 Listen and respond

A. Listen to the audio. You will hear some yes/no questions. Respond with I think so, I don’t think so, I hope so, I hope not.

Will you pass your next English exam?
I hope so!

B. Write a list of yes/no questions asking about plans and predictions. Work in pairs. Ask and answer these questions using I think so, I don’t think so, I hope so or I hope not.

C. Listen to the audio. You will hear some opinions. Respond with I agree + more information, or I disagree + more information.

Lay Phyu is the best singer in Myanmar.
I disagree. Myo Gyi is much better.

B. Write a list of opinions. Work in pairs. Say and respond to the statements using I agree + more information, or I disagree + more information.

4.3 The internet

A. What do you know about the internet? Read the text.

The internet is a system of computers all over the world. Computers communicate with each other by telephone. People use the internet to send messages (emails) and exchange information. You can get information about many topics, and you can put information on the internet. To get onto the internet you normally need a computer and a telephone line.

Many people think the internet is a force for good. They think all people, everywhere in the world, can have access to the same information – you don’t need to live near a library. You can log onto the internet and find information on many different topics, from American foreign policy to zoological gardens of the world.

Other people disagree. They think that only the rich can get access to the internet – you need a computer and telephone line, and most of the world does not have these things. Also, most of the information on the internet is in English, so people who don’t read or write English are disadvantaged.

What do you think?

B. Nang Seng, Lee, Dylan and Zindzi are discussing the internet. What do they think about it?

Listen and make notes of the main points.

Nang Seng thinks... it’s not useful for them as members of her organisation don’t have telephones or electricity.

Zindzi thinks...
Lee thinks...
Dylan thinks...

C. Is your situation similar to any of the speakers’ situations? How useful is the internet for you?
5. **No One, Nothing, Nowhere**

5.1 **What are you doing?**

A. Look at the pictures. In groups, tell the story. How do you think it will end?

1. ![Picture](Oh... nothing.)

   What's that?

2. ![Picture](Oh... nowhere.)

   Where are you going?

3. ![Picture](Oh... no one.)

   Who are you talking to?

B. Look at these examples:

I opened the door, but there **was no one** there.
I opened the door, but there **wasn’t anyone** there.
I looked in the drawers, but I **found nothing**.
I looked in the drawers, but I **didn’t find anything**.
I’m **not going anywhere** this weekend.
I’m **going nowhere** this weekend.

**How can you say the following sentences differently? Change the words in italics.**

1. She **gave me nothing** for my birthday.
2. We **haven’t cooked anything** for dinner.
3. There’s **nowhere** to swim near here.
4. I’ve got friends, but I **love nobody**.
5. There **isn’t anywhere** to go now.
6. There **isn’t anyone** in her town to teach English.

C. **Write Yourself In.** Write six sentences. Each sentence should use the word *I*. Two should use **no one**, two should use **nowhere** and two should use **nothing**.

5.2 **Songs: For No One and Nowhere Man**

A. Have you heard of *The Beatles*? What do you know about this band?

You are going to listen to two songs. *Nowhere Man* is about a man who is not doing anything useful, has no opinions, and no ideas about his life. *For No One* is a man singing about his girlfriend. His girlfriend doesn’t love him anymore.

B. Here are some useful words and phrases from the songs. Match them with the definitions. Use your dictionary if necessary.

<table>
<thead>
<tr>
<th>Your day breaks</th>
<th>To not go away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind</td>
<td>To continue for a long time</td>
</tr>
<tr>
<td>To linger on</td>
<td>Opinion</td>
</tr>
<tr>
<td>No longer</td>
<td>To not hurry, do something slowly</td>
</tr>
<tr>
<td>To miss</td>
<td>Your day begins</td>
</tr>
<tr>
<td>To last</td>
<td>To help</td>
</tr>
<tr>
<td>To lend a hand</td>
<td>Brain</td>
</tr>
<tr>
<td>To take your time</td>
<td>Not for any more time</td>
</tr>
<tr>
<td>Point of view</td>
<td>To not experience something</td>
</tr>
</tbody>
</table>
C. Here are the lyrics to these songs. They are mixed up.

In pairs, listen to the songs. Sort them into two separate songs.

**Nowhere Man**
- He's a real nowhere man
- Sitting in his nowhere land

**For No One**
- Your day breaks, your mind aches
- You find that all her words of kindness linger on

---

Your day breaks, your mind aches
You find that all her words of kindness linger on

When she no longer needs you
Sitting in his nowhere land
She wakes up, she makes up
Making all his nowhere plans for nobody

Doesn't have a point of view
She takes her time and doesn't feel she has to hurry
Knows not where he's going to
She no longer needs you
Isn't he a bit like you and me
Nowhere man please listen
You don't know what you're missing
And in her eyes you see nothing

Nowhere man the world is at your command
No sign of love behind the tears cried for no one
A love that should have lasted years
He's as blind as he can be
Just sees what he wants to see
You want her, you need her

Nowhere man can you see me at all?
And yet you don't believe her when she says her love is dead
You think she needs you
And in her eyes you see nothing
Nowhere man, don't hurry
No sign of love behind the tears cried for no one
Take your time, don't worry
A love that should have lasted years
Leave it all till somebody else lends you a hand
 Doesn't have a point of view
You stay home, she goes out

She says that long ago she knew someone and now he's gone
She doesn't need him
Knows not where he's going to
Isn't he a bit like you and me?
Nowhere man, please listen
Your day breaks, your mind aches
You don't know what you're missing
There will be times when all the things she said will fill your head
Nowhere man, the world is at your command
He's a real nowhere man
You won't forget her
And in her eyes you see nothing
No sign of love behind the tears cried for no one
Sitting in his nowhere land
A love that should have lasted years
Making all his nowhere plans for nobody
6. Pronunciation: Word Endings

6.1 Identify the mistakes

A. Listen to the audio. A woman is planning a party, and talking about some things she needs to buy. Listen and write her shopping list.

B. Is it easy or difficult to understand? Why?

C. How do you say this text correctly?
   Practise in pairs, and correct each other’s pronunciation.

D. Repeat after the audio.

6.2 Importance

Many languages do not have consonants at the end of words. Does yours? Speakers of these languages often have difficulty pronouncing word endings. Sometimes this is not so important, as it is easy to understand the meaning. Sometimes, however, not pronouncing the word endings can change the meaning, or make it hard to understand.

A. Look at these sentences. If the speaker doesn’t pronounce the underlined word, will the listener have difficulty understanding the meaning?

1. Can I have some ice in my drink?
2. I loved you very much.
3. I need to fix my motorbike.
4. My sister’s coming to visit us tonight.
5. It’s fourteen kilometres to town.
6. There’s a large pig in the garden.
8. I’m going to help.
9. I have a nice bike.
10. I’ve got a new book.

B. Practise saying the sentences.

C. What types of words are most important to pronounce clearly?

6.3 Final consonant practice

A. Work in pairs. Partner A: say these words quickly. Partner B: listen. In how many words were the final consonants pronounced clearly? Give your partner a score out of six, then change roles.

verb rob stab suburb tube globe / 6
Dear Ni Ni,

How are you? Are you enjoying your life overseas? I’m writing because I might come there and stay with you soon.

Last month the clinic closed down because of funding problems and I can’t find other nursing work here. According to my friends at the hospital, there are very few medical jobs at the moment.

My father has been sick for a long time, and I have to pay my children’s school fees. Furthermore, I have a lot of debts, and I need to pay them soon. Therefore, I need to find a lot of money.

Salaries here are too small. In my view, this is bad for the community as we lose skilled people. For example, Ko Ohn Gyi’s private teaching job only pays thirty dollars a month. He can’t make enough to support his family, so he’s going to stop teaching and work on a fishing boat.

I think it’s easier to find well-paid work overseas. Do you know any hospitals or clinics there? Do they need nurses?

I hope to see you soon.

Your cousin,

Ma Win
Dear Ma Win,

Nice to hear from you, and I'm sorry about your job.

1. __________ you should come here. 2. __________, life is much more difficult here than at home. You are right that salaries are higher than at home. That's why I came here. 3. __________, the living costs are higher, too. I use half my salary to rent a small apartment. The food is cheap but it isn't the same as the food at home. I miss home. I miss the food, the shops and especially I miss my friends and family.

4. __________, the authorities here sometimes make problems for migrant workers. 5. __________, the police came and raided the factory near my house last week. A lot of migrant workers were arrested, and they had to pay a large bribe to get out of prison.

I asked my friend at the Migrant Advice Centre about jobs in hospitals. 6. __________ him, you can't work in hospitals if you don't have a qualification from this country. 7. __________, you might have to get a job in a factory if you come here. Factory work is very hard. You work long hours and the factory owners are sometimes very unfriendly and rude. On the other hand, you can make a lot of money. I have already repaid my debts, and now I'm sending my parents money for a new house.

I agree that salaries back home are too small. This needs to change, because too many educated people are leaving the country.

Let me know when you decide. You are always welcome to stay with me.

Love,

Ni Ni

B. Fill the gaps in the letter with the words in the box.

Furthermore  According to  In my opinion  I don't think  For example  Therefore  However

C. Find expressions in the letter which mean:

1. My opinion is the same as yours. (2 expressions)
2. For that reason...
3. A contrasting point is...

D. Look at both the letters. List the reasons for and against Ma Win going overseas to look for a job that are mentioned in the conversation.

<table>
<thead>
<tr>
<th>Reasons for</th>
<th>Reasons against</th>
</tr>
</thead>
<tbody>
<tr>
<td>She can make more money.</td>
<td>She'll miss her family.</td>
</tr>
</tbody>
</table>

E. What do you think Ma Win should do? Discuss.

7.3 Your opinions

A. Choose one of these topics:

- People should never use plastic bags.
- People should never drink alcohol.
- All education should be free.

Do you agree or disagree? List the reasons for and against the statement.
8. Thinking about Learning: Grammar (1)

8.1 How important is grammar?

A. These students have different opinions about learning English grammar.

I think English is difficult. It's not logical. There are too many exceptions.
- Soparith, Cambodia

I don't think you can learn a language without learning the grammar first.
- Juan, Mozambique

I don't think grammar's the most important thing. There are other things, like vocabulary and culture, which are just as important to know about.
- Deiter, Germany

I hate it. I think it's boring, but it's probably necessary.
- Maria, Mexico

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

8.2 Comparing grammar

A. Languages are different. The words are different and the grammar is, too. Read what these people say about their languages compared to English.

In Russian, we have no verb 'to be' in the present tense. We say 'I Russian'.

In French we often put adjectives after the noun, like this: 'A house very big'.

German nouns can be masculine (der Mann - the man), feminine (die Frau - the woman) or neuter (das Haus - the house). The article (der, die, das) changes depending on the gender.

In Vietnamese we don't have present, future or past forms of verbs at all. Sometimes we just put a little word in front of a verb to show if it is present, future or past. For example, 'se' before a verb means future.

Chinese words only have one grammatical form. If you want to make a noun plural, or change the tense of a verb, you use particles or change the word order.

In Shan, I also speak Thai, Myanmar and English. Thai is easy - it's very similar to Shan. Myanmar is a little more difficult because Myanmar and Shan have quite different grammar. English is really difficult!

B. Think about your native language. How is it similar to English? How is it different? Give examples.

C. What other languages do you know? Are they similar to or very different from your first language?
9. Practice
9.1 Exercises

A. What are they going to do?
These students are finishing a teacher training course. They have to do a six month internship as the final part of their training programme. Are the sentences true or false? If false, write correct sentences.

I. Ma Yin hasn’t decided about her internship.
   False. She’s going to teach in a high school.
2. She’s got an internship in her home town.
3. She’s going to do that for a year.
4. Tin Tin’s probably going to teach at his father’s middle school.
5. He doesn’t want to teach because he thinks he isn’t good at teaching.

B. Complete the conversation
Write the questions to complete this conversation. Use going to.
Ali: What are you going to do after you leave school?
Mi Mi: First, I’m going to work for a while with my father in his photocopy shop.
Ali: What __________________________?
Mi Mi: I’m going to look after the accounts.
Ali: Are __________________________?
Mi Mi: No, only for a year. Then I’m going to study some more.
Ali: __________________________?
Mi Mi: I’m not sure yet. Maybe in Mandalay.
Ali: __________________________?
Mi Mi: Languages, I think. I want to learn Japanese and Korean.

6. Perhaps Ni Ni’s going to organise literacy classes.
7. Maybe she’s going to go home.
8. Aung Ko’s got a boring internship.
9. He’s going to write malaria prevention materials in a primary school.

C. Arrangements
It’s 9am on Monday, June 3. Look at Tun Tun’s diary. What’s he doing? When? Write eight sentences in the present continuous.

Monday 3: 10am - volleyball training
4pm - movies with friends
Tuesday 4: visit mother
Wednesday 5: job interview
Saturday 8: volleyball game
7:30pm - party at Daw Nu’s house
Monday 10: meet Aung Ko, discuss budget
July 2: holiday with friends

1. This morning he’s training with his volleyball team.
2. This afternoon he’s...
3.
4.
5.
6.
7.
8.
D. Geography crossword
Write the missing words in the puzzle.
1. The Pacific and the Atlantic are the biggest ________ in the world.
2. Tachilek is on the ________ between Myanmar and Thailand.
3. Madagascar, Java and Phuket are all ________.
4. Sittwe is on the west ________ of Myanmar.
5. The Nile, the Ayeyarwadi and the Amazon are all ________.
6. Everest is the tallest ________ in the world.
7. Inle ________ is in Myanmar.
8. Japan is a ________ . So are Australia and Brazil.
9. An area full of trees, like the Bago Yoma.
10. The Sahara is a ________. So is the Kalahari.

Now, complete this sentence:

Asia, Europe and South America are all ________.

E. Weather and climate
Are these sentences true or false?
1. In Myanmar in July it’s wet and humid.
2. In Northern China in October it’s very hot at night.
3. It sometimes rains during the water festival.
4. In Singapore, some people have air-conditioners in their offices.
5. In England, people wear warm clothes in December.
6. In Japan, it rains every day in March.
7. In cold countries, people use heaters, fires or stoves to warm their houses.
8. It sometimes snows in northern Myanmar.

F. so and not
Write the questions to go with these answers, e.g.
A: are they getting married soon?
B: I think so. They’ve already bought their wedding clothes.
1. A: Is it...
   B: I hope not! I hate the rain.
2. A: Will you...
   B: I hope so. I’ve studied every night.
3. A: Do they...
   B: I don’t think so. I think they speak Chinese.
4. A: Are you...
   B: I think so. We need a bigger house.

G. no- or any-?
Choose the right word.
1. She didn’t tell ______ (nobody / anybody) about the plan.
2. I don’t want ______ (nothing / anything) to drink. I’m not thirsty.
3. ‘What’s in that box?’
   ‘______ (nothing / anything). It’s empty.’
4. My job is very easy. ______ (nobody / anybody) could do it.
5. The situation is very confusing. ______ (nothing / anything) might happen.
6. I know ______ (nothing / anything) about history.
7. The accident looked very serious, but fortunately ______ (nobody / anybody) was hurt.
8. ‘Are there any bookshops in this town?’
   ‘______ (nowhere / anywhere) near here, sorry. There’s one in the next town.’
9. I went to the clothes shop to buy a shirt, but there was ______ (nothing / anything) I liked.
10. Have you seen my watch? I can’t find it ______ (nowhere / anywhere).
### A. Vocabulary review

**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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abroad (adj, adv)</td>
<td>download (v)</td>
<td>logical (adj)</td>
<td>snack (n)</td>
</tr>
<tr>
<td>access (n, v)</td>
<td>excuse (n)</td>
<td>majority (n)</td>
<td>sort (v)</td>
</tr>
<tr>
<td>afford (v)</td>
<td>exception (n)</td>
<td>migrant (n)</td>
<td>suburb (n)</td>
</tr>
<tr>
<td>arrangement (n)</td>
<td>freeze (v)</td>
<td>network (n)</td>
<td>surrounded by (prep)</td>
</tr>
<tr>
<td>authorities (n)</td>
<td>fundraising (n)</td>
<td>particularly (adv)</td>
<td>sustainable (adj)</td>
</tr>
<tr>
<td>branch (n)</td>
<td>furthermore (adv)</td>
<td>pleasant (adj)</td>
<td>tailor (n)</td>
</tr>
<tr>
<td>bribe (n, v)</td>
<td>humid (adj)</td>
<td>point of view (n)</td>
<td>take [your] time (v)</td>
</tr>
<tr>
<td>budget (n)</td>
<td>immigration (n)</td>
<td>proposal (n)</td>
<td>temperate (adj)</td>
</tr>
<tr>
<td>cloudy (adj)</td>
<td>in my opinion (adv)</td>
<td>repay (v)</td>
<td>tropical (adj)</td>
</tr>
<tr>
<td>coast (n)</td>
<td>in my view (adv)</td>
<td>respond (v)</td>
<td>values (n)</td>
</tr>
<tr>
<td>connect (v)</td>
<td>labourer (n)</td>
<td>rumour (n)</td>
<td>website (n)</td>
</tr>
<tr>
<td>continent (n)</td>
<td>layer (n)</td>
<td>satellite (n)</td>
<td></td>
</tr>
<tr>
<td>cut (v, n)</td>
<td>lend a hand (v)</td>
<td>shelter (n, v)</td>
<td></td>
</tr>
<tr>
<td>damp (adj)</td>
<td>log on (v)</td>
<td>small talk (n)</td>
<td></td>
</tr>
</tbody>
</table>

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

1. To reduce or stop something.
2. To not hurry.
3. Name two types of climate.
4. Something you hear that might or might not be true.
5. A part of an organisation, or a part of a tree.
6. Where the land joins the sea.
7. The movement of people to another country.
8. You write this when you want money or support.
9. Name two things you can say when you want to give your ideas.
10. To have enough money to do or buy something.
11. Especially; more than usual or more than others.
12. A reason you give for doing something, or not doing something.

### C. Do a True or False activity. Choose four words from the wordlist and make sentences using these words. Make some true and some false. The sentences can be personal (about you) or about other things. Tell your sentences to another student. They decide whether the sentences are true or false. If a sentence is false, they should try to correct it.

**Example:**

You can log on to the internet at the central library.  
**False!** You can’t log on there - they don’t have internet.
1. The Passive
1.1 Who did it?

A. Read the article. Put these events in order.
1. Kevin was caught trying to light a bomb.
2. Kevin was expelled from high school.
3. Kevin was taken to the police station.
4. Kevin was arrested.

B. Look at the four sentences in A, and answer the questions.
1. Who caught Kevin?
2. Who expelled Kevin from high school?
3. Who took Kevin to the station?
4. Who arrested Kevin?
5. Are we more interested in who did these things, or in Kevin?

C. Look at the sentences below and answer the questions.

SUBJECT       ACTIVE VERB   OBJECT
a. The police arrested Kevin.

SUBJECT     PASSIVE VERB
b. Kevin was arrested.

D. Complete the rules.

1. The passive is formed with the auxiliary verb to be + the ____________. To make different ____________, we change the form of the auxiliary.
   I am / was
   You / We / They are / were born last year.
   He / She / It is / was

2. We make passives negative by adding _______ to the auxiliary.
   Rice is not grown in New Zealand.
   The thieves weren’t arrested.

3. We usually use the passive when we do not know, or are not ____________ in, who does the action.
   My bike was stolen yesterday. (I don’t know who stole it.)
   Lots of cars are produced in Vietnam. (It doesn’t matter who exactly produces them.)

E. Look at the article again. Find three more examples of the passive.

Canadian Times, September 24, 2006

TEEN BOMBER FAILS TO BLOW UP SCHOOL
Kevin Lomax, 17, was arrested yesterday when he tried to blow up a high school in Toronto, Canada. Mr Lomax was expelled from Moosebottom High School in 2003 for hitting a teacher.

The teenager was caught outside the principal’s office at the school. According to witnesses, he was trying to light a parcel, but his lighter didn’t work. The parcel contained Coffee Mate.

Alice Newberry, a science teacher at Moosebottom High School, said, ‘Coffee Mate is used to make tea and coffee white. It is possible to explode Coffee Mate, but it has to be dry at the time. Kevin’s parcel was wet from the rain outside.’

After his arrest, Mr Lomax was taken to Toronto Central Police Station where he was charged with attempted vandalism. His trial is on October 8.
1.2 Forming the passive

A. Change these active sentences into passive sentences.

In Britain...
1. women bear one baby every minute.
   One baby is born every minute.
2. people spend 9.7 billion pounds on beer every year.
3. people use 9 billion litres of water each day.
4. people produce 27 million tonnes of rubbish every year.
5. thieves steal one car every 20 minutes.

B. All of the things above happened last year.
   Write the information in the past simple passive.

In Britain last year...
1. baby One baby was born every minute.
2. beer
3. litres of water
4. rubbish
5. car

D. These sentences are all false. For each, write a correct sentence using a negative passive verb, and another sentence with a positive passive verb and the information in brackets.

1. Bananas are grown in cold climates. (hot climates)
   Bananas aren’t grown in cold climates. They’re grown in hot climates.
2. The telephone was invented in the 1970s. (the 1870s)
3. Toyota cars are produced in China. (Japan)
4. Paper is made of metal. (trees)
5. Shampoo is used for washing dishes. (hair)
6. Cambodia was colonised in the 16th century. (19th century)

E. Find your way through this maze. You can move vertically or horizontally.
   You can’t move diagonally.

---

the past participle has one syllable:

<table>
<thead>
<tr>
<th>kill</th>
<th>need</th>
<th>help</th>
<th>plan</th>
<th>stop</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>dance</td>
<td>walk</td>
<td>end</td>
<td>close</td>
<td>visit</td>
</tr>
<tr>
<td>taste</td>
<td>want</td>
<td>decide</td>
<td>wait</td>
<td>talk</td>
<td>climb</td>
</tr>
<tr>
<td>note</td>
<td>enter</td>
<td>finish</td>
<td>arrive</td>
<td>add</td>
<td>ask</td>
</tr>
</tbody>
</table>

the past participle has two syllables:

<table>
<thead>
<tr>
<th>help</th>
<th>dance</th>
<th>walk</th>
<th>phone</th>
<th>jump</th>
<th>hate</th>
<th>vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>taste</td>
<td>start</td>
<td>end</td>
<td>wait</td>
<td>hate</td>
<td>add</td>
<td></td>
</tr>
<tr>
<td>want</td>
<td>plan</td>
<td>stop</td>
<td>close</td>
<td>talk</td>
<td>look</td>
<td></td>
</tr>
<tr>
<td>need</td>
<td>climb</td>
<td>ask</td>
<td>rain</td>
<td>arrive</td>
<td>kill</td>
<td></td>
</tr>
</tbody>
</table>

the past participle is irregular:

<table>
<thead>
<tr>
<th>catch</th>
<th>come</th>
<th>stop</th>
<th>leave</th>
<th>wake</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>dance</td>
<td>drive</td>
<td>look</td>
<td>think</td>
<td>walk</td>
<td>swim</td>
</tr>
<tr>
<td>wait</td>
<td>see</td>
<td>talk</td>
<td>hear</td>
<td>enter</td>
<td>drink</td>
</tr>
<tr>
<td>help</td>
<td>get</td>
<td>stand</td>
<td>go</td>
<td>want</td>
<td>eat</td>
</tr>
</tbody>
</table>
1.3 Active or passive?

A. Complete the sentences using these verbs in the correct form:

1. Many accidents are caused by dangerous driving.
2. Mohinga is made from fish and noodles.
3. Farmers cut down pineapples in the mountain villages, because it's too cold.
4. I don't like this hotel. The rooms are dirty regularly.
5. In Thailand, elections for Prime Minister are held every four years, but Malaysia doesn't hold them every five years.
6. I want to read Mya Than Tint's book, but it is not in English.
7. The shop closes at 8.30pm on Saturdays.
8. 250 people work at the factory. It is owned by a large international company.

B. Complete these sentences about the UK using the active or passive form of the verbs in the box. Some are in the past simple tense, and some are in the present simple.

<table>
<thead>
<tr>
<th>cause</th>
<th>eat</th>
<th>drink</th>
<th>recycle</th>
<th>murder</th>
<th>eat</th>
<th>kill</th>
<th>use</th>
</tr>
</thead>
</table>

1. In 2000, British people eat 86 eggs each.
2. 255 tonnes of rice were eaten last year.
3. About 765 people were killed each year. That's an average of 2.1 a day.
4. Approximately 300 deaths were caused by smoking each day.
6. On average, every UK household recycles 440 plastic bottles each year, of which only 24 are not recycled.
7. People in Britain drink 130 cans of soft drinks per person per year.

1.4 Bangladesh

A. Look at the picture. It was taken in Bangladesh. What do you know about Bangladesh?

B. Read the report below. Check any words you don’t know in a dictionary, then fill the gaps with the correct form of verbs in the box. The verbs are in present simple active and passive, and past simple passive. Use each verb only once.

| survive | drown | not attend | destroy | cut down | cause | suffer | not give | die | flood |

Bangladesh, one of the most populated countries in the world, 1. ______ from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country 2. ______, and 30 million people had to leave their homes. During this time more than a thousand people 3. ______ or 4. ______ from disease.

Some of Bangladesh’s environmental problems 5. ______ by deforestation. The country has a large population, so people need land for farming. Trees 6. ______ so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms 7. ______ by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis 8. ______ on only one meal per day or less. Many children, especially girls, 9. ______ much education. In rural areas 42% of boys and 52% of girls 10. ______ school, and 46% of males and 59% of females are illiterate.
1.5 Questions and answers in the passive

A. Can you answer these questions?
1. When were the Pyramids built?
2. Are rubies mined in Myanmar?
3. Where is New Zealand located?
4. Was Gandhi killed in Pakistan?
5. Who was the play ‘Romeo and Juliet’ written by?
6. Where are polar bears found?
7. Are bats used in football?
8. Why was paracetamol invented?

B. Match the answers below with the questions in A.
   a. Near Australia.   3. About 4,500 years ago.
   b. William Shakespeare. 4. To reduce fever and pain.
   c. No, they’re not. 5. Yes, they are.
   d. No, he wasn’t. 6. At the North Pole.

C. Write questions in the passive. Some are present simple and some are past simple.
1. Ask about the telephone.  (when / invent?)  When was the telephone invented?
2. Ask about glass.  (how / make?)
3. Ask about Australia.  (colonise / by the Spanish?)
4. Ask about silver.  (use for / jewellery?)
5. Ask about General Aung San.  (why / kill?)
6. Ask about rice.  (where / grow / Myanmar?)

D. These people are answering questions about their past. What are the questions?
1. Three years ago.
2. Some rocks fell on me.
3. On the mountain road.
4. When I was 11.
5. For stealing some apples.
6. With a stick.
7. On my legs.
8. My uncle.

   1. When were you injured?
   2. ________________ injured?
   3. ________________ injured?
   4. When were you beaten?
   5. ________________ beaten?
   6. ________________ beaten?
   7. ________________ beaten?
   8. ________________ beaten by?

E. Think of a time when you were injured, and a time when you were beaten. Answer the questions about yourself.

F. Think of some passive questions you can ask using these words: born given told off
   Were you born in Bago? When were you born?

G. Ask and answer some of the questions from D and F in pairs.

H. Talk about your partner.

In 1992, Ma Hla was told off by her teacher for eating during class. When she was 14, she was injured by...
2. The Present Perfect (3)

2.1 Have you ever met a famous person?

12.2 A. Nilar and Nyi Nyi are talking to Caroline, a student from England. Listen.
Who have they met?

<table>
<thead>
<tr>
<th></th>
<th>1. The Minister of Education’s husband</th>
<th>yes / no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Prince William</td>
<td>yes / no</td>
</tr>
<tr>
<td></td>
<td>3. David Beckham</td>
<td>yes / no</td>
</tr>
</tbody>
</table>

B. Answer the questions.

1. Has Nilar met the Minister of Education?  
2. Has Caroline spoken to Prince William?  
3. Has Nyi Nyi ever played football with David Beckham?

C. Listen again. Find examples of the present perfect:

- in a positive sentence  
- in a negative sentence  
- in a yes/no question

2.2 Your experiences

A. Have you ever done these things? When did you do them? Write sentences, e.g.

I’ve ridden an elephant. I rode one three years ago in Tenassarim Division.

- ride an elephant  
- have malaria  
- steal something  
- go to Bagan  
- break a bone  
- win a competition  
- see a ghost  
- meet a famous person

B. Work in pairs. Ask and answer questions, e.g.

A: Have you ever ridden an elephant?  
B: Yes, I have.

A: When did you do that?  
B: Three years ago.

A: Where?  
B: In Tenassarim Division.

C. Report back to your classmates. Tell them a few interesting things about your partner.

2.3 Have you ever…?

12.3 A. Four people talk about the things in the pictures.
Listen. What are the four questions?

B. Listen again and answer the questions.

1. a. When did she ride on a large boat?  
b. Why did she go to Yangon?  
c. Did she enjoy travelling by boat?

2. a. Where does he buy pizza?  
b. How often does he eat it?

3. a. How old was she when she drove a motorbike?  
b. Whose motorbike was it?  
c. Did she enjoy the experience?

4. a. Has he been to many conferences?  
b. What was the main topic of the conference last weekend?  
c. Who was there?
C. Four tenses are used in the conversations. Match the tense with the use.

- **present perfect** to talk about something that happened at a specific time in the past
- **past simple** to talk about something happening at the same time as another event
- **present simple** to talk about experiences
- **past continuous** to talk about habits

D. Listen again and write at least one sentence from the conversations using each tense.

### 2.4 Relevant experience

A. When you hire someone to do a job, you want to be sure they have **relevant experience**. What does this mean?

B. Lek Tho High School wants to hire a school counsellor. This person will need to:

- advise about job opportunities
- talk to students about their problems
- advise about further study opportunities
- meet with parents, teachers and the school committee

They want to hire someone with relevant experience. Read the list below, and tick all the ones you think are relevant experience.

- teaching in a high school
- setting up a small business
- training as a medic
- looking after small children
- cooking in a restaurant
- managing an office
- writing reports and proposals
- playing on a football team
- studying at university
- liaising with different ethnic organisations
- working for a community organisation

C. Choose the five experiences that you think are most important for this job. How can you ask about these experiences?

D. Work in pairs. Partner A: you are interviewing someone for the job of school counsellor. Partner B: you are applying for this job. Ask and answer your five questions. Answer honestly!

### 2.5 Personal qualities

A. Mi Mi Khaing runs a teacher training organisation. She needs to hire an assistant who can arrange transport, deal with officials, meet with funders and liaise with the education department. What kind of person is she looking for?

Look at the list below. Choose the five most important personal qualities. Use a dictionary if necessary.

- polite
- friendly
- good-looking
- intelligent
- hard-working
- generous
- loyal
- confident
- patient
- honest
- reliable
- easy-going
- unbiased
12.4 B. These six people applied for the job. Mi Mi Khaing made these notes about them. Listen to these parts of interviews. Write the letter of the interview next to the appropriate note.

1. Replies were too short. Didn’t give enough information.
2. Replies were not clear. Difficult to understand. Poor communication.
3. Too many personal problems!
5. Complained about previous employers. Not loyal.
6. Only interested in the money and travel!

12.4 C. Listen again. Write down all the questions that Mi Mi Khaing asks. Check your list with the audioscript.

D. Here are some common interview questions:
- Are you working or studying at the moment?
- How long have you been in your current job / at your current university?
- Why do you want to work for us?
- What relevant experience do you have?
- Have you ever used English at work?
- What are your main strengths?
- Have you got any weaknesses?
- Would you like to ask me anything?

Think of a job. What else might you be asked at an interview for that job?
In pairs, roleplay an interview.

2.6 been and gone

There are two past participles of go: been and gone. In British English, we use been when someone has already returned from somewhere. We use gone when they are still there.

Aung Mon’s been to Ngapali. = He went before, but he is not there at the moment.
Aung Mon’s gone to Ngapali. = He is in Ngapali now.

A. Write been or gone in these gaps.

a. ‘Where’s Kyi Kyi? I haven’t seen her for ages!’
   ‘Oh, she’s not here. She’s __________ to Insein Township.’

b. Ban Ki-moon has __________ to many countries. His job involves a lot of travel.

c. My parents enjoy seeing old temples. They’ve __________ to Angkor Wat in Cambodia, Wat Po in Thailand and Bagan in Myanmar.

d. Mi Mi is sick. She’s __________ to the hospital. I hope she’ll be back tomorrow.

e. ‘Has Tin Oo got those books yet?’
   ‘Yes – he’s __________ to the bookshop already. They’re on the table.’

f. I’ve never __________ to Myitkyina, but I want to go. I’ve heard it’s very beautiful.

g. ‘Are the children enjoying their holiday?’
   ‘Yes, they’ve __________ to visit their grandparents. They’ll be back next week.’

h. She’s so busy! She went to Bago last Tuesday, Taungoo on Thursday, and now she’s __________ to Mandalay.

i. Although I live very close to the zoo, I’ve never __________ there. Perhaps I’ll go next weekend.
B. Which countries has Nang Seng visited? When did she visit each one? Make sentences, e.g.
She’s been to Britain. She went there in 2006.

1. In 1992, she went to a big European country where people speak French.
2. She visited the most populated country in the world in 2005.
3. In 2002, she went to two small countries in Southeast Asia. While she was at the first one, she went to see Angkor Wat. The other country was north of there.
4. When she was a student in 1989, she went to two Southeast Asian countries. One is a very small, quite rich country south of Malaysia. One is a big country further south, where most people are Muslim.

5. Nang Seng always wanted to look at the Pyramids. She was lucky – in 2007 there was a big conference in that country.
6. In 2003, she visited another Southeast Asian country. She saw the Prime Minister, Mahathir Mohammed.

C. Use the information to fill the gaps.

Nang Seng has visited __________ countries in Asia, Europe and the Middle East. She has been to __________ different countries in Asia. In 2002, she went to __________, __________ and __________. She has visited __________ twice. The first time was in __________ and the second time was in __________. In 1989, she visited __________ and __________. She’s only been to Europe twice. She’s visited __________ and __________ there. She went to Egypt in __________ to attend a conference.

3. The Arts
3.1 Vocabulary

A. Do you know these words?

<table>
<thead>
<tr>
<th>rehearse</th>
<th>dancer</th>
<th>song</th>
<th>exhibition</th>
<th>costume</th>
<th>photographs</th>
<th>traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>rock</td>
<td>make-up</td>
<td>play (n)</td>
<td>modern</td>
<td>musician</td>
<td>opera</td>
<td>movie</td>
</tr>
<tr>
<td>record (v)</td>
<td>actor</td>
<td>artist</td>
<td>perform</td>
<td>poet</td>
<td>cinema</td>
<td>concert</td>
</tr>
<tr>
<td>puppet</td>
<td>circus</td>
<td>classical</td>
<td>singer</td>
<td>band</td>
<td>orchestra</td>
<td>folk</td>
</tr>
<tr>
<td>karaoke</td>
<td>instrument</td>
<td>jazz</td>
<td>writer</td>
<td>book</td>
<td>theatre</td>
<td>gallery</td>
</tr>
</tbody>
</table>

B. Put the words into categories. Add any other words you know.

<table>
<thead>
<tr>
<th>watching</th>
<th>listening</th>
<th>reading / writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>theatre</td>
<td>musician</td>
<td>poet</td>
</tr>
<tr>
<td>rehearsal</td>
<td>rehearsal</td>
<td></td>
</tr>
<tr>
<td>concert</td>
<td>concert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instrument</td>
<td></td>
</tr>
</tbody>
</table>
A. On this page and the next one are eleven photos of artistic and cultural events in Asia. Match the photos with the descriptions.

1. An Indian cinema in Yangon. Indian movies are popular in many countries throughout the world, especially in Asia.
2. Ad Carabao, one of Thailand's most popular singers. He has recorded many songs about traditional village life.
3. The *salor* is a traditional Kayin instrument, similar to a violin.
4. Shan dancers performing the King Kala dance. Traditionally, it is performed at the end of the three-month Buddhist Lent.
5. These actors are from Imaginarts, a theatre group in Singapore. They are performing Shakespeare's play 'Romeo and Juliet', Singapore style.
6. The Joe Louis Puppet theatre. These performers use puppets to tell traditional Thai folk tales.
7. The latest CD from a popular Japanese all-woman band.
8. Chinese Opera singers. Chinese Opera singers and actors wear colourful costumes and make-up.
9. The Tiny Toons are a hip-hop band and dance group from Cambodia.
10. The Bombay Symphony Orchestra performing classical music.
11. The Lao National Circus performing in their theatre in Vientiane.
B. Choose one of these pictures, and tell other students some more about it. Use your imagination.

C. Have you ever…?
  - acted in a play
  - played music in a band
  - sung in a concert
  - danced at a festival

Tell other students about your experiences.

3.3 Describe the picture

A. Look at this picture. Write five true sentences about it, and five false sentences, e.g.

   There’s a man smoking a pipe. (true)  There are four books on the table. (false)

B. Now close your books and work in pairs. Read your sentences to your partner, in mixed order. Your partner identifies whether each sentence is true or false. Don’t look at the picture when you are doing this!
4. Social chat
4.1 Introductions

A. Match the phrases with the situations. Some match more than one situation.

<table>
<thead>
<tr>
<th>Informal introductions</th>
<th>Formal introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you met Mi Chan?</td>
<td>May I introduce myself? I'm Sandar from the National Manufacturers Association.</td>
</tr>
<tr>
<td>Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher, Sayama Mu Naw.</td>
<td></td>
</tr>
<tr>
<td>Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.</td>
<td></td>
</tr>
<tr>
<td>Excuse me, are you Maw Maw Aung?</td>
<td></td>
</tr>
<tr>
<td>Hi. Nice to meet you. Ms Green, I'd like to introduce my colleague, Nu Nu.</td>
<td></td>
</tr>
<tr>
<td>I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey. How do you do?</td>
<td></td>
</tr>
</tbody>
</table>

B. What would you say in these situations?

Work in pairs or threes, and create dialogues.

1. Introduce two friends at a party.
2. Introduce your aunt to the chairperson of an important organisation.
3. A guy in your class wants to meet your sister. Introduce them.
4. You're at a conference, and you see someone you really want to meet. Go and introduce yourself.
5. You have an appointment to meet Nang Seng at 2.00. You arrive at her office, and there are many people there. You don't know which person is Nang Seng.
6. You have arranged to meet John James from Canada at the bus station. You have never met before, but there is only one man at the bus station. He looks confused.

C. Choose one of these situations and write a longer conversation.

D. Perform your conversation to the class.

4.2 Conversation topics

A. When you meet a British, American or Australian person for the first time and want to know them better, there are some topics that are more appropriate than others. Sort these topics into appropriate and inappropriate.

<table>
<thead>
<tr>
<th>family</th>
<th>religion</th>
<th>organisation/job</th>
<th>hobbies/sports</th>
<th>duties and responsibilities</th>
<th>the weather</th>
<th>home country/town</th>
<th>places they've been to</th>
<th>political beliefs</th>
<th>favourite food/music/films/books</th>
<th>age</th>
<th>why they are here</th>
<th>their opinion of your culture</th>
<th>your opinion of their culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>appropriate</th>
<th>inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

201 UNIT 12
B. It is often difficult to start a conversation with strangers, or people you only know a little. Think of something you could say in these situations:
1. You are sitting on a bus. The person sitting next to you says, ‘It’s quite a long drive, isn’t it?’
2. You’re at a meeting, waiting for it to start. You recognise the man next to you, but you can’t remember where from. Speak to him.
3. A woman you know a little makes a speech at a conference. You found her speech very interesting. Go and talk to her.
4. You see your old teacher after many years. She doesn’t recognise you, because you were very young when you last saw her.

4.3 Formal or informal?

A. Listen to the audio. You will hear two conversations between strangers meeting for the first time. Which conversation is more formal? What topics do they discuss?

Conversation 1:

Conversation 2:

B. Listen again. What questions do the speakers use to get more information?

Conversation 1: Are you still with the UNDP?

Conversation 2:

C. Listen again. What words and sounds do speaker use to show they are interested?

Oh?

D. Work in pairs. Choose one of the situations in 4.2 B. Have a conversation.

5. Pronunciation: Expressing Interest

5.1 Intonation

A. Listen. Does the woman sound interested in the first conversation? What about the second conversation?

B. Work in pairs. Partner A: introduce yourself, and give some extra information. Partner B: respond, and show that you are interested. Then change roles. Use the conversations in A as a model.

C. Listen to these sentences. These people are expressing interest. Repeat, focusing on intonation.

Pleased to meet you!
Did you have a good trip?
Oh, hello Khun Yee. How are you?
Your son is lovely! Is he two yet?
Did you write that report?
I like Chinese opera, too.

5.2 Are you interested?

A. Think of replies to 1-12 below.

Work in pairs. Partner A: read. Partner B: reply, expressing interest. Then change roles.

1. Hello. How are you?
2. Thank you for the beautiful flowers.
3. Can I please borrow your torch?
4. Would you like a piece of cake?
5. Would you like milk or sugar in your coffee?
6. Is this your umbrella?
7. That speech was very interesting.
8. Let’s watch a video tonight.
9. How’s everything going?
10. Jill says to say hello.
11. Have you got the time?
12. See you later!
B. Think of an interesting topic, something you would like to hear about. Write it on a piece of paper, and give it to your teacher.

C. Your teacher will give you a piece of paper with a topic on it. What can you say about this topic? Write some notes. Think of at least three minutes’ of interesting things to say about this topic.

D. Do a 3-2-1 activity. Work in pairs, and talk about your topic for three minutes. Listen to your partner’s talk. Does s/he sound interested?

E. Change partners, and talk for two minutes on the topic. Listen to your partner. Does s/he sound interested?

F. Change partners again, and talk for one minute on the topic.

6. Phrasal Verbs

6.1 What is a phrasal verb?

A. How many phrasal verbs do you know? Have a group brainstorm competition.

B. Which of these statements do you agree with?

1. A phrasal verb has a *verb* and an *adverb particle*.
2. Phrasal verbs are best learned the same way as other vocabulary items.
3. English uses a lot of phrasal verbs.
4. All phrasal verbs are idioms.
5. Phrasal verbs are usually formal.

6.2 Easy phrasal verbs

Some phrasal verbs are easy to understand.

• Ko Ko told me to **come in**.  • The man **turned around** and spoke to me.

The meanings are clear if you know the words *come, in, turn* and *around*.

A. Can you work out the meaning of these phrasal verbs? What are their past simple forms?

<table>
<thead>
<tr>
<th>phrasal verbs</th>
<th>past simple forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>come back</td>
<td>came back</td>
</tr>
<tr>
<td>come in</td>
<td>came in</td>
</tr>
<tr>
<td>cut out</td>
<td>cut</td>
</tr>
<tr>
<td>fall over</td>
<td>fell</td>
</tr>
<tr>
<td>get on</td>
<td>got</td>
</tr>
<tr>
<td>give away</td>
<td>gave</td>
</tr>
<tr>
<td>stand up</td>
<td>stood up</td>
</tr>
<tr>
<td>lie down</td>
<td>lay down</td>
</tr>
<tr>
<td>pay back</td>
<td>paid back</td>
</tr>
<tr>
<td>stay in</td>
<td>stayed in</td>
</tr>
<tr>
<td>wake up</td>
<td>woke</td>
</tr>
<tr>
<td>put on</td>
<td>put on</td>
</tr>
<tr>
<td>go away</td>
<td>went away</td>
</tr>
<tr>
<td>try on</td>
<td>tried</td>
</tr>
</tbody>
</table>

B. Put them in these sentences. Some are present simple tense and some are past simple tense.

1. The students **stand up** when the teacher enters the room.
2. If I win the lottery, I will **give away** all the money to poor people.
3. The road is very muddy. Be careful you don’t **fall over**.
4. It was cold, so I **put on** a warm jersey.
5. I felt very tired this afternoon, so I **lie down** in my hammock for an hour.
6. **Welcome, please come in**! You are very annoying!
7. **Welcome, please stand up** and shut the door.
8. I want to **cut out** that newspaper article and keep it.
9. I don’t want to go out tonight. Let’s **stay in**.
10. **Please come in**! You’ve forgotten your wallet!
11. I **pay back** the shirt, but it was too small for me.
12. They **go away** the bus and bought their tickets.
13. When can you **pay back** the money?
14. **Welcome, please come in**! You are very late!

C. Complete the sentences.

1. Please cut out...
2. I’d like to try on...
3. The weather is very hot. I’ll put on...
4. Ko Moe fell over...
5. I need to lie down because...
6. I gave away...
7. Naw Moo came back because...
8. I usually wake up...
6.3 Idiomatic phrasal verbs

Some phrasal verbs are idiomatic: the verb + adverb particle has a special meaning.

- I need to find out about the situation.
- We’ve run out of rice. Can you buy some more?

You need to learn these the same as other vocabulary items.

A. Which of these phrasal verbs do you know? Can you guess their meanings?

<table>
<thead>
<tr>
<th>throw away</th>
<th>turn up</th>
<th>turn down</th>
<th>set up</th>
<th>hurry up</th>
<th>look after</th>
<th>look up</th>
</tr>
</thead>
<tbody>
<tr>
<td>figure out</td>
<td>give up</td>
<td>carry on</td>
<td>pick up</td>
<td>grow up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Which phrasal verbs have a meaning similar to:

continue understand collect stop refuse

C. What are their past simple forms?

D. Put them in these sentences. Some are present simple tense, and some are past simple tense.

1. _______ – the bus is leaving!
2. We _______ a meeting to discuss health issues in our community.
3. I _______ the word in the dictionary.
4. I want my children to _______ in a peaceful world.
5. _______, I want to hear more of the story.
6. I didn’t see him for ten years, and then he _______ at my house yesterday.
7. I _______ my daughter from school every day at 4.00.
8. I can’t _______ the answer to this maths question.
9. I _______ smoking last year, and now I am much healthier.
10. My parents _______ my sister’s children when she is at work.
11. I _______ the job offer, because I didn’t want to move to Yangon.
12. We should _______ those vegetables. They are not fresh.

E. Complete the sentences.

1. Someone turned up…
2. Please throw away…
3. I grew up…
4. We set up…
5. Hurry up…
6. I can’t figure out…

7. Writing: Charts and Statistics

7.1 Statistics

A. In this section, you will look at three countries – Bangladesh, Thailand and Australia – and how much they harm the environment each year. First, do you know the answers to these questions?

1. Which of those three countries is the richest? Which is the poorest?
2. Do rich or poor countries damage the environment more?

B. Look at the chart, then match the verbs underneath with the items in the chart.

<table>
<thead>
<tr>
<th></th>
<th>Bangladesh</th>
<th>Thailand</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>population</td>
<td>154 million</td>
<td>65 million</td>
<td>21 million</td>
</tr>
<tr>
<td>oil</td>
<td>55 million barrels</td>
<td>328 million barrels</td>
<td>321 million barrels</td>
</tr>
<tr>
<td>carbon dioxide</td>
<td>37 million tonnes</td>
<td>268 million tonnes</td>
<td>326 million tonnes</td>
</tr>
<tr>
<td>babies</td>
<td>4.5 million</td>
<td>1.3 million</td>
<td>252,000</td>
</tr>
<tr>
<td>waste</td>
<td>10.3 million tonnes</td>
<td>14 million tonnes</td>
<td>150 million tonnes</td>
</tr>
</tbody>
</table>

consumed _______ oil. _______ emitted _______ produced _______ born _______
C. Use the information in the chart to fill the gaps, e.g.

\[154 \text{ million barrels}\] of oil are consumed in Bangladesh each year.

1. \[\underline{\quad}\text{ of carbon dioxide are emitted in Thailand each year.}\]
2. \[\underline{\quad}\text{ babies are born in Australia each year.}\]
3. \[\underline{\quad}\text{ of waste are produced in Bangladesh each year.}\]
4. Much more oil is consumed in Australia than in \[\underline{\quad}\text{.}\]
5. \[\underline{\quad}\text{ has the largest population but it emits the \underline{\quad}\text{ carbon dioxide.}\]

D. What other sentences can you make using these statistics?

7.2 Oil

A. Look at this chart. What is the purpose of the chart?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.A.</td>
<td>10.8</td>
<td>8.3</td>
<td>13.2</td>
<td>1.0</td>
<td>17.1</td>
<td>20.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>10.3</td>
<td>11.0</td>
<td>0.0</td>
<td>0.0</td>
<td>9.7</td>
<td>8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>2.1</td>
<td>3.7</td>
<td>3.2</td>
<td>0.1</td>
<td>1.8</td>
<td>6.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use the information in the chart to complete the sentences.

1. In 1980, 10.8 million barrels of oil \[\underline{\quad}\text{ in the U.S. every day. Now, 8.3 million barrels \underline{\quad}\text{.}\]
2. In 1980, 17.1 million barrels of oil \[\underline{\quad}\text{ in the U.S. every day. Now, 20.8 million barrels \underline{\quad}\text{.}\]
3. In 1980, no barrels of oil \[\underline{\quad}\text{ in Saudi Arabia, and 9.7 million barrels \underline{\quad}\text{.}\]
4. Nowadays, no barrels of oil \[\underline{\quad}\text{ in Saudi Arabia, and 8.9 million barrels \underline{\quad}\text{.}\]

Add some statistics about China.

C. Look at the oil statistics about China. In groups, discuss the following changes and make lists of possible reasons for them.

1. Oil production has risen.
2. In 1980 no oil was imported, but now 3.2 million barrels are imported each day.
4. Oil consumption has risen a lot.

\[\text{e.g.} \quad 1. \text{ We think more oil is produced because:}\]
\[\quad \text{ - more people want to use energy from oil}\]
\[\quad \text{ - new technology makes it easier to get the oil}\]

7.3 Population and life expectancy

A. Look at this information. What is the purpose of the chart?

<table>
<thead>
<tr>
<th>year</th>
<th>world population</th>
<th>average life expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>2000</td>
<td>200 million</td>
<td>200 million</td>
</tr>
<tr>
<td>2050</td>
<td>9 billion</td>
<td>9 billion</td>
</tr>
</tbody>
</table>

B. What changes does the chart show? What do you think are the main reasons for these changes?

\[\text{e.g.} \quad \text{Life expectancy has risen by 32 years since 1900. This might be because:}\]
\[\quad \text{ - health care has improved}\]
\[\quad \text{ - the quality and quantity of food has increased for most people}\]
8. Thinking about Learning: Grammar (2)

8.1 Grammar mistakes

A. How good is your grammar? Do you make a lot of important mistakes? Or do you usually make minor mistakes?

B. Some grammar mistakes are more serious than others because they make the meaning unclear and cause confusion. Look at the examples of spoken English below. In each example there is a sentence with a mistake. Work in groups. Decide how serious each mistake is, and why.

1. A: What does your brother do?
   B: He work in a factory.
2. Where do you go next Saturday?
3. How long you stay here?

Do you think it is more important to be correct when writing or when speaking? Why?

C. Which types of mistake usually cause the most confusion? Put these in order.

• particles in phrasal verbs
• prepositions of place and direction
• word order
• tenses
• word endings
• articles

Can you think of any others? Add them to the chart.

When you want to improve your grammar in speaking and writing, it is best to focus on one or two mistakes at a time. Choose structures that:
• are important (i.e. the meaning is unclear if you get them wrong)
• you often make mistakes with

After you have spent some time working on these mistakes, choose another one or two structures.

8.2 How do you prefer to learn grammar?

A. These students have different strategies. Do you use any of them?

I ask my American boyfriend to tell me every time I make a particular grammar mistake - like when I get a question structure wrong.
- Rosia, Philippines

To help myself learn new rules, I use a grammar book. The explanations are confusing - I don't understand them. Instead, I do the exercises, and then look up the answers. I check the answer after each question.
- Fatima, Syria

B. Think of some more techniques.

How do you prefer to learn grammar?

I choose a different grammar point every week, like passives, adverbs of degree or the second conditional. Then I look in newspapers or magazines for examples. I cut them out or copy them into a notebook. I see if my examples fit the notes in my grammar book.
- Pedro, Costa Rica

C. Decide which grammar points to focus on for the next two weeks. Then decide how you will improve your use of them.
9. **Practice**

9.1 **Exercises**

### A. Passive and active

Put the verb into the correct form: present simple or past simple, active or passive.

1. It’s a big factory. Five hundred people **are employed** there. *(employ)*
2. Water **covers** most of the Earth’s surface. *(cover)*
3. Most of the Earth’s surface **is covered** by water. *(cover)*
4. My bike **was not fixed** in time so I couldn’t go on the ride. *(not fix)*
5. The letter **was posted** a week ago and it **arrived** yesterday. *(post, arrive)*
6. I **did not buy** this tea, because it **is not grown** locally. I like to use local businesses. *(not buy, not grow)*
7. I **grew up** in Twante, but I **do not live** there now. *(grow up, not live)*
8. While I was at the festival, my radio **was stolen** from my house. *(steal)*
9. Why **resigned** from his job? Didn’t he enjoy it? *(Zarni / resign)*
10. Why **fired** from her job? What did she do wrong? *(Thida / fire)*
11. Where **were these photos taken, you took** them? *(these photos / take, you / take)*

### B. Who did it?

Rewrite these sentences in the passive.

1. Somebody cleans the room every day. **The room is cleaned every day.**
2. They cancelled all classes because of the festival. **All classes were cancelled.**
3. People don’t use this road very often. **This road is not used very often.**
4. The police arrested my son. **My son was arrested by the police.**
5. How do people learn languages? **Languages are learned by people.**
6. While I was in the shop, somebody took my bicycle. **My bicycle was taken while I was in the shop.**
7. Where do people grow apples? **Apples are grown by people.**
8. How did somebody break the window? **The window was broken by somebody.**

### C. Experience

Make sentences in the present perfect using the words provided.

1. my mother / not ride / motorbike. **My mother hasn’t ridden a motorbike.**
2. I / attended / English classes / for five months. **I have attended English classes for five months.**
3. how long / you / be / here? **How long have you been here?**
4. Min Thu / not eat / crocodile meat. **Min Thu has not eaten crocodile meat.**
5. my parents / visited / many cities. **My parents have visited many cities.**
6. Aung Mon and San San Aye / not have / children / yet. **Aung Mon and San San Aye have not had any children yet.**
7. the children / try / their new bicycles? **Have the children tried their new bicycles?**
8. I / not play / Buzkashi. **I have not played Buzkashi.**
9. the cat / catch / a lot of rats. **The cat has caught a lot of rats.**
10. I / know / Daw Than / since 1991. **I have known Daw Than since 1991.**

### D. ever and never

Write the questions and answers. Use the information in italics.

1. (go / India) Have you ever been to India? *(no / China)* No, I’ve never been to India, but I’ve been to China.
2. (eat / monkey) *(no / snake)*
3. (meet / movie star) *(no / rock star)*
4. (study / Japanese) *(no / Arabic)*
5. (play / basketball) *(no / tennis)*
6. (write / novel) *(no / poems)*

### E. been and gone

Fill the gaps in the conversation with been or gone.

**Kyi Kyi:** Hi. Where’s Lu Lu?

**Mary:** She’s **been** to the shop to get some meat.

**Kyi Kyi:** Oh! I bought some chicken – I’ve just **gone** to the new market near the lake.

**Mary:** I haven’t **been** there yet. What’s it like?

**Kyi Kyi:** It’s good – lots of cheap things to buy. Your mother should go there because they sell cheap cloth.

**Mary:** Oh, she’s not sewing clothes any more. She’s **gone** back to the farm.

### F. Present perfect and past simple

These sentences talk about something that has happened, and extra details. Put them in the right order. Each exercise has two sentences.

1. 1999 to I’ve Hpa-an I in been there went **I’ve been to Hpa-an. I went there in 1999.**
2. law she she’s studied been university to
3. by he’s went gone he to Yangon train
4. met they’ve Prime Minister year met last they the her
5. with I’ve my performed performed I in class. concert a
Across
1. Using old ideas from your culture, not modern ideas.
6. Do you prefer modern ___ classical poetry?
7. You go here to listen to bands or orchestras.
10. A person who moves their body to music.
12. The movie had a very ___ ending – both the main actors died.
14. You do this with scissors.
15. ‘Please be quiet – I can’t ___ the singer.’
18. Performers sometimes wear this on their faces.
19. He studied ___ at university. He learned all about how to draw and paint.
20. The guitar, drum and salor are all types of ___.
22. A place you go to watch plays.

Down
2. To practise before a performance.
3. I don’t like rock music. It’s ___ loud.
4. Many musicians playing instruments, usually playing classical music.
5. She has a ___ of CDs – perhaps over 200.
8. You do this with books.
9. A person who performs in plays or movies.
11. This type of music is very popular, especially with young people.
13. People move these with strings in theatre performances.
16. A person who paints or draws.
17. I’ve ___ played the violin, but I’ve played the piano.
19. I like reading fiction ___ non-fiction books.
21. I want to ___ the new Kyaw Hein movie.

H. Phrasal verbs
Match these phrasal verbs with their synonym or definition.
1. come in
   a. do something quickly
2. try on
   b. put on an item of clothing to see if it fits
3. carry on
   c. stop doing something before it is finished
4. pick up
5. hurry up
6. stay in
7. grow up
8. figure out
9. look after
10. pay back
11. give up
12. set up
13. enter a room
14. not leave your house
15. return money
16. get something or someone
17. understand
18. continue
19. organise something new
20. make sure someone or something is OK
21. get bigger or older
22.
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.

| attempt (v) | earthquake (n) | invent (v) | set up (v) |
| article (n) | emit (v) | liaise (v) | soil (n) |
| barrel (n) | engine (n) | life expectancy (n) | statistics (n) |
| biased (adj) | exhibition (n) | look up (v) | stranger (n) |
| bullet point (n) | expel (v) | loose (adj) | suffer (v) |
| carbon dioxide (n) | export (v, n) | lottery (n) | survive (v) |
| carry on (v) | figure out (v) | loyal (adj) | technology (n) |
| classical (adj) | folk tale (n) | muddy (adj) | tonne (n) |
| consume (v) | frequent (adj) | murder (v, n) | torch (n) |
| contain (v) | give away (v) | orchestra (n) | try on (v) |
| costume (n) | give up (v) | patient (adj) | turn down (v) |
| cyclone (n) | harm (n, v) | peaceful (adj) | turn up (v) |
| deal with (v) | hurry up (v) | populated (adj) | waste (n, v) |
| department (n) | import (v, n) | recycle (v) | |
| destroy (v) | industry (n) | rehearse (v) | |
| drown (v) | instrument (n) | relevant (adj) | |

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

1. To create something new.
2. You don’t need this so you throw it away.
3. To practise a musical or theatre act.
4. To work closely with and share information with another group.
5. You don’t know this person.
6. To think about something until you understand it.
7. Not violent.
8. To change something so that it can be used again.
9. Numbers that give information.
10. To experience pain, injury, sadness, etc.
11. To continue.
12. Name two types of natural disaster.

C. Play Phrasal Verb Matching. Cut up small pieces of cardboard or paper, and write one of the verbs or particles that make up a phrasal verb on it. You can use phrasal verbs from this unit, previous units or other phrasal verbs you know. Do this until you have twelve cards – six verbs and six particles. Join with one or two other people, and mix all your cards.

Put all the cards face down (so you can’t see the words). Choose two cards. If they are a phrasal verb, explain it’s meaning. If you are correct, keep the two cards and have another turn. If incorrect, or the cards are not a phrasal verb, turn the cards face down again and it’s the next person’s turn. The winner is the person with the most cards.
1.4.1 General knowledge

B. Work in pairs. Partner B: look at this page. Partner A: look at page 7. Partner B: ask your partner these questions.

1. Where do giraffes live?
   - Africa
   - South America
   - India

2. What does a tailor make?
   - computers
   - clothes
   - food

3. When do Australians celebrate New Year?
   - January
   - April
   - December

4. Where do Kurdish people come from?
   - China, Korea and Japan
   - Canada, the US and Mexico
   - Turkey, Iran and Iraq


1.4.3 Pairwork: Ban Ki-moon

A. What do you know about the United Nations? What do you know about Ban Ki-moon?

B. Read this text. There is some missing information.

What questions do you need to find this information?

Ban Ki-moon

Ban Ki-moon is the Secretary-General of the United Nations. He comes from Chungju, in South Korea. His name, Ki-moon, means ‘__________’. He speaks English, French, Korean and __________. His job is very large – the United Nations has 191 member countries, almost every independent country in the world. __________ people work for the UN. He earns about 240,000 dollars per year.

His wife’s name is __________. They have three children. They live in __________, near the United Nations headquarters. In their free time they like listening to music and __________.

Ban Ki-moon is very interested in the environment, and often talks about global warming.

C. Ask your partner the questions, and write the information.

2.2.4 In the city

Answer these questions about the picture on page 21. Don’t look at the picture!

1. How many people are there in the taxi?
2. How many dogs are there?
3. Are there any horses in the picture?
4. How many birds are there?
5. Is there a police officer in the picture?
6. What is there on the roof of the building on the right?
7. How many buses are there on the road?
8. How many bicycles are there outside the cinema?
2.3.5 Pairwork: The office

You and your partner both have a picture of an office. The pictures are almost the same, but there are eight differences. Find the differences without looking at each other’s pictures. Ask questions, e.g.,

- How many... are there?
- Where's the...
- Have you got a... in your picture?
- Is the... next to/on/under the...

2.8.2 Priorities

Language Improvement Strategies

**Speaking**
- Find a friend or friends who are also learning English, and agree to only speak English to each other for a fixed period, e.g. an hour a day or two days a week.
- Read simple English books to your younger siblings.
- Speak English whenever you can, e.g. to your teachers, to your parents (if they speak English)
- Sing English songs.

**Listening**
- Watch English language movies.
- Listen to the audio of graded readers while reading them (if available).
- Listen to English language programmes on the radio, and watch English language TV.
- Listen to English songs and try to write down the words, or read the words while listening.

**Reading**
- Get some graded readers (books written in simplified English) from a library or bookshop.
- Watch movies with English subtitles.
- Read the text in other textbooks, e.g. Headway, New Interchange, Language in Use.

**Writing**
- Write letters in English to your friends or classmates.
- Write stories from your culture that you know well.
- Write a journal (diary) of what you do and what you think every day/week.

Vocabulary and grammar are improved by using English in the above situations, but extra exercises can also help.

**Vocabulary**
- When reading anything, make a note of new words and look up the meanings in a dictionary.
- Think of a topic (e.g. transport) and look in a bilingual dictionary for words and phrases on that topic that you don’t know (e.g. fare, trishaw, on time).
- Ask a classmate or friend to read your writing and correct your vocabulary mistakes.
- Do exercises in vocabulary practice books.

**Grammar**
- When reading or listening, pay attention to the structures they use (tenses, word order, etc.). Think about why the writer/speaker chose that structure for that situation.
- Ask a classmate or friend to read your writing and correct your grammar mistakes.
- Do exercises in grammar practice books.
3.3.3 Pairwork: Listen and draw

Work in pairs.
Partner B: look at this picture.
Partner A: look at the picture on page 40.
Partner A: choose a box with a picture in it (1, 4, 7 or 9). Describe the picture to Partner B. S/he will draw it.
Then Partner B will describe a picture. Draw it in the correct box.

4.1.3 Prediction: Nelson Mandela

Nelson Mandela struggled to end apartheid in South Africa. He studied law in the 1940s, and participated in student action against apartheid. He started South Africa’s first black law firm in 1952. He joined the military wing of the African National Congress (ANC), an illegal organisation. The police arrested him in 1962, and he spent nearly 30 years in prison. He got out of prison in 1990. Apartheid ended in 1994, and black people voted for the first time. Nelson Mandela became South Africa’s first black president. He was president from 1994 to 1999.

4.2.5 Pairwork: Asking about Che Guevara

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

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

Che Guevara fought revolutions in South America. He trained as a doctor in ____________ (1), but took up guerilla warfare in the 1950s. He wanted ____________ (2). He worked with Fidel Castro, and they created a communist government in Cuba. He left Cuba in ____________ (3), and went to other South American and African countries. He taught guerilla warfare skills to ____________ (4) in these countries. The Bolivian government caught and killed him in 1967.

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

C. How could you get more information about Che Guevara?
   Where could you go to get more information?
6.3.2 Pairwork: Listen and draw

Work in pairs.
Partner B: look at these pictures.
Partner A: look at the pictures on page 88.

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

7.1.4 Pairwork: A visitor from the future

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 A.

1. computers / control everything?
2. what / people / do?
3. there / be / diseases?
4. how long / people / live?
5. people / live / Mars?
6. time travel / be / cheap?
7. there / be / cancer?

C. Now change roles. 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:

In 3050, there is enough food and water for everyone. Scientists have discovered ways to grow a lot of food with only a little land, so now there is no hunger.
Unfortunately, there is still war. We can’t stop humans fighting each other yet! At the moment, Japan and Canada are at war. Canadian terrorists put a bomb in Tokyo city, so Japan is bombing Canada - lots of Canadian refugees are crossing the border into the US.
The United Nations is trying to stop this war - the Secretary-General of the UN is a woman from Jupiter.
There are no cars now, everyone drives small aeroplanes that look like bicycles. They don’t need petrol - you just put water in them - so they are very cheap!
Many animals are extinct. There are no more elephants, tigers or chickens.
Fortunately, there are a lot of trees. Logging is illegal in every country now.

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

1 - The oldest person in the world was a French woman, Jeanne-Louise Calment. When she died she was 122 years old.

2 - Kin Narita and Gin Kanie (born __________ in Japan) were the oldest twins. Kin died on January 23, 2000, at the age of ____________.  

3 - William Meredith (1874-1958) became the oldest international football player when he played for England in 1920, aged 45.

4 - A tortoise from Madagascar called ____________ was probably the oldest animal. In ____________ British explorer Captain Cook gave it to the Tongan royal family. It died in 1965, so it was at least 188 years old.

5 - The world’s rarest living creature is also a ____________. 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 484 kg.

7 - The heaviest snake is a Myanmar python weighing 183 kg. She is 21 years old and ____________ metres long. Her name is ‘Baby’, and she lives in a snake zoo in the USA.

8 - The city with the biggest population is Tokyo, Japan, with an estimated population of ____________ million people.

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

10 - India holds the record for the longest dance party. 56 people danced continuously for ____________ hours in 1999.

11 - Usain Bolt from Jamaica is the world’s fastest man. In 2008 he ran ____________ in 9.69 seconds.

12 - The shortest war happened in Zanzibar in ____________. British ships bombed the island of Zanzibar at 9am on August 27. At 9.45am Zanzibar surrendered.
Revision: Units 1-4

A. Free time activities
What do you, your friends and your family members do in your free time? Use these verbs to make sentences.

read play visit listen watch go like

1. I watch Indian movies.
2. My best friend…
3. I…
4. My father…
5. My cousin doesn’t…
6. I…
7. My aunt…

B. Personal information
Read about Akira and then complete these sentences to make them true about him. Use ’s / isn’t / don’t / doesn’t.

My name’s Akira.
I come from Osaka, Japan. I’m 32 years old and I’m a policeman. I like to cook Italian food in my free time. I’m very busy, but I’m happy with my life. I’m married with one child - a lovely girl named Tomoko.

1. His name is Akira.
2. Akira ________ come from China.
3. He ________ 30 years old.
4. Akira ________ a doctor.
5. He ________ single.
6. He ________ married.
7. He and his wife ________ have 3 children.
8. He ________ happy.

C. Questions
Make up wh- or yes/no questions using the words provided and any other words you need. Then answer the questions. Use the present simple tense.

1. your / best friend / play / football
   Does your best friend play football? Yes, he does.
2. eat / for breakfast
   What do you eat for breakfast? Rice and fish.
3. you / work
4. you / go / in the mornings
5. time / you / get up
6. you / vegetarian
7. you / like / to do / in the evening
8. your cousin / watch Indian movies
9. your / English class / start
10. your / aunt / like / watching TV
11. you / speak / Shan

D. Adverbs of frequency
Look at how often Ma Hla does things each year. Use these adverbs to make them true about Ma Hla.

always usually often sometimes never

<table>
<thead>
<tr>
<th>Activity</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>has a cup of tea with breakfast</td>
<td>365</td>
</tr>
<tr>
<td>smokes</td>
<td>0</td>
</tr>
<tr>
<td>goes swimming</td>
<td>30</td>
</tr>
<tr>
<td>walks to work</td>
<td>200</td>
</tr>
<tr>
<td>listens to music</td>
<td>150</td>
</tr>
<tr>
<td>reads the newspaper</td>
<td>220</td>
</tr>
</tbody>
</table>

1. She ________ has a cup of tea with breakfast.
2. She ________ smokes.
3. ________ she goes swimming.
4. She ________ walks to work.
5. She ________ listens to music.
6. She ________ reads the newspaper.
E. Classroom language
Write the correct question for each situation.
1. You want to know what ‘rhyme’ is in Myanmar.  What’s ‘rhyme’ in Myanmar?
2. You don’t have a pencil.
3. You don’t know how to spell ‘carefully’.
4. You would like your teacher to say something again.
5. You need to know what a ‘spanner’ is.
6. You don’t know how to pronounce ‘moustache’.

F. What’s in Petchaburi?
Look at the information about Petchaburi, Thailand in the box and write five more sentences with there is / isn’t / are / aren’t.

1. There is a police station in Petchaburi.
2. 
3. 
4. 
5. 
6. 

G. Your best friend
Describe your best friend. What does she or he look like? What does she or he like and dislike? Use the expressions in the box.

| blue eyes | short hair | a moustache | drinking coffee | riding a bicycle |
| black hair | a hat | big ears | eating mohinga | travelling by train |

e.g. My friend Tin Tin has got short black hair. He hasn’t got a moustache...

H. Home
Read Daw Phyu’s description of her apartment in Yangon. Fill the gaps.
I live in an apartment in Yangon with my family. There’s a sofa in the living room. There ¹.______ a fan, so it’s nice and cool when there’s electricity. Next to the sofa there’s a small desk. On the desk there ².______ a lamp, but there ³.______ any books on the desk. On the wall there are some photos, but there ⁴.______ a clock. We’ve got a cat so there ⁵.______ any mice in our apartment. In the kitchen there’s a refrigerator, but there ⁶.______ no windows, so it’s very dark.

I. Mandalay to Myitkyina
Your friend wants to take the train from Mandalay to Myitkyina. Use the trip information and vocabulary below to tell her about the journey.

<table>
<thead>
<tr>
<th>Trip Information</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The train station. 14,000 kyat. 15 hours.</td>
<td>catch get to cost take leave</td>
</tr>
<tr>
<td>Departs 8:00pm. Arrives 11:00am.</td>
<td></td>
</tr>
</tbody>
</table>

You can catch the train at...
J. Adjectives
Which adjective fits each statement?
1. 'The train to my house only costs 400 kyat!'
   c h e a p
2. 'San San Aye and Tin Tin aren’t together any more.'
   i m p o s s i b l e
3. 'Everybody was dressed in their best clothes'
   b e a u t i f u l
4. 'Their buses always arrive on time.'
   l i k e
5. 'I always feel well. I never need to see a doctor.'
   h e a l t h y
6. 'He really likes going out and meeting new people,'
   e n t r e t a i n i n g

K. A Postcard from Ngapali Beach
Fill the gaps in this postcard with the correct tenses of the verb in brackets: present simple, present continuous and past simple.

Dear Jack,
Greetings from Ngapali Beach! Aung Mon and I are staying here for a week. We____ (arrive) here on Tuesday. The trip here was quite long because we____ (take) a bus. The flights were very expensive!

The sun____ (shine) and it’s very hot. We____ (sit) on the beach and I____ (drink) coconut juice. We____ (do) this every day!

We____ (wake up), have a cup of coffee at our hotel, then we____ (go) to the beach.

We____ (work) here. I____ (not/bring) my computer or my notebooks to the beach.

Yesterday we____ (take) a boat to a small island nearby. It was really beautiful. Right now we____ (not/swim) because we’re both tired. We____ (swim) this morning and then again after lunch. We____ (watch) the fishing boats in the ocean at the moment. Aung Mon____ (read) his book, but I____ (not/read). I____ (write) postcards!

Take care, San San Aye

Jack Greer
263 Sydney Road
Brunswick
Victoria 3082
Australia

L. How to make fried rice
Complete the instructions for making fried rice with the words in the box. Use each word once.

It’s easy to____ fried rice if you follow these instructions! First,____ the vegetables (onions, tomatoes, carrots, etc.). Next,____ some oil into a frying pan and heat it.____ the vegetables into the frying pan and____ them for a few minutes. Then,____ some cooked rice and____ it with the vegetables.____ the vegetables and rice for a few more minutes and then and add some fish sauce and chillies.

M. Containers
What kinds of things are in these containers? Identify the words.

<table>
<thead>
<tr>
<th>Bottle</th>
<th>Bag</th>
<th>Can</th>
<th>Carton</th>
</tr>
</thead>
<tbody>
<tr>
<td>ilo</td>
<td>lurof</td>
<td>reeb</td>
<td>kilm</td>
</tr>
<tr>
<td>oil</td>
<td>urags</td>
<td>ifhs</td>
<td>gseg</td>
</tr>
<tr>
<td>twear</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
N. What did you do at the weekend?
Imagine that it is Monday morning. You look around your room and see things that you used for your weekend activities. Write about seven activities that you did.

<table>
<thead>
<tr>
<th>a football</th>
<th>2 movie tickets</th>
<th>some DVDs</th>
<th>a phone</th>
<th>some chicken curry</th>
<th>a book</th>
<th>some new shoes</th>
<th>some empty coconuts</th>
<th>a letter</th>
<th>a train ticket</th>
<th>some clean clothes</th>
</tr>
</thead>
</table>

e.g. I played football on Saturday afternoon with some friends.

O. A bad phone line
Imagine you are talking to your friend on the phone. You can’t hear her very well. Write down the questions you need to ask about the missing information.

Hi! So, my trip to _______ was great! I flew there, so it only took _______ hours. And it was cheap too. I only paid _______ kyat for my ticket. The weather there was really cold. I wore _______ every day. I bought some _______ for my parents, and it was easy to buy things because they spoke _______ there. Best of all, I saw _______ , a place I’ve wanted to see for many years. It was a great trip!

1. Where did you go?

P. Ni Ni’s English class
Read about Ni Ni’s English class. Complete the sentences with an adverb of degree from the box. Use each adverb once.

Most of the people in my English class are great. My teacher, Daw Nu, is _______ helpful! She always repeats things when we need it, and she never gets angry. Aung Shwe is also _______ friendly. He helps explain what new words mean when I don’t know and he never laughs at me. Kyaw Zwa is _______ nice, but sometimes he makes too much noise. I’m not so sure about Ko Win because he’s _______ talkative – he doesn’t say much. One more thing. The classroom is _______ small, too. There isn’t much room to move in there when we do speaking activities.

Q. Check your knowledge
Think about all the things you have learned while studying Units 1-4. Complete this checklist. Give yourself a score of 1-5: 1 = very badly, 5 = very well.

Which ones have the lowest scores? What can you do to improve your ability in them?

<table>
<thead>
<tr>
<th>I can…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss my daily routine</td>
<td></td>
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</tr>
<tr>
<td>ask and answer questions in the past and present</td>
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<tr>
<td>talk about my family</td>
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<tr>
<td>introduce myself and other people</td>
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</tr>
<tr>
<td>describe towns and villages</td>
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<td></td>
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<tr>
<td>discuss and advise about transport</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>identify my English learning needs and priorities</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>talk about what’s happening now</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss food and recipes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>talk about my life history</td>
<td></td>
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</tr>
<tr>
<td>order food in a restaurant</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand active and passive verbs</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Revision: Units 5-8

A. Present perfect and past simple
Complete the conversation with the past simple or present perfect form.

A: __Have__ you ever __lost__ (lose) anything important?
B: Yes, I __1__ ______ (lose) my English dictionary two weeks ago.
A: __2__ ______ you ______ (find) it yet?
B: No. So I __3__ ______ (buy) a new one yesterday. Look!
A: Wow! That's really nice. Where __4__ ______ you ______ (buy) it?
B: I __5__ ______ (get) it at the bookshop in town. What about you?
A: Yes. I __7__ ______ (leave) my mobile phone in the movie theatre last month.
B: Oh! So that's why you __8__ ______ (not call) me for a long time!
A: Sorry - I __9__ ______ (lose) your number, so I couldn't call you.

B. Planning a party
Zaw Min and Ma Aye are planning a birthday party for Tin Maung. Fill the gaps to make correct sentences. There is more than one possible answer for some gaps.

Zaw Min: Have you invited all Tin Maung’s friends?
Ma Aye: No, I __haven’t__ told them yet. I __1__ ______ do it tomorrow. But I've __2__ ______ a lot of my friends! What about a present?
Zaw Min: Yes, I have. It's a book about fishing. Tin Maung really likes fishing!
Ma Aye: How many people do you think __4__ ______ come to the party?
Zaw Min: __5__ ______ of people will come. Tin Maung has a lot of friends.
Ma Aye: Yes, but it's raining a lot, so some people __6__ ______ not come.
Zaw Min: Who can make a cake?
Ma Aye: I __7__ ______ my cousin yesterday. He'll make one.
Zaw Min: Let's make a shopping list. What do we need to buy?
Ma Aye: OK, do we have __8__ ______ balloons left from the previous party?
Zaw Min: I think I've got __9__ ______ in my house.
Ma Aye: Good. I will make mohinga so we need to buy a few __10__ ______ of noodles, a __11__ ______ of onions, __12__ ______ cucumbers, and some bananas. Do you have any chillies in your __13__ ______?
Zaw Min: I don't have very __14__ ______, but I probably have some.
Ma Aye: Great! I think we have a good plan! What are you going to __15__ ______?
Zaw Min: I don't really like to wear formal clothes. I think I will just wear my __16__ ______ and a __17__ ______.
Ma Aye: Oh, really? I think I will wear my new __18__ ______ with big flowers and my new red high-heeled __19__ ______.
Zaw Min: OK, we don't have __20__ ______ work now. Just remember to invite Tin Maung's friends!

C. Possessive pronouns
Replace the words in brackets with a possessive pronoun.

1. Your bicycle is faster than (my bicycle).
2. Your house is bigger than (our house).
3. Our teachers are friendlier than (their teachers).
4. My cousin is more intelligent than (your cousin).
5. Your food is more delicious than (his food).
6. His job is easier than (her job).
7. Your exams were harder than (my exams).
D. Clothing
Complete these sentences with information about yourself, your friends and your family.
1. I always wear _______ in…
   I always wear flip-flops in the hot season.
2. I usually pay _______ for…
3. I sometimes wear _______ when…
4. In my culture, a lot of people wear…
5. I never wear _______ because…
6. My best friend often wears _______ because…
7. My uncle doesn’t wear _______ because…

E. Quantity: Find the mistakes
Find the mistakes in these sentences and correct them. There is one mistake in each.
1. How many furniture is there in your house? How much furniture is there in your house?
2. Can you give me an information about the bus to Mandalay?
3. Hurry! We don’t have many time before the film starts.
4. This tabletop is made of a glass.
5. I have to write a letter. Can you give me a paper and an envelope.
6. I went to the shop and bought some packet of sugar.
7. There are too many traffics today, so it took a long time to get to work.

F. Too many problems
Write the other half of this conversation, describing the problems.
1. (too much) There’s too much rubbish! ‘Yes, there are dirty plastic bags everywhere.’
2. (too many) ‘Yes, it’s really crowded in the linecar.’
3. (not enough) ‘So you can’t buy it.’
4. (too many) ‘Right – there are more tourists than local people!’
5. (not enough) ‘Yes, everybody wants to go to university.’
6. (too much) ‘Yes, the water is really dirty.’

G. for and since
Complete these sentences with for or since.
2. I have played table tennis _______ several years.
3. Thida was a student in Mandalay _______ four years.
4. I’m so tired. I’ve been awake _______ 4:00 this morning.
5. My aunt and uncle have been married _______ about 45 years.
6. My mother has had the same hairstyle _______ she got married.
7. How are you? I haven’t seen you _______ your wedding.
8. Where have you been? I’ve been waiting _______ two hours!

H. Contradictions
Complete the statements and the contradictions.
1. He still hasn’t paid the rent. _______ Yes he has.
2. (They / not / buy / food / yet.) They haven’t bought food yet. _______ Yes they have.
3. I think I have malaria! _______ No it won’t.
4. (It / probably / rain / tonight.) _______ Yes it is.
5. Petrol is cheaper now. _______ Yes you are.
I. Small town and big city life

Min Zaw needs some advice. He needs to choose between living in a small town or in a big city. Compare the two places to help him decide. What are the advantages and disadvantages of a small town and a big city?

<table>
<thead>
<tr>
<th>Small Town</th>
<th>Big City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>-</td>
</tr>
<tr>
<td>Cost of Living</td>
<td>+</td>
</tr>
<tr>
<td>Friendly People</td>
<td>+</td>
</tr>
<tr>
<td>Food</td>
<td>-</td>
</tr>
<tr>
<td>Pollution</td>
<td>+</td>
</tr>
<tr>
<td>Security</td>
<td>+</td>
</tr>
<tr>
<td>Entertainment</td>
<td>-</td>
</tr>
<tr>
<td>Jobs</td>
<td>-</td>
</tr>
<tr>
<td>Health Care</td>
<td>-</td>
</tr>
<tr>
<td>Shopping</td>
<td>-</td>
</tr>
</tbody>
</table>

J. Conditionals

Match the sentence halves.

1. If I go out tonight, a. we don’t have to cook!
2. If you come over, b. when you don’t have any money.
3. Cats eat rice c. I might cook
4. If you have a party, d. I’ll go to the cinema.
5. It is difficult to buy nice clothes e. will you invite me?
6. When you are sick, f. if they don’t have any meat.
7. If we eat in a restaurant tonight, g. if it rains.
8. I might stay home h. you must visit me.
9. If I move to another city, i. you should go to the clinic.
10. I’ll pay you back j. when I get a good job.

K. Superlatives

Ma Win is asking you questions. Complete her questions. Use a superlative + present perfect. Answer the questions with your own ideas.

1. Ma Win: (What / good / movie / you see?) What’s the best movie you’ve seen? You: The Titanic.
2. Ma Win: (Which / large city / you / go to?) You:
3. Ma Win: (Who / interesting person / you / meet?) You:
4. Ma Win: (What / unusual food / you / eat?) You:
5. Ma Win: (How much / expensive thing / you / buy?) You:
6. Ma Win: (What / bad illness / you / have?) You:
7. Ma Win: (Where / cold place / you / go?) You:
8. Ma Win: (Who / lazy person / you / know?) You:
L. Crossword

Across
2. A large meeting.
5. A lot of containers are made of this light, cheap material.
8. Nobody knows a ____ for cancer.
10. Making living conditions better.
12. A celebration, usually with music and dancing.
15. A ____ person doesn’t work any more.
17. People wear these in their ears.
18. The natural world.
20. A crossword is a type of ____.
21. Everything not made by people.

Down
1. Buddhism is a ____.
3. A light material you use to make clothes.
4. A pain or uncomfortable feeling.
6. A big shop where you can buy a lot of different things.
7. My ____ is to pass this course.
8. A piece of paper you get after you finish studying.
9. Often made of gold or silver, people wear this to look nice.
11. A place where you can drink coffee or tea and eat snacks.
13. Should I get married or stay single? This is a very difficult ____.
14. To make plans and prepare for something.
16. Money you borrow, and need to pay back.
19. A part of your foot.

M. Check your knowledge

Think about all the things you have learned while studying Units 5-8. Complete this checklist. Give yourself a score of 1-5. 1 = very badly 5 = very well. Which ones have the lowest scores? What can you do to improve your ability in them?

<table>
<thead>
<tr>
<th>I can…</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk about things that have just happened</td>
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<td></td>
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<tr>
<td>identify appropriate clothing for different situations</td>
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<tr>
<td>buy things and bargain</td>
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<td></td>
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<tr>
<td>use different vocabulary learning techniques</td>
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<tr>
<td>talk about quantity</td>
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<tr>
<td>complain</td>
<td></td>
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<tr>
<td>make an appointment</td>
<td></td>
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<tr>
<td>make predictions about the future</td>
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<tr>
<td>talk about the probability of something happening</td>
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<tr>
<td>give and understand directions to a place</td>
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<tr>
<td>contradict someone</td>
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<tr>
<td>use a range of communication strategies</td>
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<tr>
<td>compare things</td>
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<td></td>
</tr>
<tr>
<td>discuss free time activities</td>
<td></td>
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<td></td>
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<tr>
<td>use appropriate listening strategies</td>
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</tbody>
</table>
A. Adult and child

Compare being an adult and being a child. Use *can/can’t/have to/don’t have to.*

Think about things like money, freedom, responsibilities, work and free time.

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>Negative (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children:</strong></td>
<td><strong>Adults:</strong></td>
</tr>
<tr>
<td>Children can play every day.</td>
<td>Adults have to work hard.</td>
</tr>
</tbody>
</table>

B. Advice for a visitor

A friend from South Africa is coming to visit Myanmar for the first time. He’ll be here for two weeks and he’s going to visit your family and stay in a guesthouse. Give him some advice about your region and local culture.

1. Where should I go?  
   You should go to Shwedagon Pagoda.
2. What traditional arts should I see?
3. How do I behave with older people?
4. What is rude behaviour while eating a meal?
5. Should I bring gifts for my host?
6. How do I buy a train ticket?
7. Can I go out alone at night?
8. Can I leave my money and passport in my hotel room?

C. Visitors are coming

Marge Oecam, an important visitor from England, is coming. You are taking her out to dinner. What should you do? Where can you go? What topics are appropriate and what topics are not appropriate? Complete the sentences.

1. You should *ask her about her favorite hobbies.*
2. You shouldn’t
3. I think you should
4. You don’t have to
5. You can
6. You mustn’t

D. Definitions

Group the following words into the three columns and write a definition for each.

<table>
<thead>
<tr>
<th>musician</th>
<th>typewriter</th>
<th>island</th>
<th>peasant</th>
<th>gallery</th>
<th>qualification</th>
<th>bookshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>heater</td>
<td>violin</td>
<td>newsreader</td>
<td>dormitory</td>
<td>desert</td>
<td>puppet</td>
</tr>
<tr>
<td>forestry worker</td>
<td>pilot</td>
<td>laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Somewhere that</th>
<th>Something that</th>
<th>Someone who</th>
</tr>
</thead>
<tbody>
<tr>
<td>island</td>
<td>typewriter</td>
<td>musician</td>
</tr>
</tbody>
</table>

An island is somewhere that is surrounded by water.
A typewriter is something that you use to type letters.
A musician is someone who plays an instrument.
E. Past simple and past continuous

Complete the conversations. Use the past simple or the past continuous form of the verb.

Journalist: What **were you doing** (you / do) when the accident **happen**?
Si Si: I **be** at the bus station. I **wait** for the bus to Hsipaw.

Journalist: **you / see** the accident?
Si Si: No, because I **read** the newspaper.

Hassan: I **call** you at 8 o’clock last night but you weren’t at home.

Kyaw Zwa: I **sit** in a teashop. My brother and I **watch** football.

Hassan: Where **you / go** after the teashop?
Kyaw Zwa: I **go** home.

Mum: Oh no! My beautiful vase! What happened?
Ma Yin: I’m really sorry, Mum. I **break** it when I **wash** it.

Mum: How?
Ma Yin: My hands **be** wet and I **drop** it on the floor.

F. Places around the world

What do you know about these places?

<table>
<thead>
<tr>
<th>Place</th>
<th>Climate</th>
<th>Geography</th>
<th>Food</th>
<th>Arts</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>dry</td>
<td>beaches, the River Nile</td>
<td>kebabs, mint tea</td>
<td>old buildings</td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td>hot, humid and rainy</td>
<td>paddy fields, The Mekong River</td>
<td>rice, noodles</td>
<td>traditional dancing, Angkor Wat</td>
<td>see a temple ceremony</td>
</tr>
<tr>
<td>Paris, France</td>
<td>hot summers, cold winters</td>
<td>The Seine River</td>
<td>bread</td>
<td></td>
<td>climb the Eiffel Tower</td>
</tr>
</tbody>
</table>

Other

Fill the bottom row with information about your country, or a country you know well.
G. An exciting trip
Read about Nang Seng’s trip to an environmental conference. Fill in the blanks with the correct forms of the words and phrases in the box. Use each word or phrase once.

<table>
<thead>
<tr>
<th>fly</th>
<th>excitement</th>
<th>look for</th>
<th>need</th>
<th>bore</th>
<th>find out</th>
<th>listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>interest</td>
<td>take off</td>
<td>frighten</td>
<td>turn up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In December 2007, Nang Seng went on an **exciting** trip. She went to Indonesia for an international conference about global warming. She felt a little nervous when the plane was **frightening** because she doesn’t like **boring**. She also got lost while she was **looking for** her luggage.

People from 80 different countries **found out** at the conference. Nang Seng went to a lot of meetings, which is sometimes quite **boring**. However, she also learned a lot about how our world is changing and that urgent action is **needed** on global warming. She **learned** a lot of information on this topic. It’s really quite **interesting**! Her schedule during the two week long conference was busy. Most of her days and evenings were busy with meetings and discussions. When the participants were having discussions, she **listened** to all the different opinions people expressed.

Nang Seng enjoyed the conference because she is very **interested** in global warming and she learned a lot.

H. What makes a good or bad…?
Describe characteristics of a good or bad example of each type of person. Use at least three adjectives.

1. A good teacher is **patient, easy-going, and friendly.**
2. A bad teacher is
3. A good manager is
4. A bad manager is
5. A good doctor is
6. A bad doctor is
7. A good politician is
8. A bad politician is

I. Making arrangements
Look at Nyi Nyi’s schedule below and complete the conversation. Use the present continuous tense.

<table>
<thead>
<tr>
<th>time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 10:00am</td>
<td>English class</td>
<td></td>
<td>English class</td>
</tr>
<tr>
<td>10:00am - 12 noon</td>
<td>work at shop</td>
<td>meet with teacher</td>
<td></td>
</tr>
<tr>
<td>12 noon - 2:00pm</td>
<td>lunch with Ma Sein</td>
<td>lunch with Kyaw Zwa</td>
<td></td>
</tr>
</tbody>
</table>

Sai Sai: Hey Nyi Nyi. Do you want to meet for breakfast on Monday?
Nyi Nyi: Sorry, but **I’m studying English** from 8 till 10.
Sai Sai: Then could we have lunch on Monday? I’m free at noon.
Nyi Nyi: Sorry, I can’t. **She’s coming back from Dawei on Monday.**
Are you free on Tuesday morning?
Sai Sai: Sorry, but I’m working all day Tuesday. How about Wednesday?
Nyi Nyi: Well, **at 8:00,** and then **at 10:00,** **anything at 12:00.** How about then?
Sai Sai: Yeah, that sounds great! I’m not busy on Wednesday. See you then!
Nyi Nyi: **OK, see you then!**
J. Passive quiz
First, form questions and statements using the present simple and past simple passive. Then choose the correct answers.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When / build / Sule Pagoda?</td>
<td>a. (about 500 / 1,000 / 2,000 years ago)</td>
</tr>
<tr>
<td>2. Where / speak / Sinhalese / today?</td>
<td>b. (India / Sri Lanka / Pakistan)</td>
</tr>
<tr>
<td>3. Where / find / kiwis?</td>
<td>c. (India / New Zealand / Australia)</td>
</tr>
<tr>
<td>4. Where / first educate / Aung San?</td>
<td>d. (Natmauk / Yangon / London)</td>
</tr>
<tr>
<td>6. What / invent / by Karl F. Benz?</td>
<td>f. (the telephone / the car / the motorcycle)</td>
</tr>
</tbody>
</table>

K. Job interview
Imagine that you are in a job interview for an office assistant position in a town near Mrauk-U. Complete the question forms and then answer with your own information, giving some details.

Have you ever...   Answer   Details (When? Where?)
1. (have) _______ had _______ a job? Yes, I have. I worked at MyanMart for 2 years.
2. (apply) _______ for a job?   
3. (work) _______ part-time?   
4. (be) _______ promoted?   
5. (work) _______ long hours?   
6. (take) _______ a computer course?   
7. (write) _______ a report?   
8. (manage) _______ an office?   
9. (quit) _______ a job?   
10. (live) _______ in a rural area?   

L. Check your knowledge
Think about all the things you have learned while studying Units 9-12. Complete this checklist. Give yourself a score of 1-5: 1 = very badly 5 = very well.

Which ones have the lowest scores? What can you do to improve your ability in them?

<table>
<thead>
<tr>
<th>I can...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss things you need and don’t need to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>give advice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about jobs</td>
<td></td>
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<tr>
<td>narrate a story in the past</td>
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<tr>
<td>describe a person’s character and appearance</td>
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<tr>
<td>identify countries and nationalities</td>
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<tr>
<td>talk about future plans and arrangements</td>
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<tr>
<td>describe geographical features of a country</td>
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<tr>
<td>express opinions, and agree and disagree with others’ opinions</td>
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<tr>
<td>discuss things you have done and things that have changed</td>
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<tr>
<td>talk about the arts in your community</td>
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<tr>
<td>understand and use appropriate small talk</td>
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</tr>
<tr>
<td>use a range of spoken communication strategies</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A. Free time activities
Possible answers:
3. I read poetry.
4. My father goes to the movies.
5. My cousin doesn’t play chess.
6. I like to play soccer.
7. My aunt visits her friends.

B. Personal information
Answers:
2. Akira doesn’t come from China.
3. He isn’t 30 years old.
4. Akira isn’t a doctor.
5. He isn’t single.
6. He is married.
7. He and his wife don’t have 3 children.
8. He is happy.

C. Questions
The questions will be similar, but the answers will be different for each student.
Possible answers:
3. Do you work? Where do you work? Yes, I do./At the post office.
4. Where do you go in the mornings? I go to work.
5. What time do you get up? 7 o’clock.
6. Are you vegetarian?
No, I’m not.
7. What do you like to do in the evening? Study English.
8. Does your cousin watch Indian movies? No, he doesn’t.
9. When does your English class start? What time does your English class start? 9am.
10. Does your aunt like watching TV?
Yes, she does.
11. Do you speak Shan?
Yes, I do.

D. Adverbs of frequency
Answers:
2. never 3. sometimes 4. usually/often
5. often 6. usually

E. Classroom language
There are a few different ways to ask these questions.
Possible answers:
2. Can I please borrow a pencil?
3. How do you spell ‘carefully’?
4. Can you say that again, please?
5. What does ‘spanner’ mean?
6. How do you pronounce ‘m-o-u-s-a-c-h-e’?

F. What’s in Petchaburi?
Answers:
2. There aren’t any cinemas in Petchaburi.
3. There is a hospital in Petchaburi.
4. There are buses in Petchaburi.
5. There is no swimming pool in Petchaburi.
6. There are schools in Petchaburi.

G. Your best friend
Everybody’s answers will be different, but here is an example:
Possible answers:
My friend Tin Tin has got short black hair. He hasn’t got a moustache or blue eyes. He’s got big ears and a hat. He likes drinking coffee, eating mohinga and riding a bicycle. He doesn’t like travelling by train.

H. Home
Answers:
1. is 2. is 3. aren’t 4. isn’t 5. aren’t 6. are

I. Mandalay to Myitkyina
Possible answers:
You can catch the train at the train station. It costs 14,000 kyat. It takes 15 hours. It leaves at 8:00pm. It arrives at 11:00am.

J. Adjectives
Answers:
2. separated 3. formal 4. reliable
5. healthy 6. sociable
K. A postcard from Ngapali Beach
Answers:
1. arrived 2. took 3. is shining 4. are sitting
5. am drinking 6. do 7. wake up 8. go
9. are not working/don’t work 10. didn’t bring
11. took 12. are not swimming 13. swam
14. are watching 15. is reading
16. am not reading 17. am writing.

L. How to make fried rice
Answers:
1. chop 2. pour 3. put 4. fry/cook
5. add 6. mix 7. cook/fry

M. Containers
Answers:
Bottle - water
Bag - flour, sugar
Can - beer, fish
Carton - milk, eggs

N. What did you do at the weekend?
Possible answers:
2. I went to the movies on Saturday night.
3. I watched some DVDs on Friday evening.
4. I talked on the phone a lot.
5. I cooked chicken curry for my friend on Sunday.
7. I bought some new shoes.
8. I washed my clothes on Sunday night.

O. A bad phone line
There are a few possible correct answers.
Possible answers:
2. How long did the flight take?
3. How much did you pay for your ticket?
4. What did you wear?
5. What did you buy for your parents?
6. What language did they speak?
7. What did you see?

P. Ni Ni’s English class
Answers:
2. very 3. quite 4. not very 5. a bit

Q. Check your knowledge
Answer the questionnaire and make a plan for improving your weakest skills.

Revision Answers: Units 5–8

A. Present perfect and past simple
Answers:
1. lost 2. Have you found 3. bought
4. did you buy 5. got 6. Have you ever lost
7. left 8. didn’t call 9. lost

B. Planning a party
Some gaps have more than one correct answer.
Possible answers:
1. will 2. invited 3. Have 4. will
5. loads 6. might 7. asked 8. any
9. some 10. packets 11. kilo 12. some
13. house 14. many 15. wear 16. longyi
17. T-shirt 18. dress 19. shoes 20. much

C. Possessive pronouns
Answers:
2. ours 3. theirs 4. yours 5. his
6. hers 7. mine

D. Clothing
Possible answers:
2. I usually pay a lot of money for my clothes.
3. I sometimes wear a suit and tie when I go to work.
4. In my culture, a lot of people wear longyis.
5. I never wear jeans because they are uncomfortable.
6. My best friend often wears high-heel shoes because she wants to look taller.
7. My uncle doesn’t wear dresses because he is a man.
E. Quantity: Find the mistakes
Answers:
2. Can you give me information about the bus to Mandalay?
3. Hurry! We don’t have much time before the film starts.
4. This tabletop is made of glass.
5. I have to write a letter. Can you give me some paper and an envelope?
6. I went to the shop and bought a packet of sugar. OR: I went to the shop and bought some packets of sugar.
7. There’s too much traffic today, so it took a long time to get to work.

F. Too many problems
Possible answers:
2. There are too many people.
3. There is not enough pork in the shop.
4. There are too many tourists.
5. There are not enough places in university.
6. There is too much rubbish in the water.

G. for and since
Answers:
2. for 3. for 4. since 5. for
6. since 7. since 8. for

H. Contradictions
Answers:
3. No, you don’t.
4. It will probably rain tonight.
5. No, it isn’t.
6. Your sister isn’t very good at singing.
7. No, they aren’t.
8. I am not very good at fishing.

I. Small town and big city life
Possible answers:
2. The cost of living is lower in a small town. It is higher in a big city.
3. People are more friendly in a small town. People are less friendly in a big city.
4. There is better food in a big city. A small town only has a few types of food.
5. There is more pollution in a big city than in a small town.
6. Security is usually better in a small town. A big city is often more dangerous.
7. Entertainment is better in a big city. There is usually less entertainment in a small town.
8. There are more jobs in a big city. There are fewer jobs in a small town.
9. There is better health care in a big city. Health care in a small town is probably worse.
10. Shopping is better in a big city. Small towns don’t have as many shops.

J. Conditionals
Answers:
1. d. I’ll go to the cinema.
2. c. I might cook.
3. f. if they don’t have any meat.
4. e. will you invite me?
5. b. when you don’t have any money.
6. i. you should go to the clinic.
7. a. we don’t have to cook!
8. g. if it rains.
9. h. you must visit me.
10. j. when I get a good job.

K. Superlatives
Answers:
2. What is the largest city you’ve been to?
3. Who is the most interesting person you’ve met?
4. What is the most unusual food you’ve eaten?
5. How much is the most expensive thing you’ve bought?
6. What is the worst illness you’ve had?
7. Where is the coldest place you’ve been?
8. Who is the laziest person you’ve known?

L. Crossword

M. Check your knowledge
Answer the questionnaire and make a plan for improving your weakest skills.
A. Adult and child
Possible answers, children:
Positive - Children can learn very fast. Children don’t have to work.
Negative - Children have to obey adults. Children can’t drive a motorbike.
Possible answers, adults:
Positive - Adults can make their own decisions.
Adults don’t have to attend school.
Negative - Adults have to worry about a lot of things. Adults can’t cry in public.

B. Advice for a visitor
Possible answers:
2. You should see some traditional dancing.
3. You should be very polite to older people.
4. You should not eat with your left hand.
5. You don’t have to, but you can bring a small gift if you want to.
6. You can go to the train station, or to a travel agent in town.
7. You can go out alone at night.
8. No, you shouldn’t do that!

C. Visitors are coming
Possible answers:
2. You shouldn’t ask her how much money she makes.
3. I think you should take her to meet your friends.
4. You don’t have to call her ‘Ms Occam’.
5. You can call her ‘Marge’.
6. You mustn’t drink too much alcohol.

D. Definitions
Possible answers:
Somewhere that
country - Somewhere that has borders and government. You need a passport to come in and out of it.
gallery - Somewhere that you can see paintings or photographs.
bookshop - Somewhere that you can buy books.
Australia - Somewhere that is large and near New Zealand
dormitory - Somewhere that a lot of students live together.
desert - Somewhere that is really dry. There’s lots of sand and not many plants.
laboratory - Somewhere that scientists do experiments.

Something that
qualification - Something that you get after you finish university or a training course.
heater - Something that you can use to make your house warmer.
violin - Something that you use to make music. It has strings.
puppet - Something that looks like a person, used in theatre.
internet - Something that you use to send information between computers.

Someone who
forestry worker - Someone who takes care of the forest.
peasant - Someone who makes a living by growing crops.
newsreader - Someone who works on radio or TV and reads the news.
pilot - Someone who can fly an aeroplane.

E. Past simple and past continuous
Answers:
1. happened  2. was  3. was waiting
4. Did you see  5. was reading  6. called
7. was sitting  8. were watching  9. Was
10. was working  11. did you go  12. went
13. broke  14. was washing
15. were  16. dropped
F. Places around the world
Answers:
Egypt/activities - see the Pyramids
Cambodia/climate - tropical
Cambodia/activities - take a boat tour
Paris, France/geography - urban
Paris, France/food - French wine and cheese
Paris, France/arts - old and modern paintings

Fill the bottom section with information about a place you know well.

G. An exciting trip
Answers:
2. taking off 3. flying 4. looking for
5. turned up 6. boring 7. needed
8. found out 9. frightening 10. listened
11. interested

H. What makes a good or bad…?
Possible answers:
2. A bad teacher is bad-tempered, arrogant and impatient.
3. A good manager is generous, honest and friendly.
4. A bad manager is corrupt, mean and sleazy.
5. A good doctor is friendly, honest and intelligent.
6. A bad doctor is careless, forgetful and lazy.
7. A good politician is honest, reliable and friendly.
8. A bad politician is corrupt, vain and stupid.

I. Making Arrangements
Possible answers:
2. I’m having lunch with Ma Sein
3. I’m going to English class
4. I’m meeting with my teacher
5. I’m not doing

J. Passive quiz
Answers:
1. a. About 2,000 years ago
2. b. Sri Lanka
3. c. New Zealand
4. d. Natmauk
5. e. 1969
6. f. The car

K. Job interview
Possible answers:
2. Have you ever applied for a job?
   Yes, I have. I applied for my job at MyanMart three years ago.
3. Have you ever worked part time?
   Yes, I have. I worked part time when I was a student.
4. Have you ever been promoted?
   Yes, I have. I was promoted to assistant manager at MyanMart.
5. Have you ever worked long hours?
   Yes, I have. I worked long hours in a restaurant when I was a student.
6. Have you ever taken a computer course?
   No, I haven’t, but I am very interested in learning about computers.
7. Have you ever written a report?
   Yes, I have. When I worked at MyanMart, I had to write financial reports all the time.
8. Have you ever managed an office?
   No, I haven’t, but I have managed a shop.
9. Have you ever quit a job?
   Yes, I have. I quit my job at MyanMart last year.
10. Have you ever lived in a rural area?
    Yes, I have. I grew up in a small village in Shan State.

L. Check your knowledge
Answer the questionnaire and make a plan for improving your weakest skills.
# Unit One

## The present simple

We use the present simple for:

1. Repeated events.
   - I eat dinner at 7pm.
   - She plays football on Saturdays.
2. Things that are true for a long time.
   - They live in Mandalay.
   - We like fishpaste.

### Positive statements

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>in Sittwe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>live</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>She/He/It</td>
<td>lives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>works</td>
<td></td>
</tr>
</tbody>
</table>

### Spelling

Third person singular positive statement verb forms:

- For most verbs we add **-s**.

<table>
<thead>
<tr>
<th>verb</th>
<th>3rd person singular verb forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>reads</td>
</tr>
<tr>
<td>cost</td>
<td>costs</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
</tr>
<tr>
<td>mix</td>
<td>mixes</td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
</tr>
<tr>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>buy</td>
<td>buys</td>
</tr>
<tr>
<td>stay</td>
<td>stays</td>
</tr>
</tbody>
</table>

### Negative statements

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>base</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don't (do not)</td>
<td>live</td>
<td>here.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>doesn't (does not)</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: After **do/don't/doesn't**, we always use the base form of the verb.

- She doesn't live here
- She doesn't lives here.

### Questions and answers

#### 1. yes/no questions

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I/you/we/they</td>
<td>live</td>
</tr>
<tr>
<td>Does</td>
<td>she/he/it</td>
<td>here?</td>
</tr>
</tbody>
</table>

#### 2. Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>I/you/we/they</th>
<th>do</th>
<th>live here.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>she/he/it</td>
<td>does</td>
<td></td>
</tr>
<tr>
<td>No,</td>
<td>I/you/we/they</td>
<td>don't</td>
<td>live here.</td>
</tr>
<tr>
<td></td>
<td>she/he/it</td>
<td>doesn't</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. wh- questions

These have the same word order as yes/no questions. The question word goes at the beginning.

- Where do you live?
  - NOT: Where do you live?
- When does she go to work?
  - NOT: When does she go to work?

### to be in the present simple

#### Statements

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I 'm married.</td>
<td>I 'm not Chinese.</td>
</tr>
<tr>
<td>He 's</td>
<td>He isn't</td>
</tr>
<tr>
<td>She 's</td>
<td>She isn't</td>
</tr>
<tr>
<td>It 's</td>
<td>It isn't</td>
</tr>
<tr>
<td>We 're</td>
<td>We aren't</td>
</tr>
<tr>
<td>You 're</td>
<td>You aren't</td>
</tr>
<tr>
<td>They 're</td>
<td>They aren't</td>
</tr>
</tbody>
</table>

NOTE: 'm = am, 's = is, 're = are, n't = not

#### Questions and answers

To make yes/no questions with **to be**, we put the verb before the subject.

1. yes/no questions and short answers

<table>
<thead>
<tr>
<th>STATEMENT:</th>
<th>He is from Singapore.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION:</td>
<td>Is he from Singapore?</td>
</tr>
<tr>
<td>ANSWER:</td>
<td>• Yes, he is. NOT: Yes, he's.</td>
</tr>
<tr>
<td></td>
<td>• No, he isn't.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATEMENT:</th>
<th>You are a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION:</td>
<td>Are you a student?</td>
</tr>
<tr>
<td>ANSWER:</td>
<td>• Yes, I am. NOT: Yes, I'm.</td>
</tr>
<tr>
<td></td>
<td>• No, I'm not. NOT: No, I am't.</td>
</tr>
</tbody>
</table>
2. wh- questions
   • Where is he from?
     NOT: Where he is from?
   • Who are his parents?
     NOT: Who his parents are?

be or do?

In present simple questions and negative statements, we use:

1. Do with verbs.
   • Do you like fish? NOT: Are you like fish?
   • It doesn’t live here. NOT: It isn’t live here.

2. To be with nouns, pronouns, adjectives, adverbs, prepositions, etc.
   • Are you Ko Ko? NOT: Do you Ko Ko?
   • They aren’t happy. NOT: They don’t happy.
   • Is it at home? NOT: Does it at home?

Adverbs of frequency

100%

always
usually
often
sometimes
not often
never

0%

We usually put the adverb of frequency:

1. After the verb to be.
   • I’m often late for work.

2. After an auxiliary verb.
   • Snakes don’t usually bite people.

2. Before other verbs.
   • We sometimes play football at the weekend.

Usually, often and sometimes can also go at the start or the end of a clause.
   • Usually Tom gets up at 6 o’clock.
   • Aung Aung gets angry sometimes.
   • Often I don’t have breakfast.

Unit Two

Imperatives

1. We use imperatives to give orders and instructions. We form them with base form of the verb.
   • Answer these questions.
   • Do your homework.

2. Negative imperatives use don’t.
   • Don’t hit me. • Don’t talk loudly.

there is/are

Positive statements

<table>
<thead>
<tr>
<th>singular</th>
<th>uncountable</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>‘s (is)</td>
<td>are</td>
</tr>
<tr>
<td>a cat</td>
<td>some oil</td>
<td>some dogs</td>
</tr>
</tbody>
</table>

Negative statements

<table>
<thead>
<tr>
<th>singular</th>
<th>uncountable</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There isn’t</td>
<td>isn’t (aren’t)</td>
<td>aren’t</td>
</tr>
<tr>
<td>a cat</td>
<td>any oil</td>
<td>any dogs</td>
</tr>
</tbody>
</table>

NOTE: There isn’t/aren’t any and there is/are no have the same meaning:

• There is no water. = There isn’t any water.
• There are no dogs. = There aren’t any dogs.

Questions and answers

In questions, we put the verb before the subject.

1. yes/no questions and short answers

   STATEMENT: There is a cinema
   QUESTION: Is there a cinema?
   ANSWER: • Yes, there is.
             • No, there isn’t.

   STATEMENT: There are some computers.
   QUESTION: Are there any computers?
   ANSWER: • Yes, there are.
             • No, there aren’t.

2. wh- questions

   • How many people are there in the village?

have got

1. The meaning is usually the same as there is/are.
   • The house has got three bedrooms.
   = There are three bedrooms in the house.

2. The meaning is the same as have.
   • I’ve got a big dictionary. = I have a big dictionary.

BUT: Have is:

a. More formal.
b. More common in American English.
c. Used with actions.
   • I have dinner at 7pm.
   NOT: I have got dinner at 7pm.
d. Used in all tenses.
   • I had long hair last year.
   NOT: I had got long hair last year.
   • I will have long hair soon.
   NOT: I will have got long hair soon.
Statements

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
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<td></td>
</tr>
<tr>
<td>She/He/It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: ‘ve = have, ’s = has, n’t = not

Questions and answers
To make questions, we put have/has in front of the subject.

1. yes/no questions and short answers

STATEMENT: We have got a new manager.
QUESTION: Have we got a new manager?
ANSWER: • Yes, we have. NOT: Yes, we’ve.
• No, we haven’t. NOT: No, we haven’t got.

STATEMENT: She has got a mosquito net.
QUESTION: Has she got a mosquito net?
ANSWER: • Yes, she has. NOT: Yes, she’s got.
• No, she hasn’t. NOT: No, she hasn’t got.

2. wh- questions
   • What colour hair has he got?
   • How much rice have we got?

Adjectives

Adjectives modify (change or describe) nouns. They can:

1. Follow the verb to be.
   • The bus is slow.
   • My brother is tall.

2. Go just before the noun.
   • The slow bus costs 500 kyat.
   • The tall man is David.

Unit Three

The present continuous

We use the present continuous to talk about:

1. Things happening at the time of speaking.
   • I’m brushing my teeth.

2. Things happening around now.
   • She’s working a lot these days.

Spelling

1. For verbs that end in -e, we remove the -e and add -ing.
   • write — writing
   • use—using

2. For verbs with a short vowel and only one consonant, we double the consonant and add -ing.
   • run—running
   • stop—stopping

Questions and answers
To make questions, we put the verb to be in front of the subject.

1. yes/no questions and short answers

STATEMENT: He is wearing a red shirt.
QUESTION: Is he wearing a red shirt?
ANSWER: • Yes, he is. NOT: Yes, he’s.
• No, he isn’t.

2. wh- questions
   • Who is she talking to?
   • Where are you going?

Present simple or continuous?

1. We use the present simple for repeated events (e.g. habits), and things that are true for a long time.
   • I watch TV every night.
   • Water boils at 100 degrees centigrade.

   We often use these expressions with the present simple:
   never, sometimes, often, usually, always, every day/week/month, on Saturdays

2. We use the present continuous for things happening at the moment of speaking.
   • Be quiet! I’m watching TV.
   • Look! The water’s boiling.

   We often use these expressions with the present continuous:
   at the moment, now, right now, today, this morning/week/month/year
State verbs
Some verbs talk about states – situations that do not change quickly. The following are some examples of state verbs:

- like, love, prefer, hate, mind
- understand, agree, disagree
- believe, remember, know, want, need

We do not usually use this kind of verb in continuous tenses.

- I disagree with you.
  NOT: I am disagreeing with you.
- I don’t remember your name.
  NOT: I’m not remembering your name.

There is/are + v-ing
There is/are + subject + v-ing (present participle) describes what is happening.

- There is a man riding a bike.
  = There is a man. He is riding a bike.
- There are some birds singing loudly.
  = There are some birds. They are singing loudly.

NOTE: These sentences are in the present simple tense. Here, the present participle is an adjective.

Unit Four
The past simple
We use the past simple to talk about completed events in the past.

Statements
1. to be

<table>
<thead>
<tr>
<th>I</th>
<th>She/He/It was</th>
<th>hungry at home a teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>weren’t</td>
<td>yesterday.</td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>last year.</td>
</tr>
</tbody>
</table>

2. Regular verbs

<table>
<thead>
<tr>
<th>For most verbs we add -ed.</th>
<th>wash</th>
<th>washed fixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the verb ends in -e, we add -ed.</td>
<td>hate</td>
<td>hated fixed</td>
</tr>
<tr>
<td>When the verb ends in a short vowel and a single consonant, we double the consonant and add -ed.</td>
<td>stop</td>
<td>stopped</td>
</tr>
<tr>
<td>When the verb ends in -y, we change the -y to -ied.</td>
<td>carry</td>
<td>carried</td>
</tr>
</tbody>
</table>

NOTE: When the verb ends in -t or -d, we pronounce the final syllable -ed.

- wanted
- needed

3. Irregular verbs
Many common verbs are irregular – there are no rules. You just have to learn them.

- go: They went to Dawei last month.
- win: I won the match on Tuesday.

The verb is the same for all subjects.

- I left at 6 o’clock.
- He left at 6 o’clock.
- They left at 6 o’clock.

4. Negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>She/He/It didn’t (did not)</th>
<th>play football.</th>
<th>She/He/It didn’t (did not)</th>
<th>do the dishes.</th>
<th>We/You/They didn’t (did not)</th>
<th>eat fish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She/He/It</td>
<td>didn’t (did not)</td>
<td>play football.</td>
<td>She/He/It</td>
<td>didn’t (did not)</td>
<td>do the dishes.</td>
<td>We/You/They didn’t (did not)</td>
</tr>
</tbody>
</table>

NOTE: After didn’t we use the base form of the verb.

- We didn’t like it.  NOT: We didn’t liked it.

Questions and answers
to be
To make questions, we put the verb to be in front of the subject.

1. yes/no questions and short answers

STATEMENT: She was born in 1954.

QUESTION: Was she born in 1954?

ANSWER: Yes, she was.  No, she wasn’t.

2. wh- questions

- When was she born?
- Who were you with last night?

Other verbs
1. yes/no questions

<table>
<thead>
<tr>
<th>Did I move house?</th>
<th>Did She/He/It see the movie?</th>
<th>Did We/You/They finish the job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She/He/It</td>
<td>didn’t (did not)</td>
<td>didn’t (did not)</td>
</tr>
<tr>
<td>We/You/They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Short answers

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I</td>
<td>No, I</td>
</tr>
<tr>
<td>She/He/It</td>
<td>She/He/It</td>
</tr>
<tr>
<td>We/You/They</td>
<td>We/You/They</td>
</tr>
<tr>
<td>did.</td>
<td>didn’t.</td>
</tr>
</tbody>
</table>

3. wh- questions

- When did he do his homework?
- How much did they spend?

NOTE: In questions we always use the base form of the verb.

- What did he buy?  NOT: What did he buys?
Past time expressions

1. We use **this** to talk about times earlier in the same day/month/year.
   - Ma Ma did her homework **this** morning.
   - = Ma Ma did her homework today, in the morning.

2. We use **last** to talk about the most recent day/week/month/year.
   - My grandmother died **last** year.
   - (It is 2009. My grandmother died in 2008.)

3. We use **ago** to measure time between a past event and now.
   - I got married three months **ago**.
   - (It is April. I got married in January.)
   - **NOT:** I got married last three months.

4. We use **when** to connect two events.
   - I lived in Lashio **when** I was young.
   - I was happy **when** I met my boyfriend.

Prepositions of time

1. We use **in** with:
   - years
   - months
   - seasons
   - most parts of the day
   - • in 2008
   - • in January
   - • in the rainy season
   - • in the morning

2. We use **on** with:
   - days
   - dates
   - specific parts of the day
   - • on Friday
   - • on the 8th of June
   - • on Tuesday evening

3. We use **at** with:
   - times
   - the weekend
   - night
   - • at 6.30
   - • at the weekend
   - • at night

Adverbs of degree

Adverbs of degree tell us about the intensity (strength) or amount of an action, an adjective or another adverb. We often use the following adverbs of degree to modify adjectives.

- **extremely**
- **really / very**
- **quite / fairly**
- **not very**

We put the adverb of degree before the adjective.
- Careful! That knife is **really sharp**.
- This curry is **not very nice**.

Unit Five

The present perfect (1)

The present perfect links the past with the present. Sometimes we use it to talk about past events with a present result. The time of the event is unknown or unimportant.

- I've had my dinner. (So I'm not hungry.)
- He's broken his leg. (So he's in pain.)
- They've arrived. (So they're here now.)
- She's become a doctor. (So she's a doctor now.)

We use the adverb **just** to show that it happened a short time ago.

- I've **just** eaten. (I ate 10 minutes ago.)
- My friend has **just** got married. (He got married last week.)

Statements

We make the present perfect with the auxiliary **have** + the past participle.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>'ve / hasn't</td>
<td>cooked / eaten / finished dinner.</td>
</tr>
<tr>
<td>She/He/It</td>
<td>'s / hasn't</td>
<td>finished dinner.</td>
</tr>
</tbody>
</table>

**NOTE:** 've = have, 's = has, n't = not

Spelling

1. Regular past participles are the same as regular past simple verbs. (See **Language Reference Unit 4** for spelling and pronunciation rules.)
   - I've just **washed** my hair.
   - School's just **finished**.

2. Verbs with an irregular past simple form also have an irregular past participle. Sometimes the past participle is the same as the past simple verb, and sometimes it is different.

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>bled</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
</tbody>
</table>

There is a list of irregular verbs on page 245.
Questions and answers
To make questions in the present perfect, we put the auxiliary (have/has) before the subject.

1. yes/no questions and short answers
   - STATEMENT: They have arrived.
     QUESTION: Have they arrived?
     ANSWER: • Yes, they have.
     NOT: Yes, they’ve.
     • No, they haven’t.
     NOT: No, they’ve not.
   - STATEMENT: It has stopped.
     QUESTION: Has it stopped?
     ANSWER: • Yes, it has.
     NOT: Yes, it’s.
     • No, it hasn’t.
     NOT: No, it’s not.

2. wh- questions
   - Which places has she visited?
     NOT: Which places she has visited?
   - Where have you been?
     NOT: Where you have been?
   - When have you eaten?
     NOT: When you have eaten?
   - How much have you eaten?
     NOT: How much you have eaten?

yet
We use yet to show that we expect something to happen (we think it will happen).
1. In statements we use not yet to say that something that we expected has not happened before now.
   • She hasn’t left yet. (But she will leave later.)
2. In questions, we use yet to ask if something has happened that we expect to happen.
   • Have you eaten yet?
3. Yet usually goes at the end of a clause.
   • The bus hasn’t arrived yet, so I’m going to be late for my appointment.

still
1. We use still to say something is unchanged.
   • Has Aye Aye moved to Mandalay?
     - No, she’s still living in Lashio.
2. It usually goes before the main verb.
   • I still love you.
   • We’re still eating.
3. It goes after the verb to be.
   • I’m still here.
   • There is still some rice in the pot.

already
1. We use already in statements to show something has happened earlier than expected or believed.
   • Here Ko Ko, I’ve made you some dinner.
   • I don’t want any, thanks. I’ve already eaten.
2. It usually goes before the main verb, but after the verb to be.
   • I’ve already told her about you.
   • They’re already here.

Present perfect or past simple? (1)
1. The present perfect links the past with the present. We use it when we are interested in the result, not the time it happened.
   • I’ve done my homework, so I can relax.
2. The past simple describes a completed action in the past. We use it when:
   a. we are interested in the action, not the result.
      • I’ve hurt my leg. I fell off a ladder.
   b. we are interested in the time of the event.
      • I gave you my essay last week.
   NOTE: When there is a time expression which refers to a finished time in the past (last year, yesterday, a minute ago, at 6am) we must use the past simple.
      • I ate at 6 o’clock.
      NOT: I’ve eaten at 6 o’clock.
When the time expression includes the present (today, this week, this year, in my life, never, always), we can use the present perfect.
   • Have you eaten today?

Possessives
My, your, our, their, his, her and its are possessive adjectives. We use them before nouns.
Mine, yours, ours, theirs, his and hers are possessive pronouns. We use them alone, not before a noun.

<table>
<thead>
<tr>
<th>possessive adjectives</th>
<th>possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my pen.</td>
<td>This pen is mine.</td>
</tr>
<tr>
<td>Those are your bags.</td>
<td>Those bags are yours.</td>
</tr>
<tr>
<td>This is her bicycle.</td>
<td>This bicycle is hers.</td>
</tr>
<tr>
<td>That is his drink.</td>
<td>That drink is his.</td>
</tr>
<tr>
<td>These are our children.</td>
<td>These children are ours.</td>
</tr>
<tr>
<td>That is their house.</td>
<td>That house is theirs.</td>
</tr>
<tr>
<td>This is its food.</td>
<td></td>
</tr>
</tbody>
</table>

We use 's to make nouns possessive.
   • This is Na Na’s shirt. • This shirt is Na Na’s.

Unit Six
Countable and uncountable nouns
1. Some nouns are countable. We can count them.
   • three apples • seven bags • a thousand dollars
   They have a singular and plural form.
   • I want an apple. • I want four apples.
2. Some nouns are uncountable. We cannot count them.
   • three fruits • seven oils • a thousand petrols
   They have only one form.
   • I want some fruit. NOT: I want four fruits.
1. We use *a* before a consonant sound and *an* before a vowel sound.
   - It’s *a* university, not *a* school.
   - Please pass me *an* apple.
2. We use *a/an* in all kinds of sentences.
   - I need a box.
   - He hasn’t got a bicycle.
   - Is there an airport?
3. We use *some* in positive statements.
   - I’ll get some sugar.
4. We use *any* in negative statements and most questions.
   - There isn’t any milk.
   - Is there any pork in the fridge?
5. We use *some* in requests and offers.
   - Can you buy some oil, please?
   - Would you like some tea?

**Quantity expressions**

Quantity expressions tell us how much or how many of something there is.

- loads of
  - a lot of / lots of
  - quite a lot of
  - a few / a little, not many / not much
  - very few / very little
  - hardly any
  - not any

1. We only use *a few* and *not many* with countable nouns, and *a little* and *not much* with uncountable nouns.
   - Pass me *a few onions*, please.
   - There’s *a little* oil in the cupboard.
2. We use *loads of*, *a lot of*, *lots of*, *hardly any* and *not any* with both countable and uncountable nouns.
   - We’ve hardly got any carrots or sugar.
3. *Loads of* is very informal.

**much and many**

1. We use *much* with uncountable nouns in questions and negative statements.
   - How *much* orange juice have we got?
   - There isn’t *much* furniture in the house.
2. We use *many* with countable nouns in questions and negative statements.
   - How *many* people died?
   - I can’t see *many* psychology books.
3. We can use *much* and *many* in *formal* positive statements.
   - Many people died in the cyclone.

**too and enough**

1. We usually use *too* when there is a problem.
   - They’re too young. (So they can’t get married).
   - This coffee’s too sweet. (So I don’t like it).
2. *Too much / too many* means ‘more than I want’ or ‘more than is suitable for the situation’. There is a problem.
   - There is too much noise here. (So I can’t read my book).
   - There’s too much salt in the curry. (So it tastes bad).
   **NOTE:** *Too much* does not mean ‘a lot’.
   - I eat a lot of meat. (Maybe this is good, maybe bad.)
   - I eat too much meat. (This is bad.)
3. *Enough* means ‘the amount I want, or more’.
   - We have enough chairs. (We don’t need more.)
4. *Not enough* means ‘less than I want’ or ‘less than I need’. There is usually a problem.
   - There isn’t enough chilli in the curry (so it doesn’t taste very nice).
   - There isn’t enough medicine (so people are sick).

**Present perfect or past simple (2)**

We sometimes use the present perfect for a *continuing situation* – when an action started in the past and continues to the present. We use the past simple when an action *finished* in the past.

- *I’ve lived* here for three years.
  (And I still live here now.)
- *Before that, I lived* in Bago.
  (But I don’t live there now.)

**for and since**

<table>
<thead>
<tr>
<th>We use <strong>for</strong> with a period of time.</th>
<th>We use <strong>since</strong> with a point of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a moment</td>
<td>since 1992</td>
</tr>
<tr>
<td>for nine years</td>
<td>since last week</td>
</tr>
<tr>
<td>for a long time</td>
<td>since one o’clock</td>
</tr>
</tbody>
</table>

1. *For* and *since* are very common in the present perfect.
   - *I’ve lived* here *for* a really long time.
   - *I’ve been* sick *since* last Tuesday.
2. We can also use *for* in other tenses.
   - *I lived* in Thailand *for* two years, and then I moved to Malaysia.
   - *I play* football *for* an hour every weekend.
3. We cannot use since in the past simple or present simple because it means ‘from a point in the past until now’.  
   • I’ve been here since Tuesday.  
     = I arrived on Tuesday and I’m still here now.  
   NOT: I was here since Tuesday.  
   NOT: I am here since Tuesday.

Unit Seven

will

We use the modal auxiliary will to make predictions or general statements about the future.
   • In the future, people will have enough to eat.
   • Hurry up, or we’ll be late for class.

See below for more information about modal verbs.

Modal auxiliary verbs: General

The following are modal auxiliary verbs (also called modal verbs or just modals).
   can   could      may
   might will      would
   should shall       must

They have different meanings and uses, but the structure is similar for all of them.

Statements

<table>
<thead>
<tr>
<th>subject</th>
<th>modal</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>be.</td>
</tr>
<tr>
<td>He</td>
<td>can</td>
<td>dance.</td>
</tr>
<tr>
<td>She</td>
<td>should</td>
<td>come.</td>
</tr>
<tr>
<td>It</td>
<td>should</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>will</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>should</td>
<td></td>
</tr>
</tbody>
</table>

1. We always use the base form of the verb after modal auxiliary verbs. There is no -s in the third person singular.
   • She will fall in love.
   NOT: She will falls in love.

2. We form the negative with not. There is no does/doesn’t.
   • I can’t speak Kachin.
   NOT: I don’t can speak Kachin.

3. We can often form short negatives with modal + n’t.
   • I can’t speak Kachin.
   • I couldn’t speak Kachin.
   \(\text{can’t} \text{ couldn’t} \text{ wouldn’t} \text{ wouldn’t} \text{ may not mayn’t might not mightn’t shalln’t shalln’t}\)

4. We use the modal auxiliary will to make predictions or general statements about the future.
   • In the future, people will have enough to eat.
   • Hurry up, or we’ll be late for class.

See below for more information about modal verbs.

Questions and answers

To make questions with modals, we put the modal before the subject.

1. yes/no questions
   STATEMENT: They should get married.
   QUESTION: Should they get married?
   ANSWER: • Yes, they should.
   • No, they shouldn’t.

2. wh- questions
   • What will happen?
   • How many languages can you speak?

   NOTE: Most modal verbs talk about the present or future. Only can has a past tense: could.
   • I could ride a bike when I was four.

might

We use the modal auxiliary verb might to show that we are not sure.
   • Things might get better.
   = Maybe things will get better.
   • He might not live.
   = Maybe he won’t live.

Probability

100%

It will rain

It will probably rain

It might rain

It probably won’t rain

It won’t rain

0%

Note the word order:
   • He probably won’t die.
   \text{NOT: He won’t probably die.}
   • He will probably die.
   \text{\(\text{He probably will die.}\) is also possible, but less common.}

The first conditional

1. We use the first conditional to talk about things that might happen.
   • If you get up late, you’ll miss the bus.

2. We usually use the present simple in the condition clause (if/when clause) and will in the main clause.
   \text{condition clause main clause}
   \text{If you pay me, I will be happy.}
   \text{NOT: If you will pay me, I will be happy.}

3. The condition clause can go before or after the main clause. If it is before, we usually put a comma at the end of the \text{if clause}.
   • If it rains, we won’t play football.
   • We won’t play football if it rains.
4. We use *if* for a possible (but unsure) condition. We use *when* for a definite (sure) condition.
   • *I’ll phone you if the bus is late.*
   • *I’ll phone you when I arrive. (I’m sure I’ll arrive.)*

5. We can use the same structure with many conjunctions, not just *if* and *when*.
   • *Before I fall asleep, I’ll read my book.*
   • *You can go out after you finish your work.*

6. We can use other modal verbs in the same structure.
   • *You should phone me if the bus is late.*
   • *If you get up late, you might miss the bus.*

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**Unit Eight**

**Comparatives**

1. We use comparatives to compare two people, places or things.
   • *Maung Aye is quite tall, but Ma Thet is taller.*

2. We often use *than* after a comparative.
   • *Ma Thet is taller than Maung Aye.*

**Spelling**

1. For one-syllable adjectives, add *-er.*
   young—younger  strong—stronger
   large—larger   nice—nicer
   If the adjective has one vowel and one consonant, double the consonant.
   hot—hotter  big—bigger
   If the adjective has two or more syllables ending in *-e,* just add *-er.*
   If the adjective ends in *-y,* remove the *-y* and add *-ier.*
   busy—busier  easy—easier
   For adjectives with two or more syllables (where the second syllable is not *-y,* put *most* before the adjective.
   violent—most violent  intelligent—most intelligent
   3. For adjectives with more than two syllables (where the second syllable is not *-y*), put *most* before the adjective.
   4. Some adjectives are irregular. There is no rule.
      good—best  bad—worst  far—furthest

**Degrees of comparison**

1. If there is a small difference, we use *a little,* *a bit* or *a little bit.*
   • *My son is a little younger than his friends.*
   • *Nilar is a bit more intelligent than Aye Aye.*
   • *Your shoes are a little bit bigger than mine.*
   We can use *a little* in any situation. *A bit* and *a little bit* are informal.

2. We use *much / a lot* if there is a big difference.
   • *Real coffee is much nicer than instant coffee.*
   • *You’re a lot taller than last time I saw you.*
   We can use *much* in any situation. *A lot* is informal.

---

**Superlatives**

1. We use superlatives to compare a person, place or thing with the whole group.
   • *Maung Aye is the tallest in the class.*

2. We use *the* before a superlative.
   • *This is the best school.*
   *NOT:* *This is best school.*

3. We often use *in* after the adjective to show the group.
   • *Bill Gates is the richest person in the world.*

**Spelling**

The spelling follows the same pattern as comparatives.

1. For one-syllable adjectives, add *-est.*
   young—youngest  strong—strongest
   If the adjective ends in *-e,* we just add *-st.*
   large—largest  nice—nicest
   If the adjective has one vowel and one consonant, double the consonant.
   hot—hottest  big—biggest
   2. For two-syllable adjectives ending in *-y,* remove the *-y* and add *-iest.*
   busy—busiest  easy—easiest
   3. For adjectives with two or more syllables (where the second syllable is not *-y*), put *most* before the adjective.
   violent—most violent  intelligent—most intelligent
   4. Some adjectives are irregular. There is no rule.
      good—best  bad—worst  far—furthest

**more, less and fewer**

1. We use *more,* *less* and *fewer* to compare the quantities (amounts) of two things.
   • *Ko Ko got more marks than San San.*
   • *England has less oil than Iraq.*
   • *Fewer people live in Laos than in Thailand.*

2. We use *more* with both countable and uncountable nouns.
   • *I need more water.*  • *I need more pens.*

3. We use *less* with uncountable nouns.
   • *I have less money than you.*
   *NOT:* *I have less money than you.*

4. We use *fewer* with countable nouns.
   • *You bought fewer oranges than me.*
   *NOT:* *You bought fewer oranges than me.*

**most, least and fewest**

1. We use *the most,* *the least* and *the fewest* to compare the quantity of something with the whole group.
   • *Nilar does the most work in class.*
   • *Abdul speaks the least* English.
   • *My town has the fewest* hospitals.
2. We use most with both countable and uncountable nouns.
   • She ate the most rice.
   • This room has the most chairs.

3. We use least with uncountable nouns.
   • I have the least money in the class.

4. We use the fewest with countable nouns.
   • You bought the fewest oranges.

**go, play and do**

We go swimming, dancing, running, jogging, cycling, fishing, bird watching, motor racing, hunting.

We play chess, table tennis, basketball, badminton, caneball, football, the guitar/violin.

**NOT:** With musical instruments, we use play the + the name of the instrument.

1. I play the piano.  2. He plays the guitar.

With sports and games, we use play without the.

1. I play football.  2. She plays chess.

We do photography, karate/judo, crosswords, puzzles, homework, housework, the dishes.

We knit, sew, write, read, paint, draw, watch TV, make models, collect stamps, weave.

**Ability**

1. We use good at to say someone can do something well.
   • He's good at football.

2. We can use adverbs of degree, comparatives and superlatives with good at.
   • She's really good at caneball.
   • Tom's better at cooking than me.
   • I'm the best at science in my class.

3. There are many ways of saying someone is not good at something.
   - not very good at
   - no good at
   - quite bad at
   - very bad at / really bad at

4. Adjective + at is always followed by a noun. Often we use a gerund (a present participle used as a noun).
   • He's really good at knitting.
   • I'm not very good at speaking English.

**Unit Nine**

**can**

We use can to:

1. talk about ability.
   • I can play the guitar quite well.
   • Phyu Phyu can't run very fast.

2. ask for and give (or refuse) permission.
   • Can I please use the toilet?
   • You can't smoke in here.

3. make requests and offers.
   • Can you pass me the salt, please?
   • Can I help you?

Can is a modal auxiliary verb. There is more information about modal verbs in **Language Reference Unit 7**.

**must and have to**

1. We use have to and must to show that something is necessary. The basic meaning is the same.
   • I have to study for my exam.
   • I must wash the dishes.

2. The negative forms have very different meanings.
   a. Don't/doesn't have to means that it is not necessary.
      • You don't have to leave now (but you can if you want).
   b. Mustn't means it is not allowed.
      • You mustn't cheat in your exams.

Must is a modal auxiliary verb. There is more information about modal verbs in the **Language Reference Unit 7**.

Have to is not a modal verb, so the grammar is a little different.

**Statements**

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<th>don't have</th>
<th>to</th>
<th>be there.</th>
<th>work hard.</th>
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<td>has</td>
<td>doesn't have</td>
<td>to</td>
<td>be there.</td>
<td>work hard.</td>
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</tbody>
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**NOTE:** As with a modal verb, we always use the base form of the verb after have to. It does not change for the third person singular.

• I have to go home.
• He has to go home.  **NOT:** He has to goes home.

**Questions and answers**

1. **Yes/no questions**

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<th><strong>Do</strong></th>
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<th>have</th>
<th><strong>to</strong></th>
<th><strong>do it?</strong></th>
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<td><strong>have to</strong></td>
<td><strong>to</strong></td>
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2. Short answers

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<tbody>
<tr>
<td>No,</td>
<td>I/we/you/they don't.</td>
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</tbody>
</table>

3. **wh- questions**

- How hard do I have to work?
- Where does he have to be?

**have to in the past simple**

1. The past simple form of have to is had to.
   - I had to go to hospital last week.
2. We make questions with did + have to + base.
   - Did you have to go to the hospital last week?
   - Why did you have to go there?
3. We make negatives with didn’t + have to + base.
   - I didn’t have to go to hospital.

**should**

1. We use should and shouldn’t to say that something is the right thing to do, or a good idea.
   - You're lazy. You should work harder.
   - He drinks too much. You shouldn’t marry him.
2. To make advice softer and more personal, we use I think and I don’t think.
   - I think you should wash your face.
   - I don’t think they should buy that house.
3. We do not use I think with a negative verb.
   - I don’t think you should go there.

*Should* is a modal auxiliary verb. There is more information about modal verbs in the Language Reference Unit 7.

**someone, anyone, etc.**

Words beginning with some- and any- follow the same rules as some and any. (See Language Reference Unit 6.)

- I met someone yesterday.
- I don’t know anyone at this party.
- Have you met anyone recently?
- Can you introduce me to someone?

NOTE: There is no important difference between someone/anyone and somebody/anybody.

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**Unit Ten**

**The past continuous**

We use the past continuous for an activity in progress in the past.

- I was talking to my friend.
- The children were shouting loudly.

**Statements**

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<td>We/You/They</td>
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**Questions and answers**

To make questions we put was or were before the subject.

1. **yes/no questions and short answers**

   **STATEMENT:** He was listening to the radio.
   **QUESTION:** Was he listening to the radio?
   **ANSWER:** Yes, he was. • No, he wasn’t.

   **STATEMENT:** They were waiting at the station.
   **QUESTION:** Were they waiting at the station?
   **ANSWER:** Yes, they were. • No, they weren’t.

2. **wh- questions**

   - What was he doing?
   - Where were you waiting?

**Past simple or continuous?**

1. The past continuous describes an event in progress in the past.
   - I was sleeping.
2. The past simple shows a completed action or event in the past.
   - The phone rang.
3. We often use the past continuous and the past simple together. The past simple says what happened (the main event). The past continuous says what was happening around that time (the background situation).

   While I was sleeping, the phone rang.
   I was sleeping.
   The phone rang.

4. We use two past simple verbs when two things happened, one after the other.

   When the phone rang, I got out of bed.
   The phone rang. I got out of bed.

5. It doesn’t matter which clause comes first.

   - When I saw her, I was running.
     = I was running when I saw her.
**when, while and during**

We use *when*, *while* and *during* to talk about the time something happened.
- I fell in love *when* I saw him.
- I married him *while* I was living in Taunggyi.
- He left me *during* the water festival.

**when or while?**

We can often use either *when* or *while* with no difference in meaning.
- I lived in Mandalay *while* I was studying.
- = I lived in Mandalay *when* I was studying.

BUT:
1. We normally use *while* before the past continuous and *when* before the past simple.
   - I drank beer *while* I was watching TV.
   - I was watching TV *when* I drank beer.

2. We use *when* to say an event happened after another event.
   - When I hit him, he fell over.
   - NOT: While I hit him, he fell over.

**during or while?**

1. *During* is a preposition, so we use it before a noun.
   - I fell asleep *during* the game.
   - NOT: I fell asleep *while* I was watching the game.

2. *While* is a conjunction, so we use it before a clause.
   - I fell asleep *while* I was watching the game.
   - NOT: I fell asleep *while* the game.

**Adjectives with -ing and -ed**

1. We can use past participles (verb-*ed*) and present participles (verb-*ing*) as adjectives.
   - I'm not interested in this boring book.

2. We use -ed adjectives to describe an effect, such as a feeling.
   - I'm really bored. I have nothing to do.
   - I'm really boring. Tom was confused by the book.

3. We use -ing adjectives to describe the cause of a feeling, such as a person, thing or situation.
   - This teacher is really boring. I want to sleep.
   - Tom can't understand his book. It's confusing.

**Statements**

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**Questions and answers**

To make questions with *going to*, we put *am*, *is* or *are* before the subject.

**Present continuous for the future**

1. We can use the present continuous to talk about future arrangements – things we have already arranged to do.
   - I'm going to China next month.
   - What are you doing this evening?

2. When we use the present continuous in this way, we either give a future time (next week, tomorrow, tonight, at 6 o'clock, etc.) or we know from the situation we are talking about the future.
   - What are you doing tomorrow?
   - I'm going to the office. I'm meeting the director at 9 o'clock.

**I think so, I hope not, etc.**

We can use *so* to replace a *that*-clause.
- *Is tomorrow a holiday?*
  - I think so. (= I think that tomorrow is a holiday.)
- *Will Myanmar win the World Cup?*
  - I hope so. (= I hope that Myanmar wins the World Cup.)

**Unit Eleven**

**going to**

We use *going to* to talk about future plans – things we have already decided to do.
- I'm *going to* study maths at university.
- Thida is *going to* be a teacher.
Unit Twelve

The passive

1. We use active verbs when we are interested in the person or thing which does the action.
   - My dad’s clever. He built our house.
   NOT: My dad’s clever. Our house was built by him.

2. We use the passive when the person or thing which does the action is:
   a. not important
      • This house was built five years ago. (It doesn’t matter who built it.)
   b. not known
      • My purse was stolen yesterday. (I don’t know who stole it.)

3. We use by to show who did the action.
   • This house was built by my father.

Statements

1. We make the passive with the auxiliary verb to be + the past participle. To make different tenses, we change the form of the auxiliary.
   • I am employed by my organisation.
   • The bananas were eaten by Myint Myint San.
   • Tea isn’t grown in New Zealand.

2. The object of an active verb becomes the subject of a passive verb.
   • The police arrested John last week. (active)
   • John was arrested last week. (passive)

Questions and answers

To make questions, we put the subject after the auxiliary.

1. Yes/no questions and short answers
   STATEMENT: Rice is grown in China.
   QUESTION: Is rice grown in China?
   ANSWER: Yes, it is. / No, it isn’t.

2. Wh- questions
   • Where is rice grown?
   • When were you born?
   • How many people were killed?

The present perfect (3)

We can use the present perfect to talk about experiences in our life up to the present. We don’t say exactly when they happened.
• I’ve been to India three times.
• Tom has never ridden a horse.
• Has Hkun Soe ever studied English before?
• How many times have they done it?

ever

1. Ever means ‘at any time’. We often use ever in present perfect questions to ask about experiences.
   • Have you ever eaten dog meat?
   • Have they ever been to Mandalay?

2. We don’t use ever in positive statements.
   • I have eaten dog meat.
   NOT: I have ever eaten dog meat.

never

Never means ‘at no time.’ We often use never in present perfect statements. The meaning is negative but we use the positive form of the verb.
• She has never eaten dog meat.
   NOT: She hasn’t never eaten dog meat.

been and gone

1. The verb to go has two past participles, been and gone. In British English, been means ‘went and came back,’ and gone means ‘went and hasn’t come back.’
   • Si Si isn’t here. She’s gone to Iraq.
   • I’ve been to Iraq three times.
   NOT: I’ve gone to Iraq three times.

2. In American English, gone has both meanings.
   • She’s gone to Iraq three times.
   • She’s been to Iraq three times.
   BUT: Been only means ‘went and came back’.
   NOT: Si Si’s not here. She’s been to Iraq.

Present perfect or past simple? (3)

1. We use the present perfect for experiences up to the present. We are not interested in the exact time.
   • He’s never broken his leg.
   • They’ve eaten pizza twice this week.
   • Have you ever met John?

2. We use the past simple for completed actions in the past. We use it when we are interested in the time of the event.
   • I’ve met John. I met him last week.
   NOT: I’ve met him last week.
   • I went to Myitkyina in 2006.
   NOT: I’ve been to Myitkyina in 2006.

Phrasal verbs

1. Many verbs in English have two parts: a verb and an adverb particle (a small adverb). These are called phrasal verbs.

2. The meaning of some phrasal verbs is clear from the two parts.
   • sit down • stand up • come in • go away

3. Some phrasal verbs are idiomatic. We can’t work out the meaning from the separate parts.
   • look after • turn down • figure out

4. Phrasal verbs are usually informal. In formal situations, we often use a different word or phrase.
   informal: come in  get there  carry on
   formal: enter  arrive  continue

5. Like other vocabulary items, many phrasal verbs have more than one meaning.
   • work out = 1. figure out
     = 2. be successful
     = 3. exercise
## Irregular Verbs

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## Countries and Nationalities

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1.1 - Introductions
A: Hi Mi Chan! How are you?
B: I’m OK. Very busy!
C: Jane, this is Htun Htun. And this is Si Si.
D: Hi, Htun Htun. Hi, Si Si.
E: Have some cake.
F: OK. Thanks.
G: Would you like a drink?
H: Yes, please.
I: No, thank you.
J: This is U Tin Maung from the School. And this is Di Green from the International Development Association.
K: Pleased to meet you, Ms Green.
L: Please, call me Di.
N: How do you do?

1.2 - Order the conversation
A: This is U Tin Maung from the School. And this is Di Green from the International Development Association.
B: Pleased to meet you, Ms Green.
C: Please, call me Di. I’m sorry, what’s your name?
B: I’m Tin Maung.
C: Ton Mun… I’m sorry, could you say that again, please?
B: Tin Maung.
C: Can you spell that, please?
B: T-i-n M-a-u-n-g. How do you spell your name?
C: D-i.

1.3 - Introducing other people
a. This is U Tin Maung from the school. And this is Di Green from the International Development Association.

b. This is Soe Aung. He’s Daw Sein’s son. You know Daw Sein, San San Aye’s sister.

c. James, this is Sarah. Sarah’s an English teacher. James is a maths teacher.

d. This is my brother Kyaw Kyaw. He likes playing the guitar and singing.

e. This is Mei Tze. She’s from China.

1.4 - Who’s who?
San San Aye: Aung Mon and I want a good life with enough money. I work in an office, and he’s studying to be a lawyer. Sometimes we argue about money. He goes to teashops and buys tea for his friends, but I never go out – I don’t like spending money. We both like reading. He reads law books and I read books about people in different countries.

Myint Myint San: We have a large family. We have four children already and we want two more. We don’t want more than six kids though – our house is too small! I don’t like cooking but Michael does. He doesn’t have time to cook on weekdays but he makes delicious food at the weekends. We both like gardening, and we make extra money when we sell fruit and vegetables. We don’t have a TV but Michael wants to buy one. He likes watching TV, especially action movies. I hate action movies!

Ma Sein: Min Min and I don’t have children because we’re too busy. We always go out at night. We both love music and dancing. We go shopping on Saturday afternoons – we spend a lot of money on clothes. I have 25 pairs of shoes, and Min Min has 20. He’s very handsome! We sometimes argue about alcohol – I don’t drink, but Min Min drinks a lot. I want him to stop drinking, but he doesn’t listen to me.

1.5 - And after that?
1. What does Abdul do in the morning?
Abdul: I usually get up at about seven. The first thing I do is take a shower. And let’s see… After I take a shower, I eat breakfast. When I finish breakfast, I usually read the newspaper. I only have about twenty minutes to read the paper. Then, I have to leave for work.

2. What does Hannah do in the morning?
Hannah: I make coffee as soon as I get up. I really need my cup of coffee in the morning. I don’t eat breakfast – I just have a cup of coffee. Anyway, after that I usually exercise. I do exercises for fifteen or twenty minutes. Then I’ve got to go to work. I have to be at the office by about nine.

3. What does Tze Ming do after school?
Tze Ming: After class, I usually study. I like to finish all my homework – reading, everything – before I eat dinner. So yeah, I study and then eat dinner. And after that I usually watch TV. I like watching the news and maybe a movie or a drama… or something.
4. What does Maung Shwe do in the evening?  
**Maung Shwe:** Reading is my favourite hobby, so I like to spend my evenings doing that. But I get home from work around seven, so the first thing I do is have dinner with my family. After dinner, it’s time for my children to go to bed. I usually put them to bed at about… um… about eight o’clock. When that’s done, I can finally relax with a good book.

### 1.6 - Khaing Win: 1st person
I come from Rakhine State, but now I live in Australia. I teach Myanmar at a university near my house. I start work at 8.30 and finish at 4.00. I usually walk to work, but sometimes I go by car. I dress well for work – I always wear a tie. On Mondays I study English at night classes. I try hard with my English – I practise every day. At the weekend, I watch videos and fix my old car.

### 1.7 - Khaing Win: 3rd person
He comes from Rakhine State, but now he lives in Australia. He teaches Myanmar at a university near his house. He starts work at 8.30 and finishes at 4.00. He usually walks to work, but sometimes he goes by car. He dresses well for work – he always wears a tie. On Mondays he studies English at night classes. He tries hard with his English – he practises every day. At the weekend, he watches videos and fixes his old car.

### 1.8 - Sentence practice
He doesn’t like staying at home.
She doesn’t speak Chinese.
My dog doesn’t sleep at night.
They don’t go out very often.
I don’t play the guitar.
We don’t have any children.

### 1.9 - Who are they?
I’m Zaw Aye, and this is my favourite photo of my family. My grandfather is in the middle. He’s really old – about 80. My parents are next to him, on his right, with my little brother. My brother’s three. He’s really naughty. My aunt and uncle are on the other side, with my cousin. My younger sister’s behind my grandfather. She’s 14. That’s my older sister next to her. She’s a doctor. Her husband’s a doctor, too. They have a one year old daughter. The guy standing next to me is my best friend, Ko Naing. He lives in our house, too. He goes home to his village in the school holidays.

### 1.10 - Another Brick in the Wall
We don’t need no education
We don’t need no thought control
No dark sarcasm in the classroom
Teacher, leave them kids alone
Hey! Teacher! Leave them kids alone
All in all it’s just another brick in the wall
All in all you’re just another brick in the wall

We don’t need no education
We don’t need no thought control
No dark sarcasm in the classroom
Teachers, leave them kids alone
Hey! Teacher! Leave us kids alone
All in all you’re just another brick in the wall
All in all you’re just another brick in the wall

### 2.1 - Classroom language
1.  
**Teacher:** Hello class. Did you all finish your homework exercises last night? Good. Ko Ko, please collect them and give them to me. Thanks. What, Mi Mi?  
**Student:** Sorry, I was busy last night. I had to help my grandmother.  
**Teacher:** OK, well do it tonight then. Now class, turn to page 65 and read the exercise at the top of the page.

2.  
**Teacher:** Now we’re going to do a speaking exercise. Work with a partner. You can move your desks.  
**Student:** Excuse me Saya, I don’t understand.  
**Teacher:** Work in pairs. Saw Gyi, you can work with Ma Nge. Hla Hla, work with David…

3.  
**Teacher:** Now I’m going to play the tape again. Listen carefully and make notes of the main points you hear.  
**Student:** Do we repeat after the tape?  
**Teacher:** No. Don’t repeat. Make notes of the main points. Don’t write everything you hear, just the main points.

4.  
**Teacher:** I want you to work in groups of four or five. So get in groups, and discuss the village’s problems from the reading text. Mi Mi, one. Saw Gyi, two. Three. Four. One…  
**Student:** Two.  
**Student:** One.  
**Teacher:** No no, you’re three. Start again. One…
2.2 - Kyi Kyi's classroom
There are 14 desks in my classroom. There are 25 students, so most students share their desks. There’s a blackboard, but there isn’t a whiteboard. There aren’t any computers. I want a computer! There isn’t a video either, but there is a cassette player, and there are about 20 cassettes. There’s a world map on the wall, and there are some posters, too. Oh yeah, and there are about 30 plastic chairs. And a teacher – there’s usually a teacher! She’s not here at the moment, so there aren’t any teachers in our classroom right now.

2.3 - Complaining students
A: The girls’ dormitory’s got a lot of mosquitoes, and there aren’t many mosquito nets.
B: The boys’ dormitory hasn’t got a television or a video.
C: We haven’t got a swimming pool. I want a swimming pool.
D: The school hasn’t got a computer teacher, so we can’t learn computer skills.
E: There aren’t any computers in the school.
F: There’s a big rat in the kitchen. I hate rats.

2.4 - Complaining teacher
Ugggh! We’ve got some new students and they like to complain! Complain, complain, complain! They want a swimming pool. Of course there isn’t a swimming pool here! We haven’t got computers. Well, there aren’t any computer teachers near here, and we haven’t got any money for computers anyway. Or televisions. Or videos. We just haven’t got any money. They say there aren’t many mosquito nets. That’s wrong. We’ve got a lot of mosquito nets. They don’t like the rats. Well, the cat died and we haven’t got a new cat yet.

2.5 - Wonderville
Good evening ladies and gentlemen. I am the mayor of Wonderville. I am here tonight to talk to you about our wonderful town.

Today there are 10,000 people in our beautiful town. We are all happy. There are no problems here. There are good jobs for all our people. There are good schools for all our children. There are nice houses for all our families. There are no police here. We don’t need them, because there is no crime. There are no guns. Our streets are clean. There is no rubbish, and no pollution. There are many parks, theatres and cinemas in our town. There is entertainment for everyone. And there is free public transport – buses and trains that go wherever you need to go.

There are many reasons why Wonderville is a great town. There is a good life for you here in Wonderville. Come and live in wonderful Wonderville!

2.6 - How do I get there?
Where’s the office?
How do I get there?
What’s the best way?
How often does it go?
What time does it leave?
What time does it arrive?
How long does it take?
How much does it cost?

2.7 - A trip to Namhkam
Namhkam is a pretty town in the mountains 300 kilometres from Mandalay, in Myanmar. The best way to get there is by bus. It takes ten hours to get there and costs 12,000 kyat. You can’t get there by train because there isn’t a train line. You can also go by car – that costs about 50,000 kyat.

2.8 - Syllables, stress and schwa
advantage
separated
culture
interview
cupboard
negative
corner
nationality
mountain

3.1 - Bad behaviour
I’m trying to listen to Daw Lay Lay. She’s talking about education issues in Myanmar – it’s really interesting. But the woman in front of me is talking on her telephone. She’s talking really loudly. All the other people are looking at her, but she won’t be quiet. Why doesn’t she go away? She’s standing and talking in the middle of a lecture! Everyone’s trying to listen to the speaker!

3.2 - We’re busy
Woman: Some friends are coming to stay with us for two months. They’re quite a big family, and at the moment we’re moving furniture around, and putting mats and blankets in all the rooms. There’ll be 13 of us altogether – no, 14. And my uncle has TB, so no one can sleep in his room. So some people will sleep in the living room, some people in our bedroom, and some people in the kitchen! We’re looking for a new house at the moment because we don’t find our house big enough if we have people to stay all the time.

Man: Well, at the moment I’m working really hard for my exams. They’re in about three months’ time, so I’m reading a lot at the moment, but it’s all for my exams. It’ll be really nice to read a good novel when the exams are over. And then I’m going to start looking for a job. I don’t know what’ll happen then.
3.3 - Tom’s Diner
I am sitting in the morning
At the diner on the corner
I am waiting at the counter
For the man to pour the coffee
And he fills it only half way
And before I even argue
He is looking out the window
At somebody coming in

‘It is always nice to see you’
Says the man behind the counter
To the woman who has come in
She is shaking her umbrella
And I look the other way
As they are kissing their hellos
And I’m pretending not to see them
And instead I pour the milk

I open up the paper
There’s a story of an actor
Who had died while he was drinking
It was no one I had heard of
And I’m turning to the horoscope
And looking for the funnies
When I’m feeling someone watching me
And so I raise my head

There’s a woman on the outside
Looking inside does she see me
No she does not really see me
Cause she sees her own reflection
And I’m trying not to notice
That she’s hitching up her skirt
And while she’s straightening her stockings
Her hair has gotten wet

Oh, this rain it will continue
Through the morning as I’m listening
To the bells of the cathedral
I am thinking of your voice…

3.4 - My house
I’m closing my eyes now. OK… OK… I’m five years old. I’m in the living room. I’m reading a book. There’s a woman reading a book in a chair – it’s my grandmother. She’s wearing a brown dress with flowers on it. OK, there are two girls lying on the floor, playing a game. They’re my sisters. There’s a large dog sleeping beside the door. There are a lot of books in the room. All my family likes reading. Where’s my father? Oh, there’s a man walking into the room now. Yes, it’s my father. He’s picking me up and kissing me.

3.5 - Italian dishes
So what have we got to eat here? Well, this is a vegetarian pizza. To make pizza, all you need is flour, water and an egg, and some things to put on top. First you mix the flour and egg together with a little water. Mix them until you’ve got a soft dough. Make this dough into a flat, round shape and put it on a cooking pan. Chop the tomatoes, carrots, onions, garlic and eggplant, and put them on top of the dough. Then chop the cheese, and put it on top. Cook it in the oven for about 30 minutes.

I’ve got pasta with meat here. You can use any type of meat. First, cook the noodles. Then, cook the garlic, spices and onions in some oil with the meat. After ten minutes, add some vegetables – tomatoes are the most important, maybe some mushrooms, peppers or cabbage. Cook this for about twenty minutes – you may need to add more oil. Then put it on top of the noodles. You need to eat it with a fork.

3.6 - What does Mel like?
I like walking, especially in cold weather. I really like travelling – going to different places. I love coconut juice. I love spending time with my mum, but I don’t get to see her very often. I like dogs. I don’t like selfish people. I hate durian, and I hate pollution. I don’t mind washing dishes – it’s very boring, but it’s OK.

3.7 - What resources do you have?
I’ve got a radio at home, and I always listen to the news in English. At school there’s a television, but there aren’t any English programmes. We sometimes watch English movies on DVD. There’s a video camera there, too. Sometimes we get to make our own videos. Last year the first year students made a video of the school. It’s very funny to watch. There are no computers at school at the moment – last year we had one but it broke. Maybe we’ll get a new one. I hope we can get a computer because I want to use the internet. I’ve never seen the internet. But actually we couldn’t get the internet anyway because you need a telephone line and there isn’t one at the school.

Sometimes I go to my friend’s house and listen to English songs on his cassette player. That’s really fun, and useful, too. I can sing about 20 English songs now. He has some English story books, too. There are also a lot of books at school – story books and grammar books. I like to read newspapers in English – sometimes they’ve got English newspapers in the shop. I want to get English music magazines but I don’t know where to get them. Oh, also I’ve got an English-English dictionary. I want to get a dictionary in my language too. I probably learn the most English when I talk to my neighbour. She’s from India and she likes to speak English with me. This is very useful practice.
4.1 - Dee Dee and the Kangaroo
Dee Dee found a kangaroo outside his front door. He took the kangaroo to the police station. The policeman told him to take the kangaroo to the zoo. That evening, the policeman saw Dee Dee with the kangaroo again, at a bus stop. The policeman said, ‘I told you to take that kangaroo to the zoo.’ Dee Dee replied, ‘I took him the zoo. He really enjoyed it. Now we’re going to the cinema.’

4.2 - An interview about yesterday
A: Excuse me, I’m doing some research. Could you answer some questions, please?
B: Yes, of course.
A: Did you drink coffee yesterday?
B: Umm, yes, I did.
A: OK, and did you go to the cinema?
B: No, I didn’t. I spent most of the day in the library.
A: Did you visit your aunt?
B: No, I didn’t. I haven’t got any aunts here. They all live in Hpa-an.
A: Uh-huh. Did you eat fishpaste?
B: Yes, I had fishpaste for breakfast.
A: Did you listen to the news?
B: Yes… uh, no, no, I didn’t. Not yesterday.
A: Did you do the dishes yesterday?
B: Yes, I did them after breakfast.
A: And… did you go shopping?
B: Yes, I went shopping in the afternoon.
A: Did you speak Mon?
B: Yes, I did.
A: OK, and did you have a wash?
B: Yesterday? Umm, no, I didn’t. It was too cold.
A: OK. And did you play football?
B: No, I didn’t. I really enjoy playing football though.
A: One last question. Were you bored yesterday?
B: Ummm, no, I wasn’t. It was quite an interesting day.
A: Thank you very much.

4.3 - Wangari Maathai
Wangari Maathai received the Nobel Peace Prize in 2004. She was born in Kenya in 1940. She taught biology at university, and joined the National Council of Women of Kenya. In 1976 she founded the ‘Green Belt’ movement. The Green Belt movement encouraged poor women in Africa to plant 30 million trees. She spoke at the United Nations about environmental issues several times, and became an MP in 2002.

4.4 - When did you last…?
Interviewer: Hey Ko Shwe! When did you last go on holiday?
Ko Shwe: Holiday? Well, when I was 16 I went to Bagan for my sister’s wedding. I think that was the last time.
Interviewer: And when did you last go to a restaurant?
Ko Shwe: Ummm, there’s a small noodle shop near the house – I often eat lunch there. I ate lunch there yesterday.
Interviewer: When did you last go to the movies?
Ko Shwe: Last week. I saw a Kyaw Hein movie at the cinema. It was very funny.
Interviewer: When did you last play sport?
Ko Shwe: This morning I played caneball before class.
Interviewer: And when did you last go to a party?
Ko Shwe: Uhh, let me think… We had a school closing party in March. I went to that.
Interviewer: When did you last visit friends or relatives?
Ko Shwe: Mmmm… I visited my friends in Mawlamyine three days ago.
Interviewer: Thanks, Ko Shwe!

4.5 - Maung Maung
Maung Maung was a good student. Teachers always liked Maung Maung. He worked hard at school. He always finished his work first. He always answered questions correctly. He remembered all his lessons. The other students hated Maung Maung.

One day, they decided to get revenge. They rolled a piece of paper into a ball. They waited for the teacher to turn his back. They threw the paper ball and it landed on the teacher’s head. The teacher was really angry. He shouted at the class. ‘WHO DID THAT?,’ he asked. All the students pointed at Maung Maung. But the teacher trusted Maung Maung. The teacher punished the other students.

4.6 - Describing rooms
My daughters’ bedroom is large and spacious – it’s the biggest room in the house. We have five daughters, so they need a lot of space! It’s got two sleeping mats and two mosquito nets and a bamboo shelf for their clothes. They’ve got posters on the wall of their favourite actors and pop singers, and photographs of their grandparents. It’s a cool, comfortable room, with a window opposite the door.

My favourite room is my study. I go there for peace and quiet, because there are lots of people living in my house! It’s quite a small room, with a chair, a shelf full of old books, a cassette player and a desk. I sit there every evening and read. It’s very messy – I never tidy it. But I don’t mind a bit of mess. It makes the place more comfortable.
4.7 - Draw the room

My favourite room is the kitchen, because I love cooking. There’s a cooker on the left, and a shelf with pots and pans above the cooker. We keep our plates and cups in a cupboard next to the cooker. In the middle of the room there’s a small round table. On the right there’s our food supplies – some bags of rice, some bottles of oil, some tins of fish, and vegetables. There’s a picture of some mountains on the wall.

4.8 - In a restaurant

Conversation 1

Customer: Can I have a menu, please?
Waiter: Here you are.
Customer: Thanks.
Waiter: Are you ready to order?
Customer: Yes, I’ll have the mushroom soup, and a green salad.
Waiter: Anything to drink?
Customer: Mmmm… a lemon juice.
Waiter: Mushroom soup, green salad and a lemon juice. Anything else?
Customer: No, that’s all, thanks.

Conversation 2

Customer: Excuse me.
Waiter: Is everything OK?
Customer: Can I have the bill, please?
Waiter: Mushroom soup… green salad… lemon juice. That’s 1800 kyat.
Customer: Here.
Waiter: And here’s your change.
Waiter: Bye.

5.1 - On the phone

I’ve finished work, and I’m just leaving the office.
I’ve bought the onions, and now I’m crossing the street.
I’ve just caught the linecar, and now I’m heading home.
I’ve just washed my hair.
I’ve chopped the onions and chillies.
We’ve cooked the food. It’s delicious!
I’ve left the house.
I’ve just arrived at your place.
Oh, no! I’ve spent all my money on phone calls!

5.2 - What’s happened?

Woman: Yes!
Man: What is it?
Woman: I’ve got a scholarship to study at university in Chiang Mai!
Man: That’s great! Congratulations!

Woman: You guys look unhappy. What’s the matter?
Man 1: We’ve just lost a very important match.
Woman: Oh dear. What was the score?

Man 2: Five – nil.

Man: Oh, no!
Woman: What is it?
Man: A tree’s just fallen on my house!
Woman: Ooooh… was anyone inside?
Man: No, luckily! My wife’s at work and the children are at school.

5.3 - Are you ready?

San San Aye: OK, have you bought a new shirt? You can’t go to an interview wearing your old shirt!
Aung Mon: Yes, I bought a new shirt yesterday. I’m wearing it now. Do you like it?
San San Aye: Oh yeah. It’s nice. Have you cleaned your shoes?
Aung Mon: Oh, no, I haven’t. Uhh… where’s the shoe cleaning stuff?
San San Aye: Don’t worry, I’ll do it. Give them to me.
Aung Mon: Thanks. I haven’t prepared my CV. I’ll do that now.
San San Aye: What about your glasses – have you remembered them? You forgot them yesterday.
Aung Mon: Yes, I’ve put them in my bag.
San San Aye: And your certificates? Have you packed your certificates?
Aung Mon: Yes, I’ve just done that.
San San Aye: And have you brushed your teeth?
Aung Mon: Yes, of course I’ve brushed my teeth! I’m not a baby!
5.4 - What's the situation?

1.
A: What are you doing?
B: I’ve lost my glasses. I had them here a minute ago. Maybe they’re behind here.
A: Have you looked in your pocket?
B: Yes, I have.
A: Hmm. What about the… Oh, hey! Here they are – on the table.
B: Oh, thanks.

2.
A: Hello Ko Soe. What a tiny baby! Is she yours?
B: Yes. I’ve just become a father. She’s one week old.
A: Really? I didn’t even know you were married.
B: I got married two years ago. I met my wife at work – she’s an accountant in my office.
A: Well, congratulations!

3.
A: Where’s your motorbike?
B: I haven’t got a motorbike any more. I’ve sold it.
A: Sold it? Why?
B: I needed the money. So now I go everywhere by bicycle. It’s much cheaper and healthier.

4.
A: What’s happened to your arm?
B: I’ve broken it.
A: Oh dear. How did you do that?
B: Well, I was on my bike, and a car came out suddenly, and I fell off. I had to go to hospital.

5.5 - Clothes from different cultures

A. This person is from Afghanistan. He’s wearing a turban on his head, and a chapan – a thick coat made of wool. It gets very cold in the mountains in Afghanistan!

B. Many women in India wear the sari. A sari is usually made of cotton or silk, and it is five or six metres long. To wear a sari, you wrap it around your body.

C. In Japan, men and women can wear the kimono, although they are very different shapes and colours. Men’s kimonos are usually dark colours – black is very popular. Traditional Japanese shoes are made of wood.

D. Zulu women wear an isicholo, a wide hat made of straw and decorated with beads, and a skirt made of leather which is also decorated with beads. This woman is also wearing a necklace made of beads.

5.6 - Working clothes

A. I work in an expensive restaurant. I have to dress attractively, so the men buy more drinks from me. I have to wear a short skirt and high-heeled shoes, and a lot of make-up. Sometimes the men are very rude. I hate this job, but I need the money.

B. Well, I work for an NGO. Our office is very casual, so I usually wear comfortable clothes like jeans, shorts and T-shirts. I never wear make-up – it’s very uncomfortable. We have an air-conditioner in the office, so sometimes I wear a long-sleeved shirt. I hate air-con – it’s too cold!

C. I work in Singapore, at a private school. Families pay a lot of money to send their children to us. All our teaching staff wear very smart, formal clothes. I always wear a suit and tie, with black shoes and socks. I actually like wearing suits – I think they look good. After work I relax, and put on some jeans.

5.7 - Pronouncing the possessive ’s

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

5.8 - Contractions

I’m that’s you’re
we’ll won’t
we’ve they’ll
we’re their’s
we’re they’ll
we’ve their’s
we’ve their’s
we’ve their’s
we’ve their’s
we’ve their’s

5.9 - My auntie

I’m waiting at the bus stop with my sister. The bus hasn’t arrived yet. We’re going to a small village near Loikaw to visit our auntie. Loikaw’s a long way away.
Auntie’s been sick, but she’s better now. In her village there wasn’t any medicine. The medic didn’t have any. The village hasn’t got a car, so she couldn’t travel very easily. Some of her neighbours walked to Loikaw and got her medicine. I don’t know about her illness – maybe it was malaria. She’s quite old so her health isn’t so good, but she likes to live alone. She doesn’t want to leave her village. We’re trying to persuade her to come and live with us.
5.10 - People buying things

1.
A: How much is this shirt?
B: It’s 325 baht.
A: No, thanks.
B: Wait, wait… 250 baht.
A: 125.
B: 225.
A: No, I don’t think so.
B: 200?
A: 150.
B: 175, OK?
A: OK. Here you are.

2.
A: Hello? I’m ringing about the motorbike.
B: The Yamaha 750?
A: Yes. Your advertisement says it’s 7,000 dollars. Is that the final price?
B: I’m afraid so. I bought it for 8,000, and it’s in very good condition.
A: I can give you 6,500.
B: Sorry, it’s 7,000.
A: Well, I want to look at it. Can I see it this afternoon?
B: Yeah, sure. Come round about four.

3.
A: Fish… fish… delicious fish… only 300 kyat a kilo…
B: Mmm. I’d like some fish for dinner. How much for three kilos?
A: Well, 300 for one kilo, so three kilos is… 900 kyat.
B: Can I have a discount?
A: OK, well… 800 kyat. These are really delicious fish!
B: All right. Three kilos, please.

6.1 - What do we need?

Bee Bee: Hi Mum! Can you please buy some things for me?
Mum: Sure. What do you need?
Bee Bee: Well, I’m making pork curry. Can you buy some pork, please?
Mum: OK. Is there any cooking oil in the house? I used a lot with breakfast.
Bee Bee: No, there isn’t. Please get some oil too. And some potatoes.
Mum: Have we got any eggs?
Bee Bee: We’ve got some eggs, and some tomatoes. We haven’t got any onions. Or any garlic.
Mum: OK… onions, garlic, oil, potatoes, pork. Anything else?
Bee Bee: Chilli. And beans… No, it’s OK, there are some beans next to the rice. Oh, and we haven’t got a large knife. Can you get a knife, too?
Mum: There’s a new knife in the cupboard. I bought it yesterday.

6.2 - In the library

Interviewer: So Cho Cho, you’ve got a lot of social studies books.
Cho Cho: Yes, about 400. We’ve also got quite a lot of reports on environment and health issues – you can’t see them in the photo. Maybe… about 200 reports. There are lots of local groups writing reports, and publishing them. For example, this one arrived recently. It’s a report about malaria in the mountain areas, written by the Shan State Health Education Network. It’s very good.
Interviewer: OK. So, I see you’ve got a lot of books on history and geography. Where do they come from?
Cho Cho: Mostly from overseas – people donate them. Some are really good, but a lot are not very useful.
Interviewer: Why not?
Cho Cho: They’re written for people in Western countries – about British geography, American history… We’ve got a few books on Southeast Asia, but hardly any on Myanmar.
Interviewer: And you’ve got very few books on psychology or religion. Why is that?
Cho Cho: Most books on psychology are very difficult. There are hardly any easy ones.
Interviewer: So are most of your books in English?
Cho Cho: Yes, mostly English, but quite a lot in Myanmar, and a few in Kayin and Kachin. We haven’t got any in other languages, though.
Interviewer: What people use the Teacher Training College Library?
Cho Cho: Teachers, and a few researchers. Sometimes high school students come here to look at our books, which is fine.

6.3 - Complaints

1. There’s too much traffic, and too much pollution and noise from all these cars and motorcycles.

2. There aren’t enough trees. I love birds, but here there isn’t anywhere for birds to live. There isn’t enough water in this city either. Sometimes we can’t wash in the mornings.

3. There are too many police. There are police on every corner these days. And there are too many tourists.

4. There aren’t enough schools. My six year old daughter has fifty students in her class. That’s too big. And there’s too much rubbish in the streets. It smells awful.

5. There’s too much crime – I’m afraid to go out at night. My friend’s bicycle got stolen last week. There aren’t enough restaurants or cinemas.
6.4 - The shopping trip
I needed two ping of rice and more ping, because there were so many relatives in my house! I went to the market. I bought the rice, and also a ping of potatoes, a packet of ping and two litres of ping. After this, I was very thirsty, so I sat down and drank a ping of juice. On my way home, I stopped at the fish shop and bought two ping of fish for dinner. I’m cooking it with ping and a few spices. All my relatives are hungry!

6.5 - for and since
Woman 1: What’s the time now?
Woman 2: Nearly 12. How long have you been here?
Woman 1: Since 11.
Man: I’ve been here for three hours.
Woman 1: How about you two? How long have you been here?
Woman 2: We’ve only been here for ten minutes.

6.6 - Be careful!
   a. Be careful here, it’s wet… Careful! Are you all right?
   B. I’m not sure. Oh, my knee hurts!
   A. Try to stand up.
   B. Aaaah!
   A. OK?
   B. No, it really hurts. I think I’ve broken it.
   b. Ah, my head!
   B. Have you got a headache?
   A. Yes, it was all that cigarette smoke at the party. It always gives me a headache.
   B. Oh dear. Do you want some medicine?
   A. No, I think I’ll just go and lie down for a bit.
   c. Aaaah, my back!
   B. What happened?
   A. I tried to lift this sack of rice… I need to carry it to the storeroom.
   B. Oh, it’s very heavy. You can’t lift this!
   A. Yes, I know.
   B. Come on, I’ll take you to the clinic. Can you walk?

6.7 - Making an appointment
U Aung: Hello?
Cho Cho: Hello, is U Aung there, please?
U Aung: This is U Aung. How can I help you?
Cho Cho: I’m Cho Cho from the Teacher Training College Library. I’d like to make an appointment to meet with you.
U Aung: Well, I’m away this week, but I’ll be back next week. How about Monday morning, 11.30?
Cho Cho: That’s fine.
U Aung: OK, see you then.
Cho Cho: Thank you. See you on Monday.

6.8 - Who’s speaking?
Hello. I’m Nicolas. I’m a scientist. I’m just 21 years old. I’ve got two brothers. I’ve got a twin brother. His name is Sebastian. I’ve got a younger brother. His name is Benjamin, and he’s just 15 years old.

Hello, I’m Ros. I work at a university, and I’m 43 years old. I’m married, and I have three children. I have two girls and one boy. I like swimming. I go swimming every day.

Hello, my name is Tun Tun. I am married and I have five children. I have a printing business. I live in Mawlamyine.

Hello, my name is Tze Ming, and I am a travel agent. I am 25 years old, and I enjoy running and reading, and I also enjoy going to coffee shops and watching live music. I am an only child.

My name is Tanny. I am 18 years old. I’m a student at the university. I live with my two sisters. I like swimming.

6.9 - Native speakers
   Speaker 1
   There is a lot of mis-information about ‘native’ and ‘non-native’ speakers. In many countries, an unqualified, inexperienced native speaker can easily get a job as an English teacher. A qualified, experienced non-native teacher has more difficulty. For example, in Thailand, most language schools prefer native speakers as teachers, even if they have no experience. Foreign teachers also normally get paid a lot more than local teachers, even if local teachers have higher qualifications.

   Some people think that native speakers are always better teachers than non-native speakers. In my opinion, good teaching techniques and the ability to communicate are more important than fluency in the language. Many native and non-native teachers have got these skills.

   Speaker 2
   The words are the same as Speaker 1.
7.1 - Fortune telling
You will go to university, and graduate with very high marks. You will meet a handsome American man. You will like him a lot. He will ask you to marry him. At first, you won’t agree. But later, you will marry him and move to America. Your parents will be unhappy. You won’t like America. You will have a beautiful baby daughter, but you will miss your family a lot. Eventually, you will all return to your country, and everyone will live happily ever after.

7.2 - It might happen
San San Aye: Have you got your umbrella? It might rain.
Aung Mon: Good idea, thanks.
San San Aye: And how much money have you got?
Aung Mon: About... 6,000 kyat.
San San Aye: Oh, you need more than that. You might need to stay overnight.
Aung Mon: OK, I’ll take more.
San San Aye: And a warm jacket – you need a warm jacket. The weather might be very cold there.
Aung Mon: Yes, a warm jacket. OK. Anything else, dear?
San San Aye: Yes. Take an extra shirt. You might get dirty on the bus.
Aung Mon: All right. An extra shirt.

7.3 - Interview with an environmental activist
Interviewer: So Lucy, what are some things people can do to reduce global warming?
Lucy: Well, the most important thing is for people to use less fossil fuels. Try not to use cars and motorbikes. If you walk or ride a bicycle, it’s better for the environment. And you’ll get exercise. Flying is also bad because aeroplanes put a lot of carbon dioxide into the atmosphere. If you take a bus or train, you’ll produce less carbon dioxide.
Interviewer: And in the home?
Lucy: Don’t use air conditioning – use a fan instead. Turn off lights when you aren’t using them. Don’t buy things you don’t need. And don’t burn your rubbish – if you burn rubbish, you’ll put more carbon dioxide into the atmosphere.
Interviewer: Is there anything we can do as a community?
Lucy: Well, if we plant more trees, they’ll absorb carbon dioxide – that will help a little bit. But a bigger problem is deforestation. We have to try to reduce the number of trees cut down for logging and agriculture.
Interviewer: Some people blame businesses for global warming. Are they right?
Lucy: Yes and no. It’s true that companies cut down a lot of trees and use a lot of electricity when they make things in factories. But they only do this because people – especially rich people – want to buy their products. If we don’t buy them, they’ll stop making them. So you can say it’s the public’s fault as well.
Interviewer: And what about governments? Are they doing enough?
Lucy: No, they’re not. They think that if they take strong action, such as increasing taxes on fossil fuels, they’ll damage the economy. They’re also afraid of businesses, because some big oil and logging companies won’t be happy if they lose money and they will cause problems if the government tries to control them.

7.4 - Living in Chiang Mai
Alice: I like living in Chiang Mai because there are so many things to do here. I go to English classes twice a week. I can go to the cinema, or to the shops – there are lots of interesting shops. Unfortunately I don’t have enough money to buy much! But there are some cheap places, too – I can walk in the parks, or go to the zoo. There are plenty of cheap restaurants as well: Thai food, Myanmar food, Chinese food, Western food – all kinds! Chiang Mai is an exciting, busy city.
U Ba Shwe: I don’t like living in Chiang Mai. It’s large and polluted, and there’s too much traffic, too many people. It’s also very expensive – we have to pay 3000 baht a month for a small, ugly apartment. Security’s bad here as well – I have a work permit but my wife doesn’t, so she’s afraid to leave the house. And there’s no school for our children, so they have to stay inside Myanmar. I have a good job here but I want to leave soon to go back to my home.

7.5 - Directions
Lu Lu Aung: Hi, Paw Paw. Did you get your bus ticket?
Paw Paw: Yes. The bus gets in at 2pm.
Lu Lu Aung: 2pm? Oh, sorry, I can’t come to meet you. I’m working until 3.
Paw Paw: That’s fine. I can find your house. How do I get there from the bus station?
Lu Lu Aung: It’s quite easy. You come out of the bus station, and you’re opposite the hospital.
Paw Paw: OK. Out of the bus station, opposite the hospital.
Lu Lu Aung: Turn right into Central Street, cross over Station Road, and walk past the teashop.
Paw Paw: Right, cross Station Road, past the teashop.
Lu Lu Aung: Turn left. Walk past the park. My house is on the right, just after the park. There’s a large restaurant opposite the house on River Road, and a small shoe shop on the opposite corner.
Paw Paw: OK. Oh, just one more thing – I need to copy my documents. Is there a photocopy shop near the house?
Lu Lu Aung: Oh yes, very near. Just come out of the house on River Road and turn left. Walk past the shoe shop, and the photocopy shop is next to it, on your right.

Paw Paw: OK. See you when you get home from work!

Lu Lu Aung: See you!

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

7.7 - Silent letter sentences
1. I keep my comb in the cupboard next to my knives.
2. I wrote the wrong answers in my psychology exam.
3. I fell down and hurt my wrist, and now my knee aches too.
4. Two hours ago I ate a whole chicken.
5. Who took my white shirt?
6. He’s an honest man, but he drinks a lot of whisky.
7. When will she pay her debts?
8. That truck’s got eight wheels, so it can climb large mountains.
9. She has the knowledge of chemistry to make bombs.
10. Please read the sign, and then knock on the door.
11. The mechanic wants a receipt for the work.
12. Be calm, and whisper if you need to speak.

7.8 - Listen and answer
Are you sick?
Will you study science tomorrow?
Are there any students in the classroom?
Do you like dancing?
Can you play the guitar?
Do you come from Myanmar?
Did you eat meat last night?
Have you done your homework?
Is your teacher married?
Are you sitting on a chair?
Is there a chicken in the classroom?
Were you at high school last year?
Have you got any sisters?
Are you Chinese?
Did the class learn maths yesterday?

7.9 - Listen and contradict
Rabbits eat meat.
There’s a kangaroo in the classroom.
You drank wine for breakfast.
Your grandmother was a princess.
It’s snowing.
You can’t cook.
You are teachers.
George W Bush is the president of Thailand.
Mother Teresa lived in Malaysia.
Elephants can fly.
You aren’t studying English.
There are lots of tigers here.
China is a small country.
Your teacher’s got a big car.
You’ll go to Bangkok after class.
You’ve got too much money.
There aren’t any pens in the classroom.
It won’t rain next July.
I am the Queen of England.
Gandhi didn’t live in India.
Your teacher hasn’t had breakfast.

7.10 - Communication strategies
1. Woman: Can you please give me your telephone number?
   Man: 09 453 8901.
   Woman: 09 453 8910?
   Man: No, it’s 09 453 8901.
   Woman: 09 453 8901.
   Man: Yes, that’s right.

2. Man: Excuse me, is there a chemist’s shop near here?
   Woman: Yes, there’s a large chemist’s shop just up there, on the corner of Main Street and Centre Road, just opposite the cinema to the left of the bicycle repair shop.
   Man: Sorry, can you please speak more slowly?
   Woman: There’s a chemist’s on the corner of Main Street and Centre Road, opposite the cinema.
   Man: Can you please repeat that?
   Woman: On the corner of Main Street and Centre Road, opposite the cinema.
   Man: Thank you very much.

3. Man: So, are you ready to leave? Have you packed your things?
   Woman: Yes, I’m ready. What time does the car leave?
   Man: Quarter to five from the office.
   Woman: Is that fifteen past five?
   Man: No, four forty-five.
   Woman: Oh, I see. Thanks.
8.1 - A love triangle

Tim: Hi, I’m Tim. I’m a good friend of Carol’s. Well, actually, I want to be more than a good friend. I’ve known Carol for 18 years, and I’m 26 now. We were in primary school together. When we were young, I used to tell her that we’d get married when we grow up. Well, now we’ve grown up and I still want to marry her. I don’t earn much money, but I like my gardening job and I work hard. I’ve saved enough money to take Carol on a short holiday… after we’re married… well, that’s if she agrees to marry me. I haven’t asked her yet. I’m too nervous to ask. You see, I know there’s another man who wants her attention and she seems to be giving it to him. But… oh, I don’t think I’ll ever meet another woman as wonderful as Carol.

Carol: I’m Carol. I’m 25 and I live in New York. I went to a great party last month. So many of my friends were there, like Tim, Anne and Tim’s sister. That night I met a really handsome and intelligent man. His name’s Max. I really like talking with him – he’s so interesting and has many exciting stories to tell about places he’s been and things he’s seen. Since that night, I’ve seen Max nearly every day. I haven’t seen my friends for a while because I go out with Max so much. I miss Tim. Tim’s been a good friend for longer than anyone else. He’s a great guy. I think we’ll stay friends forever.

Max: Good morning, my name’s Max. Pleased to meet you. What can I tell you about myself? Well, I’m the manager of a big hotel. I’m 35 years old. I’ve got three cars and a big house by the sea. I like parties. I went to a party about a month ago, and met a lovely woman called Carol. She’s fun to be with – warm and friendly. I’ve had many girlfriends over the past few years, but Carol is special. I know we met only recently, but I wonder what she’d say if I asked her to marry me? Hmmm.

8.2 - A Bigger Heart

His arms are stronger than mine
His legs are longer than mine
His clothes are always cleaner
And his trees are so much greener
But my heart is bigger than his
And my love for you is stronger than his
My love for you is stronger

He’s more intelligent
Much more confident
More charming and polite than me
He’s more responsible
Much more dependable
He’s everything I long to be
His father is wiser than mine
His smile is wider than mine
He walks so much taller
His problems are smaller
But my heart is bigger than his
And my love for you is stronger than his
My love for you is stronger than his

8.3 - World records

There are only 1,000 people living in the Vatican, making it the smallest country in the world. It gets a lot of visitors, though. China, on the other hand, has a population of 1.2 billion and an area of 9.5 million square kilometres. Russia is nearly twice the size. It has an area of 17 million square kilometres, but a population of only 150 million.

The blue whale is the largest animal. The average adult is 25 metres long. Cheetahs can run up to 100 kilometres per hour.

The Nile, in North Africa, is 6,695 kilometres long. Mount Everest in Nepal, the world’s highest mountain, is 8,872 metres high.

8.4 - The most and the fewest

1 A
I’m afraid I only speak English, and a little school French. I really only speak English.

1 B
My mother is Lisu and my father is Pa-O, so I can speak both those languages. Also Myanmar, and a bit of Shan. I can speak some Thai – enough to have a conversation. And some English. Oh, a little Chinese, too.

1 C
I’ve got a Spanish father and as a boy I learnt both Spanish and English. I lived in South India for a few years, so I can speak quite a lot of Tamil, and I also learnt some Hindi.

2 A
I’m sorry to say I’ve never been out of Britain. I must try to go away some time.

2 B
I’ve travelled a bit in Thailand, and went to China once, about three years ago. My auntie lived there. I wanted to go back and visit her again, but she died last year.
Oh, I’ve travelled a lot – I’ve been to most of the countries in Europe. I’ve also been to Canada and the US, and also down to Mexico, which was lovely. I worked in India for five years, and while I was there I visited Sri Lanka, Nepal and Bangladesh.

8.5 - What is Buzkashi?
Buzkashi is the national sport of Afghanistan. In Buzkashi, two teams of horseback riders try to get a dead goat into a goal. Riders carry whips to keep other riders and horses away, and they usually wear heavy clothes to protect themselves from other players’ whips and boots. Sometimes hundreds of players participate in one game, and there is no limit on the size of the playing field. Sometimes a field might include a river or stream. Games sometimes last for several days.

Competition is fierce. Players can do anything to stop the other team from scoring, except deliberately knock an opponent off their horse, or deliberately hit an opponent with a whip. The aim is to get the goat into your goal, which is a circle drawn at the end of the field.

8.6 - Buzkashi interview
Man: You can’t actually see much detail when you are watching a game of Buzkashi, as there are so many horses running up and down the field. The best part is when one of the riders takes the goat away from all the others and rides into the scoring circle alone. The crowd goes wild. That’s two points for that team.
Interviewer: So this dead goat is dragged across the ground, thrown around, hit with whips for several days. Doesn’t it fall apart, doesn’t it break?
Man: You’d think so, wouldn’t you? What they do is they prepare the goat the night before the game. They cut off its head, and also the legs at the knees. Then they leave it in water for 24 hours to make the skin harder, and sometimes they also fill the body with sand, to make it heavier. For important games, they use a calf – a young cow – as they’re stronger than goats.
Interviewer: What happens when the game starts?
Man: The goat’s put inside the ‘starting circle’ in the middle of the field. The referee blows the whistle and both teams try to take the goat. Once you get the goat, you ride as fast as you can towards the scoring circle, and the other team use their whips to try to get the goat off you.
Interviewer: It sounds dangerous.
Man: Yes, it is. Players wear heavy clothes. Although you are not allowed to hit people with your whip, it’s very difficult to control when there are lots of horses, all riding as fast as they can. Top Buzkashi players are very skilled. They usually start training when they’re teenagers, and most of the top players are over 40 because it takes a long time to become a skilled enough rider. The horses need a lot of training, too – some say the horse is even more important than the rider.

8.7 - Sentence stress
1. If she asks, I’ll tell her everything.
2. What’ll you do if they don’t arrive?
3. I’ll write if I have time.
4. We’ll phone if the bus is late.
5. How will they get here if it’s snowing?
6. If she goes, will you stay?
7. We’ll take you if you like.
8. I won’t come if you don’t want.

8.8 - Getting directions
Ma Thida: Er, excuse me please, um…
Man: Yeah?
Ma Thida: Er, where is, er, Tottenham Court Road?
Man: What?
Ma Thida: Er, Tottenham Court Road?
Man: Oh, Tottenham Court Road.
Ma Thida: Yes, yes.
Man: Er, well, look, you go up to the top of the street, right? Turn left, carry straight on, you’ll see the tube station on your right…
Ma Thida: Yes.
Man: Yeah? Go past that, turn left and you’ll have Tottenham Court Road. Can’t miss it. All right?
Ma Thida: Thank you very much.

8.9 - Four sentences
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.
You can’t miss it. All right?

8.10 - Listening for gist
Part 1
A: …No, sure I did. It’s right here in my… Oh no! It’s gone!
B: What? What’s happened? What’s the matter?
A: My handbag! It’s gone! I don’t believe it!
B: Your handbag? Where did you last have it?
A: Umm… I don’t know. Um… I had it when we were in the café. In there, I guess.
B: Let’s think back. We left the café, we went to the bookshop – did you have it in the bookshop?
A: Just trying to think – I can’t remember. We didn’t buy anything there so I didn’t really notice.
B: Well, don’t worry. What was in it? Can you remember?
A: It had my passport and my phone… oh, everything! This is awful!
Part 2

B: Well, how about money? Was there any money in it?
A: Uh, no, I don’t think so. No, all my money’s here, in my pocket.
B: Well, that’s one thing…
A: Yeah, but I had all my ID cards in there.
B: Oh, no!
A: And my driver’s license – that was in there.
B: Well, we can replace those.
A: Oh, but my passport! We need to fly out next week. What can I do?
B: Let’s think. When did you last see it? Are you absolutely sure it was in your bag? I remember you took it out yesterday to check the visa stamps.
A: Oh, I can’t remember where I put the bloody thing.
B: Lucky we’ve still got all the money anyway.

Part 3

A: If my passport’s lost I’ll have to go and get a new one – I don’t know, can they do it in three days? And it might cost loads of money to get a new one, know what I mean?
B: OK, wait. Don’t start worrying just yet. Listen, we’d better go back to the café, and go see if someone found it. You never know.
A: No, I’ll call them first.
B: OK, good idea.
A: Oh! Can you lend me your phone? Mine was in my handbag.
B: Yeah, sure. Here you are.
A: Thanks. Well, let’s hope…

8.11 - Gist or detail?

Conversation 1

Woman: So, where shall I send the books?
Man: 167 Bridge Road South, Smallsville TN8534. Phone me if there are any problems – my phone number’s 071 673 2212.

Conversation 2

Woman: Hi, Jason! How are you? I haven’t seen you for ages!
Man: Well, not so good actually. You see, I got a new bike the other day but I’ve had no end of problems with it. I went for a ride yesterday and after a while the crank started creaking, and I didn’t have the right size spanner to tighten it up with, so it just got worse and worse as I went on – it was driving me mad. And as if that wasn’t enough, I noticed the front wheel wobbling a bit. Turns out the spokes were loose so the wheel was gradually getting more and more out of shape, and there was nothing I could do about it because I didn’t have a spoke wrench on me. I think there’s something wrong with the brakes and all. So I’m going to take it back to the shop tomorrow.

9.1 - In the dormitory

Nyi Nyi: Do I have to cook breakfast?
Boarder master: Yes, sometimes. Students take turns. Each student helps cook once a week.
Nyi Nyi: Can I smoke cheroots in the dormitory?
Boarder master: No, you can’t. You have to go outside if you want to smoke.
Nyi Nyi: Do I have to share a mosquito net with another boy?
Boarder master: No, you get your own mosquito net.
Nyi Nyi: OK. And I like to study a lot. What time does the generator go off?
Boarder master: At 9 o’clock.
Nyi Nyi: Can I study after that?
Boarder master: Yes, sure, if you have enough candles. Just don’t disturb other students.

9.2 - Advice on the radio: Part 1

Interviewer: OK, and now we’re going to hear from Khaing Khaing. Hello Khaing Khaing. What’s your problem?
Khaing Khaing: Hello. I’m a student at university. I’m just starting my third year, so I have one more year to go before I graduate. After I graduate I want to be a teacher in my village school.
Interviewer: OK, so what’s wrong?
Khaing Khaing: Well, my boyfriend really wants to marry me soon.
Interviewer: Why does he want to get married now?
Khaing Khaing: He’s a medic, and he’s going to work in the countryside next month. He wants me to come with him. Also, my parents live there, and they think I should come home and get married. They don’t understand why I need so much education.
Interviewer: I see.
Khaing Khaing: My parents really like my boyfriend – I do too, I mean, I love him a lot, and I want to marry him one day. But I want to finish my education first.

9.3 - Advice on the radio: Part 2

Counsellor 1: Hi Khaing Khaing. I suggest you talk to your boyfriend. Explain that you love him, but it’s important for your future to finish your education. Maybe he doesn’t like to wait, but he should know the long-term advantages. If you both want a happy married life, the two of you should compromise. For example, perhaps you should finish your education now, and then you can go to the countryside and teach there.

Counsellor 2: Yes, I agree. You should also talk to your parents, and maybe ask one of your teachers to write to them. It’s difficult for them if you live a long way away, but the community needs good teachers! I think they can understand, and your boyfriend too. I think they need to compromise, and think about your long-term future.
9.4 - Aung Mon’s job interview

Director: That sounds good. Now I’ve looked at your CV, and I see that you’ve done some computer training. Please tell me about that.

Aung Mon: Ummm, we learned basic computer skills – typing, Office, things like that.

Director: And have you used computers since then?

Aung Mon: Yes, quite a lot actually. I do translations on my wife’s laptop.

Director: OK. Now, as you know, this job involves training people about the law. Have you got any legal qualifications yourself?

Aung Mon: Not exactly. I started a degree in law, but I didn’t finish it because my dad died, so I had to drop out and work to support my family.

Director: I see. We’re looking for someone with management experience. Have you done any management?

Aung Mon: Well, I was head teacher of a small school. That involved a lot of management – organising other teachers, timetables and things.

Director: OK. What languages do you have?

Aung Mon: Myanmar, English and Mon.

9.5 - Sabay’s job

Interviewer: So Sabay, you’re working here in Cambodia, in Phnom Penh, for Rajana. Can you tell me a little bit about that organisation?

Sabay: Rajana Project is, was started in 1995 by the NGO, ah, called, it is called, ah, Southeast Asia Outreach. But this project is… our objective is to help the young Cambodian people and ah… to help the poor villagers and can find the market for them too.

Interviewer: What sort of things does the organisation do?

Sabay: Especially we do the handicrafts.

Interviewer: Handicrafts? What type of handicrafts?

Sabay: Ah, like we produce like, ah, like ah, cards, ah, jewellery, silver jewellery, ah, silk scarves, and, ah, bamboo handicrafts and hilltribe crafts.

Interviewer: So these are mostly traditional Cambodian type handicrafts?

Sabay: Yes, it is really ah, ahh, it is really traditional Cambodian craft.

Interviewer: And who makes them?

Sabay: Especially the young Cambodian people and the villagers.

Interviewer: So what is it that the villagers do?

Sabay: The villagers they produce like, ahh, bamboo crafts and especially silk, silk scarves and also the sarong or hol and different, ahh, different ahh, silk, raw silk and live silk and they produce also the box, ah, the palm leaf box, in Khmer it is called smok. Ah and they also produce different things what we order and what we have experience in in, ah, different handicrafts.

Interviewer: I notice, um, some of the things you have in the shop are gongs, made out of landmines…

Sabay: Gongs are also made from the recycled bomb shells and it is made by the villagers who, who are living in Udong. Udong is the former, the former capital of, ah, Cambodia before.

Interviewer: And are there a lot of landmines around that area?

Sabay: Yes there are a lot of landmines in Cambodia like especially during the, during the, about nearly three decades of Cambodia war, so many different, ah, different factions, different sides, they have the mines in their land, so many people can affected because of the landmines.

Interviewer: So you sell things from the villages, but you also have many people working here in the shop in Phnom Penh.

Sabay: You know all the young Cambodian people are, who are working in Rajana every day, they feel very happy and they work very hard in here. They try to work as hard as they can. And, and they have also have fair wages for themselves, and they have to provide their families in the, ah, in the villages as well

Interviewer: So Sabay, you’re the General Manager of this project, um, what does that involve?

Sabay: Ahhh, now do you know I, when I was in the shops, I also do the accounts in the morning, and sometimes I have to go outside to do some marketing research, and sometimes I give, I have to promote, ah, our, our Rajana name more and more, sometimes I come and I have to sell in the shop as well and sometimes I have to do some design.

Interviewer: Um, you said when you first started that the funding was provided by an NGO. Do you still receive money from the NGO?

Sabay: Now we don’t have any funds or donations from other NGO. Now we are independent since year 2000.

Interviewer: Thank you very much!

Sabay: You’re welcome.

9.6 - Where’s the calculator?

Sayama Win: Have you seen my calculator? I can’t find it anywhere!

Saya Seng Li: No, I haven’t. Perhaps someone’s borrowed it.

Sayama Win: Not one of the teachers, and the students aren’t allowed in here. I don’t think anyone has been in this room since this morning – the door was locked. I’m sure it’s somewhere in this room.

Saya Seng Li: The room is very untidy. It could be anywhere.

Sayama Win: I know. I can’t find anything in here.

Saya Seng Li: Let’s do something about this problem. If we tidy the room, maybe we’ll find it somewhere.
9.7 - -er and -or endings
These are jobs: ambassador, director, builder, miner, farmer, lawyer, doctor, counsellor, sailor, actor, footballer, coordinator

These are things: tractor, newspaper, cooker, folder, stapler, dinner, paper, helicopter, generator, container, shower, typewriter

These are people, but not job titles: villager, passenger, prisoner, minor, winner, foreigner, customer, member, visitor

9.8 - Blowing in the Wind
How many roads must a man walk down
Before you can call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
Yes and how many times must the cannonballs fly
Before they are forever banned?
The answer, my friend
Is blowing in the wind
The answer is blowing in the wind
Yes and how many years can a mountain exist
Before it is washed to the sea?
Yes and how many years can some people exist
Before they’re allowed to be free?
Yes and how many times can a man turn his head
And pretend that he just doesn’t see?
The answer, my friend
Is blowing in the wind
The answer is blowing in the wind

10.1 - What were you doing when you heard?
The newsreader
Umm, yeah. I was reading the news, and someone gave me a bit of paper, and it said Northopia had won the World Cup! I thought, ‘Great, that’s really good for the country’. One of my old school friends is on the team, too – the goalkeeper – so I was really pleased for him… really pleased.

The forestry worker
When I heard about it, I was at our headquarters. I was lying on my hammock listening to the radio, trying to ignore the mosquitoes, when the news came over the radio. I immediately ran to tell my friend. He operates the radio in this village – we don’t have any telephones.

The radio operator
We were cooking some soup, and I was smoking a big cheroot, when my friend ran up to me and told me the news. I was so surprised, the cheroot fell out of my mouth and into the soup! My wife was a little angry until I told her the news. So then I sent a radio message to some friends in the next village, and then went to tell my daughters.

The radio operator’s daughter
I was playing with my little sister – we were playing a game with some stones, I think – when my Dad came and told us. We were so happy! I went to the school to tell my teacher.

The teacher
While everyone was running round talking about this, I was in the classroom marking essays. I was also listening to music, so I didn’t hear everyone celebrating. Anyway, I was in the school, listening to my cassettes and marking, when one of my students ran in and told me the news. So I went outside to join the celebrations.

10.2 - Reading on the bus
I love reading novels, and I often read while I’m taking the bus to work. I sometimes read during meals, and I even read while I’m walking along the road. Reading is really interesting. A good book can take me into another world, and I just forget about my daily life and problems.

Anyway, yesterday, while I was sitting on the bus, a man got on and pointed a gun at the bus driver. His leg was bleeding, and he had a large cut on his head. He shouted, ‘Drive me to the hospital!’ The bus driver was terrified, and obeyed the man. During the journey, the man was shouting, ‘Faster! Faster!’ The driver drove faster and faster. It was really dangerous.

There was a passenger sitting at the front, just behind the bus driver. She decided to act. While the bus was going around a corner, she reached out and grabbed the gun. When they saw this, two other passengers ran up to the front of the bus and threw themselves on the man.
10.3 - Describing people
Sonia Ghandi is a tall woman, with long, dark, wavy hair, a big mouth and a square face.
Stalin had a big, black moustache and black hair. He wasn’t tall, but he was quite well-built.
Mao Zedong had quite a small nose, and he was partly bald. He was quite fat, especially when he was older.
Gloria Arroyo is very short. She has a round face, and short, dark, wavy hair.
Helen Clark has short, straight hair. It’s quite dark. She has a pointed chin and a small mouth.
George W Bush has a pointed nose, short, grey hair and thick eyebrows.
Fidel Castro has a big nose, big ears and a large beard.

10.4 - Family picture
1. The old bald man with the stick, that’s my grandfather. He’s very old, in his early 90s – much older than my grandmother. She’s only 76. He was a teacher when the British were here, and he speaks fluent English. He’s a very kind, easy-going man. He likes to teach his grandchildren.
2. You see the handsome, well-built man on the right with the square face and thick eyebrows? That’s my cousin. His wife is next to him – she’s the slim woman with the round face and long hair. They’ve just got married. They want to start a small business selling paintings. She paints – she’s very creative.
3. The tall, thin, young guy in front of him is his brother. He’s in his late teens. He’s a little naughty, and quite selfish. Sometimes he goes out very late with his friends, and his parents worry about him. He likes to wear modern, trendy clothes.
4. You see the fat, square-faced woman at the back? She’s my favourite aunt. She’s very clever, very strict, and sometimes a little bad-tempered! She’s also very organised – she’s a medic at the clinic, plus she has six children, and she’s the chairperson of the women’s organisation.
5. The man next to her is my uncle. He’s the short man with the big nose smoking a pipe. He married a very tall American woman – they work for an NGO.

10.5 - Countries
France, Laos
Nepal, Brazil, Japan, Iraq, Iran, Tibet
China, Norway, Turkey, Russia, Egypt, England, Israel, Cuba, Thailand
Korea, Malaysia
Italy, Switzerland, Canada, Germany, India, Philippines
Vietnam, Singapore, Pakistan, Bangladesh
Cambodia, Australia, Afghanistan, America
Indonesia

10.6 - Nationalities
Nepalese, Japanese, Chinese, Vietnamese
Turkish, English
Brazilian, Iranian, Tibetan, Malaysian, Italian, Norwegian, Russian, Egyptian, German, Indian, Korean, Australian, Canadian, Cuban, Singaporean, Cambodian, Afghan, American, Indonesian
Iraqi, Israeli, Pakistani, Bangladeshi
French, Lao, Thai, Swiss, Filipino

10.7 - Interrogation
What’s your name?
Sorry, say that again.
How do you spell that?
When were you born?
Sorry, what year was that?
Where were you born?
And when did you enter this country?
Did you say December 30th?
Do you have a visa?
Where did you get that visa?
Why did you come here?
Where were you living last year?
What were you doing?
And do you remember where you were on the 27th of September, 2007?
What were you doing that day?
Are you sure you weren’t in Pakistan?
Hmm, OK. Well, you can go.
10.8 - Communication strategies
I’m sorry, I don’t understand. Can you please repeat that?
Sorry, what was that?
Could you explain this to me, please?
Could you say that more slowly?
I’m sorry, what I mean to say is…
What do you mean?
What does ‘directly’ mean?
I don’t understand ‘essential’.
You said we have to go to Taungoo to do what?
No, no. I didn’t mean that. Of course you should go!
I missed that last bit, sorry.

11.1 - Future plans
When I graduate, I’m going to go home and spend some time with my parents. Then I’m going to look around for a job. I’m not going to look for a high salary – I’d rather find a job that’s useful and helps people.

Soon, we’re going to get married. We’re going to have a big wedding – it’s going to cost a lot of money! We’re going to have a big family – I want four children, but she says she wants at least six.

When I get out of here, I’m going to walk around the streets, and go out to the countryside, and look at everything! Then I’m going to go to a restaurant, and order all my favourite food – chicken, mushrooms and pineapples.

When this baby’s born, I’m not going to teach any more! I’m going to stay home and look after the baby for a few months. Then I’m going to find a new job. Not teaching – I want to become a writer.

11.2 - What are they going to do?
Nang Seng: Wow, the workshop is nearly over. Two whole weeks. It’s been useful though. What do you think, Zindzi?
Zindzi: Well, I’m thinking about how to use all this stuff we’ve learned back home.
Lee: Have you decided what you’re going to do, Zindzi?
Zindzi: Yes. I’m going to travel around the country. I’m going to meet with youth and women’s organisations, and look at ways we can build networks.
Lee: Networks? So you’re interested in computers?
Zindzi: No, not that kind of network! I mean networks of people and organizations. I want to help connect people in different parts of the country so they can work together on the same issues. I think that’s the biggest priority, and that’s what I really want to do. What about you, Dylan? Are you going to teach computer skills?

Dylan: I don’t think so. I love computers, but teaching is really hard. I want to make computers easier to use for everybody. I might write a book about it, explaining in easy language how computers work. Most people don’t understand them, even in Canada, and they’re so useful for everything.

Nang Seng: That sounds like a good idea, Dylan. We need that in my country too. There’s very little computer information available, especially in local languages.
Zindzi: So Nang Seng, are you going to set up a translation project?
Nang Seng: I’m not quite sure yet. When I get home, I’ll organise a workshop for members of my organisation. We’ll discuss what everyone wants to do. What about you, Lee?
Lee: I’ll probably teach first – I love teaching. Then I’m going to apply for some funding to set up a project in local schools. I’ll probably have to write a funding proposal. Ugh. I hate writing proposals. Maybe one of you can help me write it?

Dylan: What sort of project?
Lee: To work with all the schools in my area, and teach sustainable development. It’s not easy in my country though. I won’t be able to work outside my town. I know the local education officers and I think they’ll like the idea, but it’s much more difficult outside the area.

Zindzi: Are you all going to come to next year’s workshop?
Nang Seng: I think so. We’ll all discuss our plans, and see how they’re working.
Dylan: That will be interesting!

11.3 - Excuses
Kyi Kyi: Hello, Kyi Kyi speaking.
Moe Kyaw: Hi Kyi Kyi. This is Moe Kyaw.
Kyi Kyi: Oh. Hello.
Moe Kyaw: Do you want to meet me for lunch tomorrow?
Kyi Kyi: I’m sorry, I can’t. I’m visiting my friends.
Moe Kyaw: OK, how about Friday night?
Kyi Kyi: Sorry, I’m fixing my bicycle then.
Moe Kyaw: How about Saturday morning?
Kyi Kyi: Sorry, I’m… washing my dog on Saturday morning.
Moe Kyaw: Oh. How about next week?
Kyi Kyi: Ummm… Oh! Sorry! I’m going to… Brazil… next week. For… a very long time.
Moe Kyaw: Oh… well, perhaps next year sometime?
Kyi Kyi: Maybe. Bye!
11.4 - Living in different climates
I think the hottest place I’ve ever lived is Kuwait, in the Arabian Gulf. It’s very hot all year, but particularly in July and August, of course – it can reach up to 53 degrees centigrade in late July. It’s a dry heat than a humid one, though, so it’s not as bad as hot, wet countries. And of course, everything is air-conditioned. The schools have air-con, the houses all have air-con, every office has air-con, so you can basically drive to a place with air-con in the car, leap out, run into your school or office, and stay there all day. You usually need to wear a jacket because the air-con is quite cold. Then you get into your air-con car, and drive back to your air-conditioned house. The sea water’s often too hot to swim in, especially in summer.

I lived in St. Petersburg, in the northwest of Russia. It’s quite a cold place. Winters are really cold, down to minus 25 or even 30. People always wear layers of warm clothes in winter. The good thing is that all the houses are heated with traditional stoves in the countryside, or with special heating systems in the cities. You put on many layers before you go outside and then take off a few layers once you are inside. St. Petersburg is situated near the sea, so the climate is humid. It rains or snows a lot, it’s always cloudy, and everything is always damp.

11.5 - What do you think?
Will you pass your next English exam?
Will it rain tomorrow?
Will rice be more expensive next year?
Are you going to be sick next week?
Will you be rich and famous?
Are you going abroad next year?
Is Myanmar going to win the next football world cup?
Are you going to study English next year?
Will you ever visit Africa?
Are you going to dance next week?

11.6 - Do you agree?
Lay Phyu is the best singer in Myanmar.
Fishpaste is delicious.
American movies are more interesting than Korean movies.
English is harder than maths.
Mosquitoes are the most dangerous animals in the world.
The internet is not very useful.
Cigarette smoke is annoying.
There aren’t enough teashops in this town.
Stealing is always wrong.
Your teacher is very beautiful.

11.7 - The internet
Nang Seng: It’s not that useful for us. Most of our members live in areas without electricity. They haven’t got telephone lines either. And even if they do get electricity and telephone lines, how can we afford computers?
Zindzi: Well, our country is quite poor, and most of our members live in rural areas. We organise fundraising events to buy computers, and generators if there’s no electricity.
Nang Seng: That’s a good idea, but what about telephone lines? We need them to use the internet.
Dylan: Yes, I agree, that’s a problem. Mmm. What about satellite phones? They can get internet, and you can use them anywhere.
Lee: Yes, but they’re too expensive.
Zindzi: They are now, but they’re getting cheaper and cheaper. Soon, satellite phones will be cheaper than other phones.
Nang Seng: Do you think so?
Dylan: I hope so.
Zindzi: We need the internet. It’s too difficult to send letters to remote areas, and email is much quicker.
Dylan: I know, but it’s expensive to get the computer equipment.
Lee: We’ve got a different problem. We have computers, but the government has closed any websites that they don’t like. Also, most of our members don’t read that much English, and there isn’t much information available in Chinese.
Nang Seng: You should try finding information in Kachin…
Dylan: It’s not just poor countries that have computer access problems. In Canada, you need the internet because all organisations use it for communication. But like Nang Seng says, computers are really expensive. We have to share ours with another organisation.
Zindzi: Same with us. We have to share in many of our offices. But that can be a good thing. We bought a computer for our office in Johannesburg, and lots and lots of organisations use it, and in return they help us if we need anything.
Lee: Doesn’t it cause any problems?
Zindzi: Not really. Sometimes we have to wait quite a while until the other group has finished so we can use the computer, but it’s not a big problem.
11.8 - Nowhere Man
He’s a real Nowhere Man
Sitting in his nowhere land
Making all his nowhere plans for nobody
Doesn’t have a point of view
Knows not where he’s going to
Isn’t he a bit like you and me?
Nowhere Man, please listen
You don’t know what you’re missing
Nowhere Man, the world is at your command
He’s as blind as he can be
Just sees what he wants to see
Nowhere Man, can you see me at all?
Nowhere Man, don’t worry
Take your time, don’t hurry
Leave it all till somebody else lends you a hand
Doesn’t have a point of view
Knows not where he’s going to
Isn’t he a bit like you and me?
Nowhere Man, please listen
You don’t know what you’re missing
Nowhere Man, the world is at your command
He’s a real Nowhere Man
Sitting in his nowhere land
Making all his nowhere plans for nobody
Making all his nowhere plans for nobody
Making all his nowhere plans for nobody

11.9 - For No One
Your day breaks, your mind aches
You find that all her words of kindness linger on
When she no longer needs you
She wakes up, she makes up
She takes her time and doesn’t feel she has to hurry
She no longer needs you
And in her eyes you see nothing
No sign of love behind the tears cried for no one
A love that should have lasted years
You want her, you need her
And yet you don’t believe her when she says her love is dead
You think she needs you
And in her eyes you see nothing
No sign of love behind the tears cried for no one
A love that should have lasted years

11.10 - Shopping list 1
I need to go to the shop – there’s nothing in the kitchen.
I need some milk, and some ice. I should get some vegetables too – I’ll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don’t have anything nice to wear, so I’m going to try to find some new jeans, and a good shirt. My sister’s coming over to help. She’s a really good cook.

11.11 - Shopping list 2
I need to go to the shop – there’s nothing in the kitchen.
I need some milk, and some ice. I should get some vegetables too – I’ll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don’t have anything nice to wear, so I’m going to try to find some new jeans, and a good shirt. My sister’s coming over to help. She’s a really good cook.

11.12 - Final consonants
1. back book truck cook thick speak
2. much punch branch catch touch reach
3. dead around code could did blood
4. leaf roof off safe graph half
5. frog flag drug beg peg fig
6. ideal informal title still school mile
7. scream room inform crime some problem
8. learn nine drown tune phone dragon
9. drop ship pipe grape lump map
10. boss race mouse class abuse worse
11. habit state write shot coat foot
12. believe have drive love twelve give
13. fresh wish cash fish finish rush
14. clothes years hers raise dresses farms
12.1 - Bangladesh
Bangladesh, one of the most populated countries in the world, suffers from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country was flooded, and 30 million people had to leave their homes. During this time more than a thousand people drowned or died from disease.

Some of Bangladesh’s environmental problems are caused by deforestation. The country has a large population, so people need land for farming. Trees are cut down so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms are destroyed by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis survive on only one meal per day or less. Many children, especially girls, are not given much education. In rural areas 42% of boys and 52% of girls do not attend school, and 46% of males and 59% of females are illiterate.

12.2 - Have you ever met a famous person?
Caroline: Have you ever met a famous person, Nilar?
Nilar: I’ve never met a really famous person, but I met the Minister of Education’s husband last week, when he opened the new primary school. Have you seen anyone famous?
Caroline: Well, I met Prince William…
Nyi Nyi: Really?
Caroline: Yeah. He was in my parents’ shop buying a newspaper. He didn’t talk to me! What about you, Nyi Nyi?
Nyi Nyi: I’ve met David Beckham.
Caroline: Wow – you have?
Nyi Nyi: Oh yeah, loads of times. He asked me to play on his football team. His daughter wanted to marry me.
Nilar: No, you haven’t! Don’t listen to him, Caroline. He’s never met David Beckham.
Caroline: Anyway, David Beckham hasn’t got a daughter. He’s got three sons.

12.3 - Have you ever…?
1.
A: Have you ever been in a large boat?
B: A few times. When I was young we lived on the Ayeyarwaddy river, near Pyay. My grandparents lived in Yangon, and every school holidays we went to stay with them, and we sometimes travelled by boat. It was nice, very peaceful and relaxing. I loved looking at the shoreline when we went past, at all the people on the riverbank.

2.
A: Have you ever eaten pizza?
B: Yes, actually. I eat pizza quite often. There’s a pizza restaurant around the corner from my house, and it’s quite cheap, and they make delicious pizza. I probably have one, maybe, once a week.

3.
A: Have you ever driven a motorbike?
B: Yes, I have – once. It was when I was 13, and my brother had a motorbike, and I really wanted to try it. So I got on, and he started the engine for me and off I went. But he didn’t tell me how to stop. And I went around and around the field, about four times I think it was, and in the end I managed to stop. But I was really frightened, and I’ve never been on a motorbike since.

4.
A: Have you ever attended a conference?
B: Yes, many times. In fact I went to one last weekend. It was an environmental conference, so people were discussing logging in Kachin State. There were about 45 people there – Myanmar, Chinese and a few from other Asian countries. It was interesting.

12.4 - Applicants
a.
MMK: Let’s get straight to the point. Why do you want this job?
Person 1: Well, I read the advertisement, and the money’s much better than I get now.
MMK: Is the money important to you?
Person 1: Oh, yeah! It’s important to everyone, isn’t it? But also, I heard that your organisation might send me overseas, and I want to travel overseas…

b.
MMK: I see from your CV that you’ve won several prizes for poetry writing.
Person 2: Yes, I have.
MMK: And you’ve written a book.
Person 2: Yes.
MMK: And you’ve worked in Yangon. What did you think of Yangon?
Person 2: It was OK.
MMK: And do you want to travel around the countryside?
Person 2: Uhhh… I don’t know.

c.
MMK: Have you had much experience with the education department?
Person 3: Mmm… yeah. Uhh, I met some guy who works there… My uncle, my uncle knows someone… uh… Last year I nearly got a job in their office… Yeah, interested.
d.
MMK: Are you still teaching at the university?
Person 4: Yes, but I want to leave.
MMK: Why is that?
Person 4: Well, the head of my department’s really awful. She always tells us what to do, doesn’t leave us alone. And there are other problems.
MMK: Problems?
Person 4: Yeah. The other teachers are totally useless. Most of them can’t teach at all. And the management is really bad. Some of the lecturers are corrupt, I think. The students are awful, too – you just can’t control them. And the school secretary brings her small children to work, always making a noise…

e.
MMK: Why have you had five different jobs this year?
Person 5: Well, I’ve had a lot of bad luck. One of my jobs was a long way from home so I got too tired walking every day. And then I worked as a translator but there was nowhere to buy lunch nearby, and my mother was away so nobody could make my lunch. That sort of thing.
MMK: Oh, I see.
Person 5: Yeah, and then I was training as a medic, but I got a bit sick, and had to stop. I’m a bit afraid of blood…

f.
MMK: Would you enjoy liaising with different education organisations?
Person 6: Umm, yeah, I guess so. I haven’t, haven’t really thought about it.
MMK: And are there any questions you’d like to ask me?
Person 6: Umm… No, no, I can’t think of anything.

12.5 - Social chat

Conversation 1
A: Excuse me, are you Maria Dennis?
B: Yes, I am.
A: I’m Htwe Htwe. I met you last year, at the UNDP conference.
B: Oh, yes. Are you still with the UNDP?
A: Yes, I’ve been there for three years now. So, how long are you in Myanmar this time?
B: Only a week, unfortunately. I have to get back to organise my new house…
A: Oh?
B: I’ve just moved to New York.
A: Really? What’s that like?
B: Busy…

B: So, what do you for the UNDP?
A: I liaise with different organisations, write reports, proposals…
B: Oh, I see.
A: Yes, I’ve just finished writing a big proposal…
B: Oh yes?
A: Yes, it was about funding for literacy training in rural areas…

Conversation 2
C: Hello. I’m Tim.
A: Hi, I’m Htwe Htwe. It’s very hot today, isn’t it?
C: Oh, yes. The hot season…
A: Yeah… Where are you from?
C: England, but I work in China now.
A: Do you really? I’d like to go to China. What’s it like?
C: Mmmm. Difficult to answer…
A: Do you like the food there?
C: Yes, I do. Do you like Chinese food?
A: It’s delicious – it’s my favourite kind of food.
C: Is it? Have you heard much Chinese music?
A: Not really. Is it good?
C: Well, I love Chinese Opera. I go there every week…

12.6 - Is she interested?

1.
Man: Hello, I’m John James from the IRDA.
Woman: Oh, pleased to meet you.
Man: I’ve just arrived from Bangkok.
Woman: Really? Did you have a good trip?

2.
Man: Hello, I’m John James from the IRDA.
Woman: Oh, pleased to meet you!
Man: I’ve just arrived from Bangkok.
Woman: Really? Did you have a good trip?

12.7 - They’re interested

Pleased to meet you!
Did you have a good trip?
Oh, hello Khun Yee. How are you?
Your son is lovely! Is he two yet?
Did you write that report?
I like Chinese opera, too.