

# Course Map

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
<b>1</b> p. 1	The present simple <i>do</i> and <i>be</i> Adverbs of frequency	Introductions Social English Family, friendship and romance	<b>Speaking:</b> introducing yourself and others <b>Speaking and listening:</b> asking questions <b>Pronunciation:</b> identifying syllables <b>Writing:</b> filling in forms	Learning a language	Unit 1 Practice
<b>2</b> p. 18	<i>there is/are</i> <i>have/has got</i> Imperatives	Classroom language Instructions Describing people Transport	<b>Speaking and listening:</b> classroom instructions; asking and answering about transport and travel <b>Pronunciation:</b> word stress and schwa <b>Writing:</b> describing places <b>Reading:</b> postcards	Needs and priorities	Unit 2 Practice Units 1-2 Test*
<b>3</b> p. 34	The present continuous <i>There is/are + -ing</i>	What's happening now and around now Eating and drinking Containers Likes and dislikes	<b>Speaking:</b> talking about present activity <b>Listening:</b> song: <i>Tom's Diner</i> <b>Writing:</b> describing a process	Resources for language learning	Unit 3 Practice
<b>4</b> p. 50	The past simple Time expressions Adverbs of degree Adverbs of manner	Famous people In the house	<b>Speaking:</b> life stories <b>Reading:</b> relatives from the city <b>Pronunciation:</b> verb endings <b>Speaking and listening:</b> restaurants <b>Writing:</b> adverbs	Vocabulary (1): feelings about vocabulary; knowing a word	Unit 4 Practice Units 1-4 Revision (p. 215) Units 3-4 Test*
<b>5</b> p. 66	The present perfect (1) <i>yet</i> and <i>still</i> Possessives Short forms	Cause and effect Clothes Shopping	<b>Speaking and listening:</b> recent events; getting ready <b>Pronunciation:</b> short forms <b>Reading:</b> shopping around the world <b>Writing:</b> punctuation	Vocabulary (2): vocabulary learning strategies	Unit 5 Practice
<b>6</b> p. 82	Countable and uncountable nouns Quantifiers The present perfect (2) Zero conditional	Quantity and measurement Areas of study Health and the body Appointments	<b>Speaking:</b> offering and requesting <b>Speaking and listening:</b> complaints, making an appointment <b>Listening:</b> in a library <b>Writing:</b> informal letters and emails	Language awareness: native and non-native speakers; formal and informal learning	Unit 6 Practice Units 5-6 Test*

Unit	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
7 p. 98	<i>will</i> <i>might</i> The first conditional <i>if</i> and <i>when</i>	Prediction and probability Global warming Places and directions	<b>Reading and listening:</b> global warming <b>Speaking and listening:</b> directions and places <b>Pronunciation:</b> silent letters <b>Speaking:</b> contradicting <b>Writing:</b> formal letters and emails	Communication strategies	Unit 7 Practice
8 p. 114	Comparatives Degrees of comparison Superlatives Comparing quantity <i>good at</i>	World records Free time Sports Ability	<b>Reading and speaking:</b> identifying missing information <b>Listening:</b> song: <i>A Bigger Heart</i> ; Buzkashi <b>Pronunciation:</b> sentence stress <b>Writing:</b> linking words	Listening strategies	Unit 8 Practice Units 5-8 Revision (p. 219) Units 7-8 Test*
9 p. 133	Modals <i>have/has to</i> <i>some/any + thing/where/one</i>	Permission, necessity and prohibition Advice Jobs and careers Metaphor	<b>Speaking:</b> enquiring about rules <b>Listening:</b> Sabay; song: <i>Blowing in the Wind</i> <b>Pronunciation:</b> -er and -or endings <b>Writing:</b> CVs; job applications <b>Reading:</b> job and training advertisements	Speaking strategies (1): feelings and situations	Unit 9 Practice
10 p. 154	The past continuous <i>when, while</i> and <i>during</i> Manner and state adjectives <i>-ed</i> and <i>-ing</i> adjectives	Biographies Describing people: feelings, character, appearance, age Countries	<b>Speaking:</b> describing people <b>Pronunciation:</b> countries and nationalities <b>Reading:</b> biography; poem: <i>The Wicked Postman</i> <b>Writing:</b> autobiographies	Speaking strategies (2): Communication repair	Unit 10 Practice Units 9-10 Test*
11 p. 173	<i>going to</i> The present continuous for the future <i>no one/nothing/nowhere</i>	Future plans Probability Arrangements Geography	<b>Speaking:</b> agreeing and disagreeing <b>Reading:</b> the internet <b>Pronunciation:</b> word endings <b>Listening:</b> songs: <i>For No One</i> and <i>Nowhere Man</i> <b>Writing:</b> developing an argument	Grammar (1): feelings about grammar; comparing grammar	Unit 11 Practice
12 p. 190	The passive The present perfect (3) <i>been</i> and <i>gone</i> Phrasal verbs	Experience The arts Social chat	<b>Speaking and listening:</b> job interviews <b>Speaking:</b> small talk <b>Pronunciation:</b> past participles; intonation <b>Writing:</b> charts and statistics; listing	Grammar (2): mistakes and strategies	Unit 12 Practice Units 9-12 Revision (p. 223) Units 11-12 Test*

\*in the Teacher's Book

# Unit One

introductions – the present simple – adverbs of frequency – *wh*- questions –  
friendship, romance and family – filling in forms – language learning

## 1. Introductions

### 1.1 An introduction to introductions

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



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.

1.1 C. Listen and check.

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

formal		informal	
Would you like a drink?	Yes, please.	Have some cake.	OK. Thanks.

**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?
2. How are you? Not so great. I don't have a job, and my dog died.
3. How do you do? Very well, thank you.
4. How's it going? OK.
5. How are you? Uggghhhh...
6. How are you? Really great!

**B. Rank the conversations from very informal to very formal.**





**C. Look at the picture. What can Htun Htun say? Choose the best reply.**



- Hi Jane.
- Pleased to meet you.
- How do you do?
- Hello. How are you?

## 1.4 Introducing other people

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

- a. name and organisation.      d. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- b. \_\_\_\_\_ and \_\_\_\_\_.      e. \_\_\_\_\_ and \_\_\_\_\_.
- c. \_\_\_\_\_ 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 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.



Ma Sein

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.

Here are their husbands. Who is married to whom?



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.

**1.4 D. Listen. Were you correct?**

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

	positive	negative
1st person singular	<i>I work in an office</i>	
3rd person singular	<i>He goes to teashops</i>	
1st person plural		<i>We don't want more than six kids</i>

**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.*

<i>My ideal partner</i>	
✓	x

*If you are married, complete this chart.*

<i>My husband/wife</i>	
✓	x

**H. Tell other students about your partner or ideal partner.**

My wife  
doesn't smoke. She sometimes  
plays volleyball...



## 2.2 Listening: And after that?

- 1.5 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.

- |   |   |
|---|---|
| <p>1. What does Abdul do in the morning?</p> <p><i>He eats breakfast.</i></p> <p>1 <i>He takes a shower.</i></p> <p><i>He listens to the radio.</i></p> <p><i>He reads the newspaper.</i></p> | <p>3. What does Tze Ming do after school?</p> <p><i>She eats dinner.</i></p> <p><i>She watches TV.</i></p> <p><i>She listens to music.</i></p> <p><i>She studies.</i></p>       |
| <p>2. What does Hannah do in the morning?</p> <p><i>She watches TV.</i></p> <p><i>She goes to work.</i></p> <p><i>She makes coffee.</i></p> <p><i>She exercises.</i></p>                      | <p>4. What does Maung Shwe do in the evening?</p> <p><i>He eats dinner.</i></p> <p><i>He reads.</i></p> <p><i>He watches TV.</i></p> <p><i>He puts his children to bed.</i></p> |

**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!**
- Does San San Aye watch videos?
  - Does Myint Myint San have six children?
  - Does Aung Mon go to university?
  - Does Michael grow flowers?
  - Do Ma Sein and Min Min like music?
  - Do San San Aye and Aung Mon argue?
- 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.**

- 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.

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:

- \_\_\_\_\_ with verbs.
- \_\_\_\_\_ 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

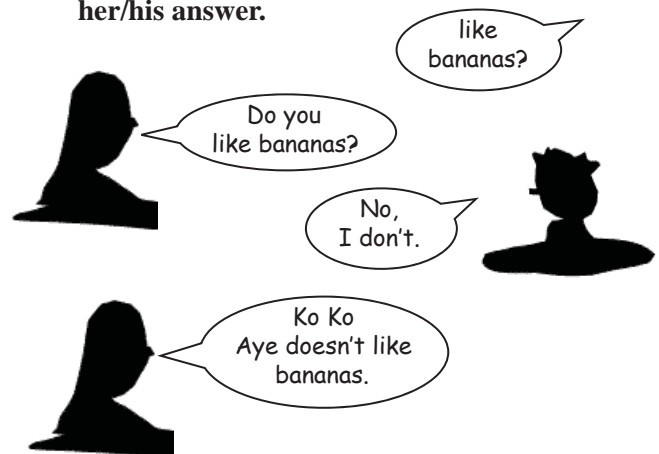
### A. Answer these questions.

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.

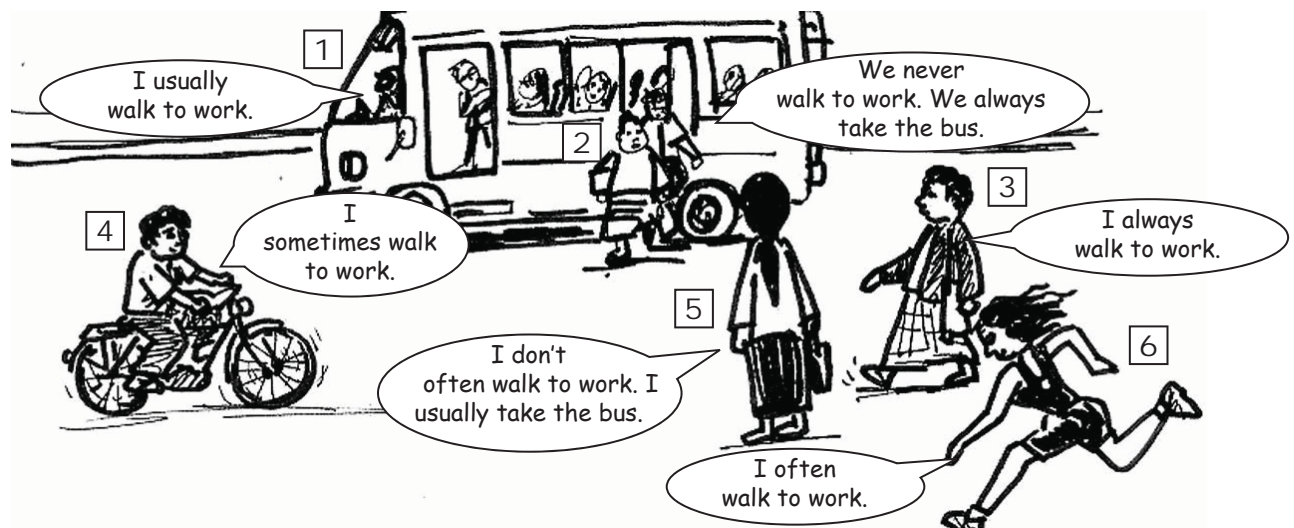
### D. Your teacher will give you a phrase. Make a *yes/no* question with that phrase, and ask the person next to you. Tell the class her/his answer.



## 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.



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 | 5. motorbike |
| 2. boat    | 6. bus       |
| 3. car     | 7. aeroplane |
| 4. horse   | 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 | • go shopping   | • cook a meal    |
| • work          | • play football | • go to bed late |

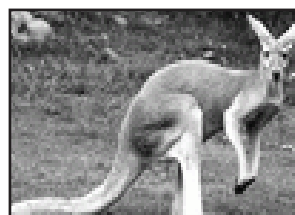
**B. Discuss Saturdays with your partner. Tell her/him about the activities in A, and also anything else you do. Does your partner do the same things?**

## 4. *wh*- Questions

### 4.1 General knowledge

**A. Read these questions and choose the right answers.**

- |   |  |  |
|---|--|--|
| 1. What do zebras eat?<br>• <i>fish</i><br>• <i>grass</i><br>• <i>meat</i>                                  | 4. What does a baker sell?<br>• <i>fruit and vegetables</i><br>• <i>clothes</i><br>• <i>bread and cakes</i>          | 7. What do people do in a cinema?<br>• <i>play basketball</i><br>• <i>listen to music</i><br>• <i>watch movies</i> |
| 2. Where does pizza come from?<br>• <i>Italy</i><br>• <i>India</i><br>• <i>England</i>                      | 5. Where do polar bears live?<br>• <i>the North Pole</i><br>• <i>the South Pole</i><br>• <i>Africa</i>               | 8. What is in an omelette?<br>• <i>sugar and milk</i><br>• <i>eggs and water</i><br>• <i>rice and oil</i>          |
| 3. When do Australian people celebrate New Year?<br>• <i>January</i><br>• <i>April</i><br>• <i>December</i> | 6. Why do people use alarm clocks?<br>• <i>to cook food</i><br>• <i>to wake up</i><br>• <i>to clean their houses</i> |  |



**B. Work in pairs. Partner A: look at this page. Partner B: look at page 210.**

**Partner A: ask your partner these questions.**

- |  |  |
|--|--|
| 1. What do sharks eat?<br>• <i>fish</i><br>• <i>plants</i><br>• <i>bread</i>                 | 3. When does snow fall?<br>• <i>in the cold season</i><br>• <i>in the hot season</i><br>• <i>in the rainy season</i> |
| 2. Where do kangaroos live?<br>• <i>Afghanistan</i><br>• <i>Europe</i><br>• <i>Australia</i> | 4. What does a carpenter make?<br>• <i>furniture</i><br>• <i>shoes</i><br>• <i>drinks</i>                            |

What do sharks eat: fish, plants or meat?



Answers: 1. fish 2. Australia 3. in the cold season 4. furniture

**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.              |
| <u>d</u> 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.**

<i>a way</i> <i>a frequency</i> <i>a reason</i> <i>a time</i>	If the question starts with...	the answer is...	<i>a time</i> <i>a thing</i> <i>an amount</i> <i>a person</i>
	<b>where</b>	<i>a place</i>	
	<b>when</b>		
	<b>how</b>		
	<b>who</b>		
	<b>what time</b>		
	<b>how much / how many</b>		
	<b>what</b>		
	<b>why</b>		
	<b>how often</b>		

**D. Write questions using question words from exercise C.**

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

### 4.3 Pairwork: Ban Ki-moon

- A. Work in pairs. Partner A: look at this page. Partner B: look at page 210.**  
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



- 1.6** 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.

one syllable	two syllables
come	finish

- 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?

- 1.7** E. Listen and check.

- F. Play *The Disappearing Paragraph*.

- G. What's the rule?

If a verb ends in a z, ch, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ 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

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.

### 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.

- 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.

- B. Listen to your partner's paragraph and take notes.

- D. Listen, and check your partner's pronunciation.

### 5.3 *doesn't* and *don't*

- 1.8** 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:

his grandfather	his mother	his father	his aunt	his uncle	his older sister
his younger sister	his brother	his friend	his niece	his sister's husband	his cousin

Who is who? What do you think?



1.9 B. Listen and check. Were you right? What does he say about these people? Listen again, and complete the chart.

	information
his grandfather	
his older sister	
his best friend	

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.

Do you have a nephew?

No, I don't.

Do you have a grandfather?

Yes I do. He lives in Mandalay.

## 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

- C. Tell your partner about your favourite person.**

- D. Tell the class about your partner's favourite person.**

## 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?**

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).**

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

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

### 7.2 Complete the form

**A. Follow these instructions:**

- Write your full name in capital letters.
- Write your signature.
- Circle your title. *Mr / Ms / Mrs / Miss / Dr / Other*
- Write the names of
  - your town or city
  - your country
- Circle the marital status that applies to you.  
*single / married / divorced / separated / widowed*
- 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.**

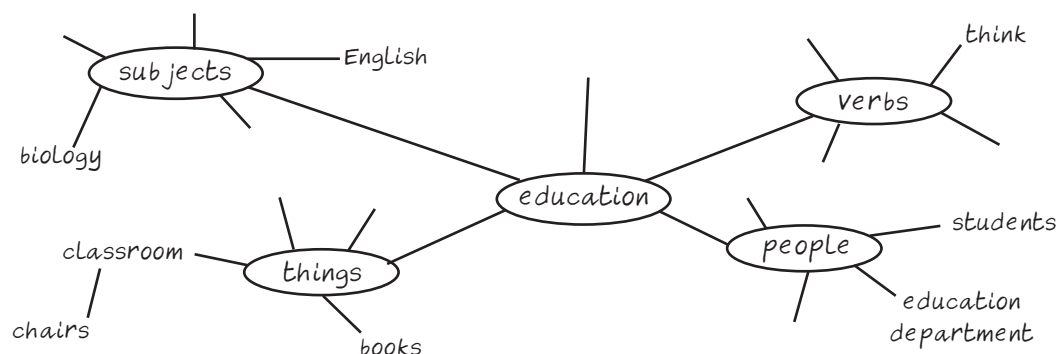
Healthy Living Sports Club	
<u>Membership Application</u>	
<i>Please write in capital letters.</i>	
Title:	Address:
First Name:	City:
Family Name:	Postcode:
Nationality:	Telephone Number:
Occupation:	Signature:
Date of Birth:	Date:



## 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.**



- 1.10 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	1
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.

work	listen	go (x2)	study	speak
have (x2)	play (x2)	live (x2)	fly	
visit (x2)	drive	watch		

I have 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.  
*They...*
2. They go to the theatre, but they don't go to parties.  
*She...*
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) Where does 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?

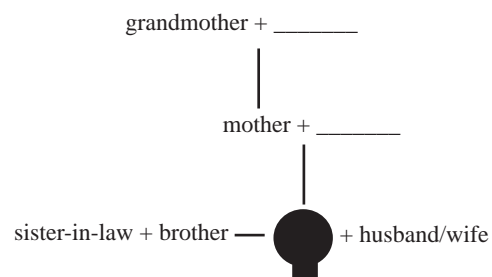
Here are some answers. Write the questions. There are many possible questions.

1. When do you get up?  
At 5.30.
2. What  
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.

mother	son	father
daughter	grandmother	aunt
grandfather	uncle	granddaughter
father-in-law	grandson	mother-in-law
brother	brother-in-law	sister
sister-in-law	cousin	son-in-law
niece	nephew	daughter-in-law



## G. Introductions

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

Write the conversation.

1. Hello. How are you?

Fine,  
thanks.

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.

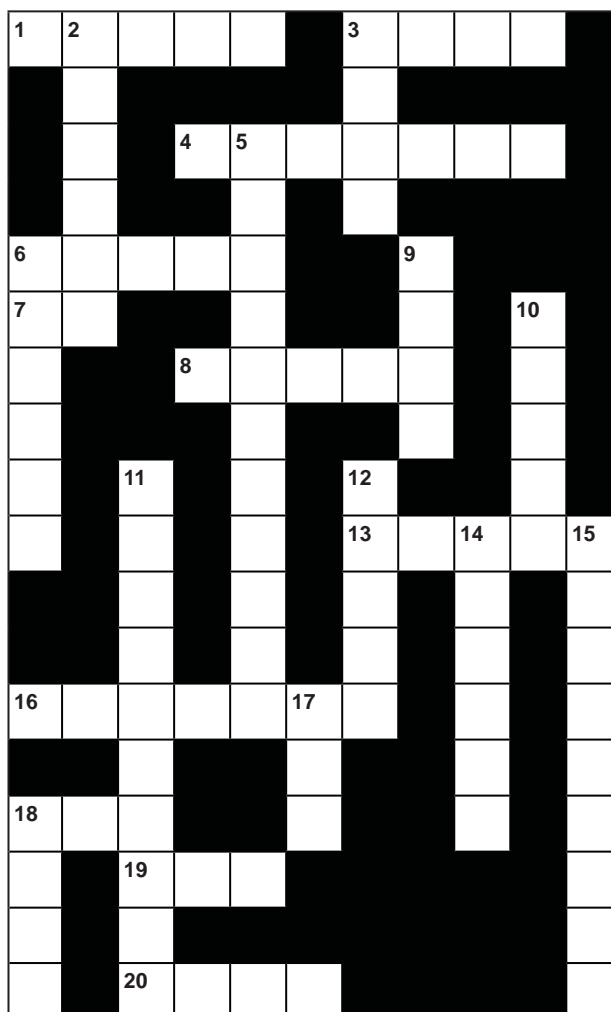
7.

Nice  
to meet you too.  
Goodbye!

## H. Crossword

### Across

- I don't \_\_\_\_ with you.  
You're wrong.
- Where do you come \_\_\_\_?
- I usually meet my \_\_\_\_  
at the weekend.
- She \_\_\_\_ dinner at 7pm.
- Would you like tea  
\_\_\_\_ coffee?
- My father listens to the  
news on the \_\_\_\_.
- I \_\_\_\_ drink tea. I drink  
20 cups every day.
- \_\_\_\_ to meet you!
- He has an important  
\_\_\_\_ - he's a doctor at  
the city hospital.
- She studies English  
\_\_\_\_ Japanese.
- Min Min doesn't  
\_\_\_\_ getting up early.



### Down

- A musical instrument  
with strings.
- What do you do in  
your \_\_\_\_ time?
- He never goes to  
\_\_\_\_ to eat.
- Do you live with  
your \_\_\_\_?
- What time do you  
\_\_\_\_ dinner?
- My sister's daughter.
- We usually play  
\_\_\_\_ after school.
- \_\_\_\_ you like some cake?
- Do you \_\_\_\_ by bus?
- Someone who lives near  
you.
- I don't \_\_\_\_ meat.  
I'm a vegetarian.
- 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.**

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

**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

classroom language – imperatives – *there is/are* – *have/has got* –  
transport – syllables, stress and schwa – postcards – language needs and priorities

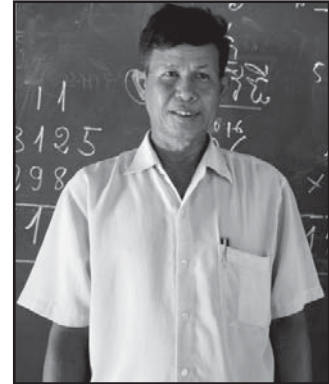
## 1. Classroom Language

### 1.1 Instructions

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

read 1 listen \_\_\_\_\_ speak \_\_\_\_\_ write \_\_\_\_\_

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

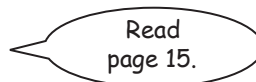


1	2	3	4
collect them and give them to me		listen carefully	

- 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...

- D.** Work in pairs. Partner A: give some instructions from C. Partner B: follow partner A's instructions.



### 1.2 Classroom questions

- A.** These requests contain mistakes. Correct them.

- How do say ငါ့ရဲ့ in English?
- How to pronounce R-H-Y-M-E?
- Can you repeat that again, please?
- Sorry, I'm not understand.
- How do you 'exactly' spell?
- Please that on the board.
- What means 'recently'?
- How do you call this in English?
- What 'conversation' in Myanmar?
- Can I borrow pen?

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

- What does... mean?
- Can you spell...?
- How do you say... in English?
- What's... in Myanmar?
- How do you pronounce...?

- C.** What do you say in these situations?

- You don't know the meaning of a word.
- You didn't hear the teacher's instructions.
- 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?

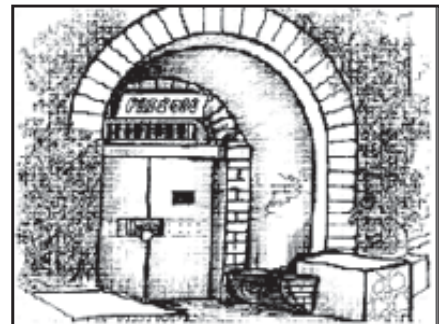
B. Read the sentences. Which room do they describe?  
Can any sentences describe both rooms?

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?

police officer	bucket	computer	telephone	drinks
toilet	cell	photocopier	prisoners	cigarettes
	money	sweets	chair	lock
				calculator

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*

- 2.2 C. Listen to Kyi Kyi talking about her classroom. What's in her classroom? What's not in her classroom?**

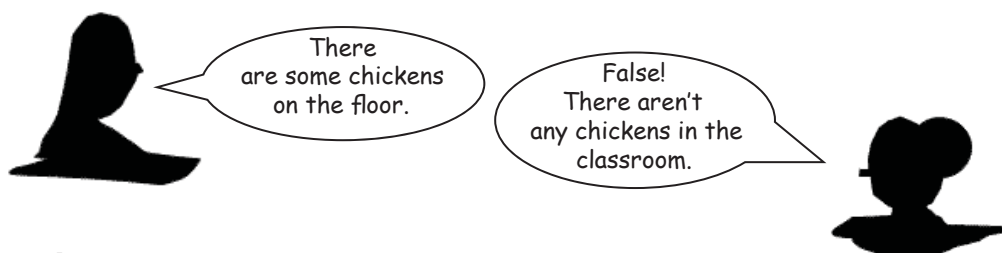
✓	✗
<i>a blackboard</i>	<i>computers</i>

- 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	x
swimming pool	✓
bicycles	x
buses	✓
train	x

Dear Kyaw Kyaw,

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

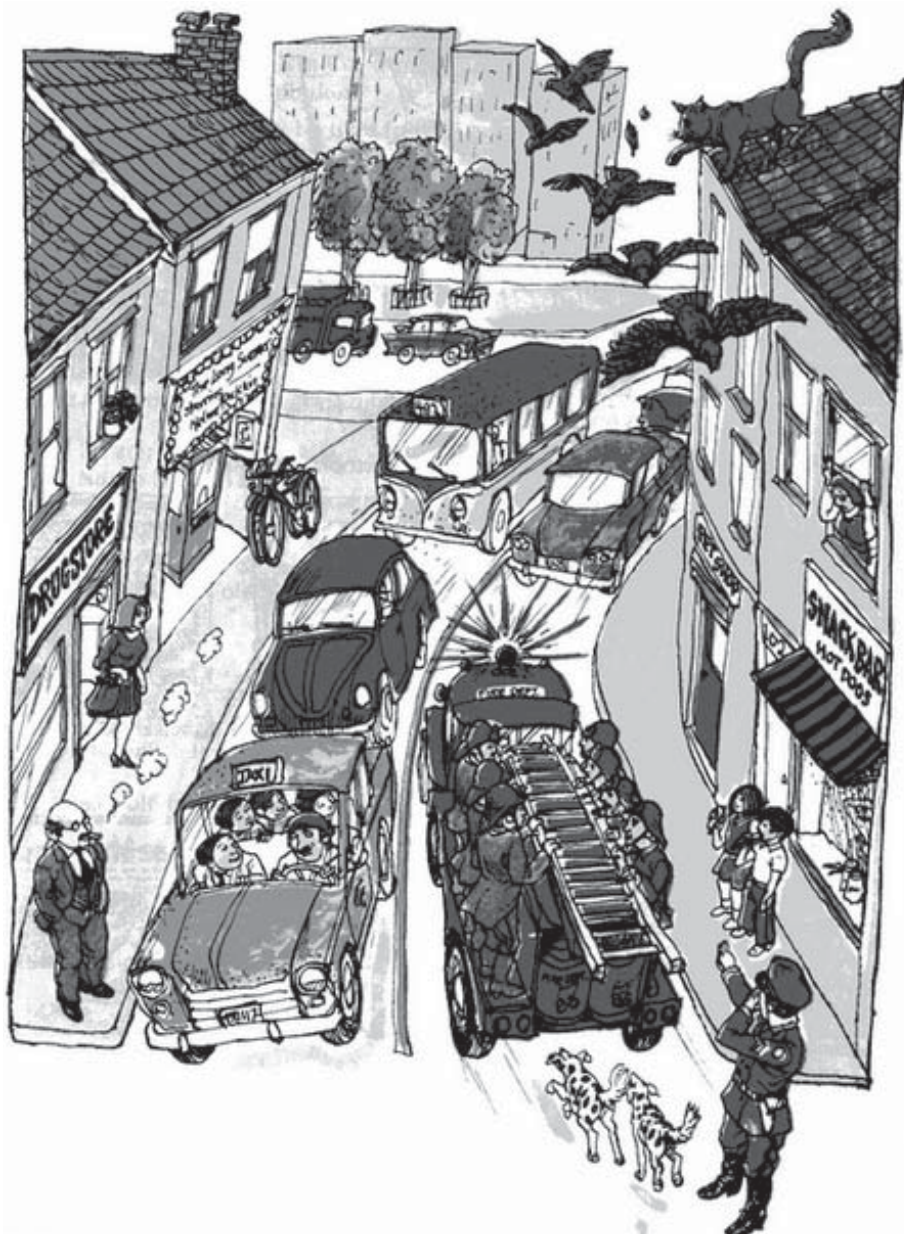
Love,  
Uncle

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

There's  
a big lake in Mi Mi's  
home town. There isn't a  
high school.

## 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*).



2.3 C. Listen and check.

2.4 D. Now listen to their teacher.  
Which student has got wrong information?

E. Answer the questions.

1. Why isn't there a computer teacher?
2. Why aren't there any computers?
3. Why have they got a lot of rats?

Who do you support: the teachers or the students?

#### 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.

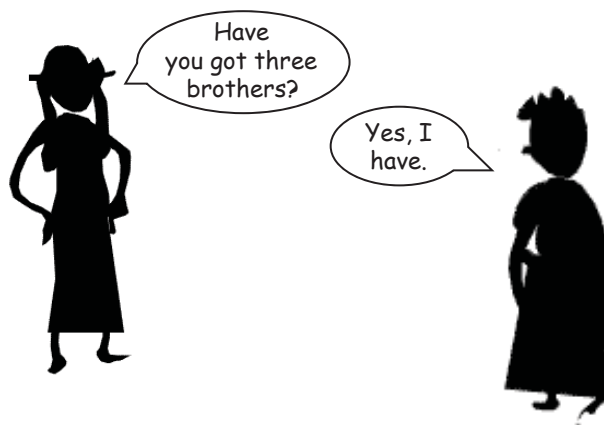
E. Tell the class about your partner.

### 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...?



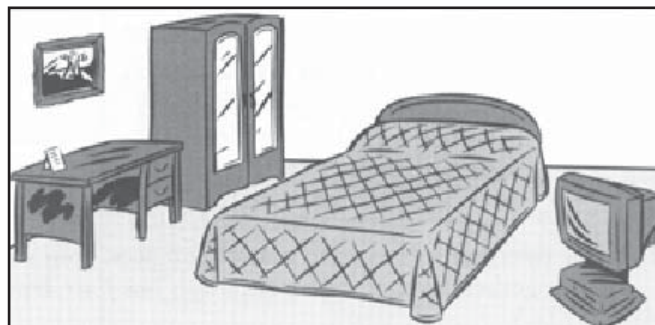
## 4. More About *there*

### 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*:

<b>Single countable noun</b>	There is no teacher in the class.	There isn't a teacher in the class.
<b>Plural noun</b>	There are no students in the class.	There aren't any students in the class.
<b>Uncountable noun</b>	There is no water in the cup.	There isn't any water in the cup.

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.**

chairs                      *There are some chairs.*  
elephants                *There are no elephants.*

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

\_\_\_\_\_ <sup>(13)</sup> many reasons why Wonderville is a great town! \_\_\_\_\_ <sup>(14)</sup> a good life for you here in Wonderville! Come and live in wonderful Wonderville!

**2.5 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.

takes gets to leaves  
costs arrives pay



'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

catch the 8.00 train, which \_\_\_\_\_ 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?

	advantages	disadvantages
plane	fast	
train		
bus		



## 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	<i>the night train.</i>
It costs	<i>at about eight o'clock in the morning.</i>
I always catch	<i>about fourteen hours.</i>
It leaves Yangon Railway Station	<i>by train.</i>
It arrives in Mandalay	<i>at 6.00pm.</i>
The whole journey takes	<i>12,000 kyat.</i>

*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.

<u>Bus</u>
From the bus station. 10,000 kyat. Morning. Eleven hours. Leaves 5.15am. Arrives 4.15pm.

<u>Plane</u>
From Mingaladon airport. 50,000 Kyat. Afternoon. One hour. Leaves 3.30pm. Arrives 4.30pm.

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

### 2.6 C. Listen to the questions, and repeat.

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

- |                        |                          |
|------------------------|--------------------------|
| 1. Every hour.         | 5. By boat, or on foot.  |
| 2. 5,000 kyat.         | 6. By boat is easier.    |
| 3. In Lek Tho village. | 7. About two hours.      |
| 4. At 1pm.             | 8. At 11 in the morning. |

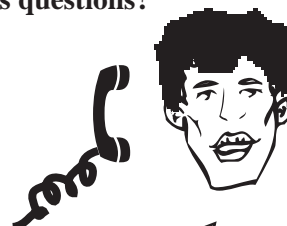
### E. In pairs, practise asking and answering the questions. Use different answers if you like.





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.



You can get to Lek Tho by motorbike or car, but the best way to get there is by linecar. It costs 1,000 kyat, and it takes about ten minutes. The linecars leave every fifteen minutes, starting at 6.00 in the morning. The linecar stops on the main road. You can walk to my house from there.



## 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 \_\_\_\_\_.

2.7 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?

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.

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

5. Sometimes they come and sometimes they don't, so very few people use them.

comfortable  
uncomfortable  
cheap  
expensive  
fast  
slow  
safe  
dangerous  
unpopular  
crowded  
reliable  
unreliable

**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.**

from	to	transport	takes	cost	adjectives
the pagoda	the river	on foot	2 hours	free	slow, cheap

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



Where do you go?  
How do you get from the pagoda to the river?  
How long does it take?  
How much does it cost?  
What's it like?

From the pagoda to the river.  
On foot.  
2 hours.  
It's free.  
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
2 syllables	3 syllables	4 syllables
	advantage	

**2.8 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.

**2.8 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.

**2.8 A. Listen again, and circle the schwas, e.g. (ə)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.             |
| 2. It is one of the world's biggest cities,     | b. but it can be quite oily.              |
| 3. The streets of the old town are very narrow, | c. but they are often very crowded.       |
| 4. There are many interesting places to visit,  | d. and it also one of the busiest ports.  |
| 5. In the afternoon you can visit the park,     | e. so you need a phrasebook.              |
| 6. In the evenings you can see acrobats,        | f. so there are no cars or buses.         |
| 7. The food there is very good,                 | g. or you can watch a Chinese opera.      |
| 8. The people in Shanghai eat a lot of pork,    | h. so there are expensive clothing shops. |
| 9. Shanghai is an Asian fashion centre,         | i. and also lots of seafood.              |
| 10. Most Chinese don't speak English,           | j. but it is quite polluted.              |

#### 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 <sup>1.</sup> \_\_\_\_\_ to the sea. The weather is not too cold, <sup>2.</sup> \_\_\_\_\_ it often rains. It can sometimes rain for days, <sup>3.</sup> \_\_\_\_\_ people often complain about the weather there. The summer has very little rain, <sup>4.</sup> \_\_\_\_\_ that is the best time to go. In the summer there are sports events <sup>5.</sup> \_\_\_\_\_ concerts.

You can get to Tasmania by plane, <sup>6.</sup> \_\_\_\_\_ the best way to get there is by boat. The boats are very large <sup>7.</sup> \_\_\_\_\_ you can bring your car on them. It takes about eight hours <sup>8.</sup> \_\_\_\_\_ it is very cheap. It is faster to go by plane, <sup>9.</sup> \_\_\_\_\_ 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*.

Dear Mike,

Greetings from Singapore! This is such a busy place! The city is an island. It's not very big but a lot of people live here. There are a lot of shops in Singapore. Most of them are really expensive, but there are some cheap places too. I live in a small apartment near Peninsula Plaza. You can buy cheap Myanmar food there so I go there every day. I'm sitting there now eating some mohinga. Last Sunday I went to the Jurong Bird park and saw a lot of beautiful birds. Next Sunday I'm going to the zoo with my friends from work. Take care, and I'll see you next month.

Love, Maung Bo



Michael Hunt  
486A Apple Road  
Westtown 7510  
Northopia

## 8. Thinking about Learning: Needs and Priorities

### 8.1 Analyse your needs

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

Needs Analysis	
Step 1	Decide on your <i>main purpose</i> for learning English, e.g. <i>for work</i> .
Step 2	Make a list of <i>specific situations</i> where you need to use English, e.g. <i>speaking on the telephone, answering questions, giving information, writing business letters...</i>
Step 3	Decide which <i>skills</i> you need for each situation, e.g. <i>more vocabulary, better listening skills...</i>

B. Min Zaw is studying English. He works for an HIV prevention organisation.  
Complete the chart about Min Zaw.



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.

main purpose	specific situations	skills/knowledge
work	read medical reports and magazines	medical vocabulary  reading

C. Now do the same for you.

main purpose	specific situations	skills/knowledge

### 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

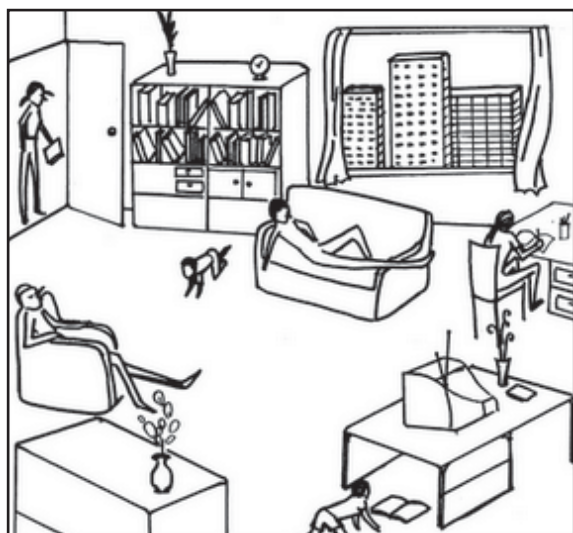
Put these instructions and requests in order.

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?*

hospital / there

*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.

1. Where do you live?

Near  
the hospital.

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. moor 2

2. syllable

3. answer

4. complain

5. buffalo

6. neighbourhood

## I. Word search

What are these words? Find them in the box.

- Sorry, I don't understand. Can you repeat that please?
- The teacher uses a marker to write on the \_\_\_\_.
- Can I \_\_\_\_ your pen? I'll give it back to you later.
- I don't have a \_\_\_\_ net in my room.
- The opposite of 'safe'.
- The train is more \_\_\_\_ because the seats are soft.
- It costs 0 kyat. It's \_\_\_\_.
- How do you \_\_\_\_ A-N-S-W-E-R?
- The linear is not very \_\_\_\_\_. It never arrives on time.
- I use a \_\_\_\_ when I don't know how to spell a word.
- What does 'recently' \_\_\_\_?
- A \_\_\_\_ is a machine you use for maths.
- The train \_\_\_\_ Yangon at 7:30 and \_\_\_\_ at 10:30.
- I don't like to take the bus. It's always really \_\_\_\_ so there are never any seats.
- It \_\_\_\_ one hour to get from my house to school.

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



## 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.**

accident ( <i>n</i> )	crowded ( <i>adj</i> )	narrow ( <i>adj</i> )	request ( <i>n, v</i> )
accommodation ( <i>n</i> )	discuss ( <i>v</i> )	needs analysis ( <i>n</i> )	result ( <i>n</i> )
advantage ( <i>n</i> )	dormitory ( <i>n</i> )	of course ( <i>adv</i> )	rubbish ( <i>n</i> )
analyse ( <i>v</i> )	entertainment ( <i>n</i> )	on foot ( <i>adv</i> )	seafood ( <i>n</i> )
apartment ( <i>n</i> )	flash drive ( <i>n</i> )	on time ( <i>adv</i> )	share ( <i>v, n</i> )
at the moment ( <i>adv</i> )	football pitch ( <i>n</i> )	phrasebook ( <i>n</i> )	situation ( <i>n</i> )
beard ( <i>n</i> )	greetings ( <i>n</i> )	plan ( <i>n, v</i> )	specific ( <i>adj</i> )
borrow ( <i>v</i> )	home town ( <i>n</i> )	point ( <i>n</i> )	speech ( <i>n</i> )
building ( <i>n</i> )	human ( <i>n, adj</i> )	pollution ( <i>n</i> )	sunglasses ( <i>n</i> )
bus station ( <i>n</i> )	identify ( <i>v</i> )	popular ( <i>adj</i> )	support ( <i>v, n</i> )
carefully ( <i>adv</i> )	imagine ( <i>v</i> )	possible ( <i>adj</i> )	swimming pool ( <i>n</i> )
choice ( <i>n</i> )	instructions ( <i>n</i> )	poster ( <i>n</i> )	theatre ( <i>n</i> )
clear ( <i>adj</i> )	journey ( <i>n</i> )	prevention ( <i>n</i> )	transport ( <i>n, v</i> )
clinic ( <i>n</i> )	lamp ( <i>n</i> )	priority ( <i>n</i> )	trip ( <i>n</i> )
comfortable ( <i>adj</i> )	linecar ( <i>n</i> )	public ( <i>adj, n</i> )	type ( <i>n</i> )
complain ( <i>v</i> )	lock ( <i>n, v</i> )	recently ( <i>adv</i> )	whole ( <i>adj</i> )
countryside ( <i>n</i> )	medical ( <i>adj</i> )	reliable ( <i>adj</i> )	wonderful ( <i>adj</i> )
crime ( <i>n</i> )	mosquito net ( <i>n</i> )	report ( <i>v, n</i> )	

**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.
12. A short journey.

**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.**

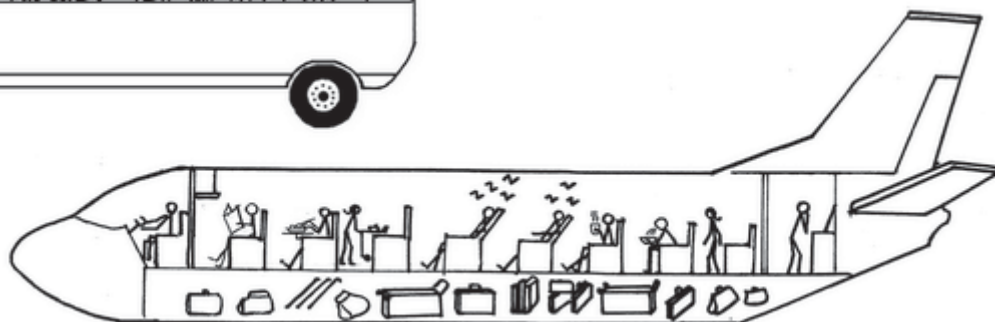
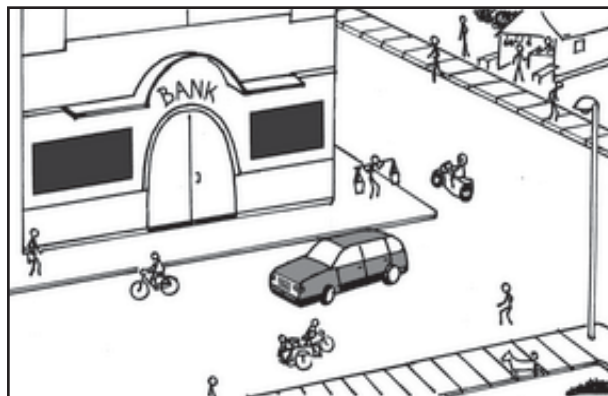
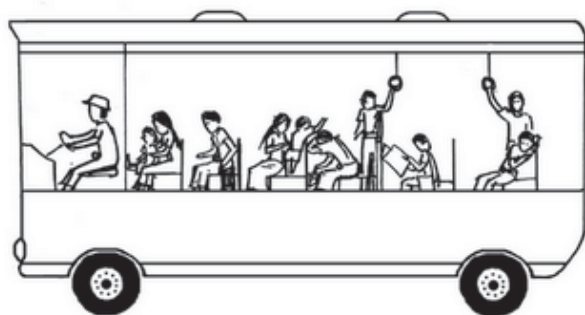
I'm travelling to...

I'm wearing...

I'm eating...

I'm drinking...

I'm feeling...



- 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?

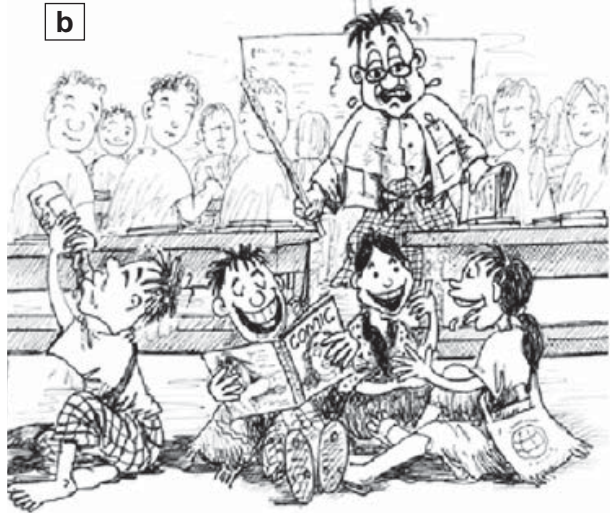
How are you feeling?



## 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
-----	------	-------	-------	-----	-------	--------	------	-------	-------



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

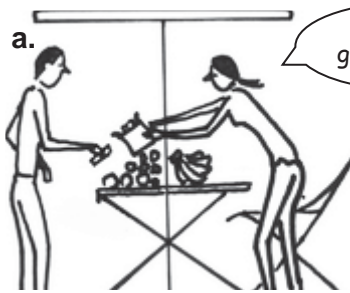
1. Who is Ma Win listening to?
2. What is she talking about?
3. What is the woman in front doing?
4. What are the other people doing?
5. Are they happy?



- 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.

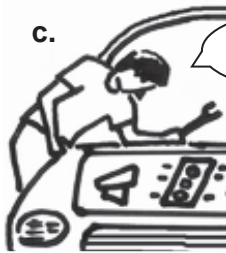


I'm a greengrocer.

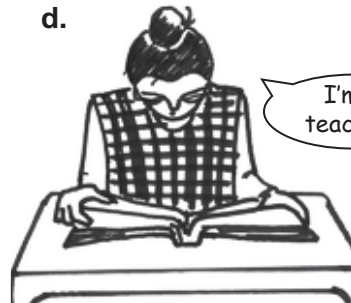
She sells fruit and vegetables.  
At the moment, she's working.  
She's helping a customer. She's selling fruit and vegetables.



I'm a journalist.



I'm a mechanic.



I'm a teacher.



I'm a thief.

- 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

Do you eat meat?

Sometimes, at dinner.

Are you eating meat now?

No, I'm not.

- 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.**

study	drink	read	sleep	take medicine	play football	dance
throw water	have fun	go out	work hard	visit friends		

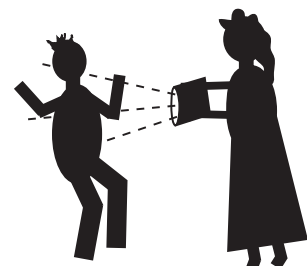


I've got three big examinations this week.

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

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

Is s/he...	Woman	Man
very busy?		
studying for an exam?		
getting ready for visitors?		
reading a novel?		
moving mats?		
looking after a sick relative?		
looking for a new house?		
looking for a job?		

**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 |

3.3 C. Listen to the song. Which picture is correct – a or b?

1.



2.



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.

In Picture b,  
the woman is carrying a bag. In  
Picture a, she's carrying  
an umbrella.

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...*

I am  
sitting in the  
teashop on the corner  
near the pagoda...



### 3. There's Something Happening

#### 3.1 There's a boy reading a comic



##### A. Look at the picture.

There's a boy. He's reading a comic.

**There's** a boy **reading** a comic.

There are some girls. They're talking.

**There are** some girls **talking**.

Write sentences about the other people in the picture.

1. drink beer                      *There's a boy drinking 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.



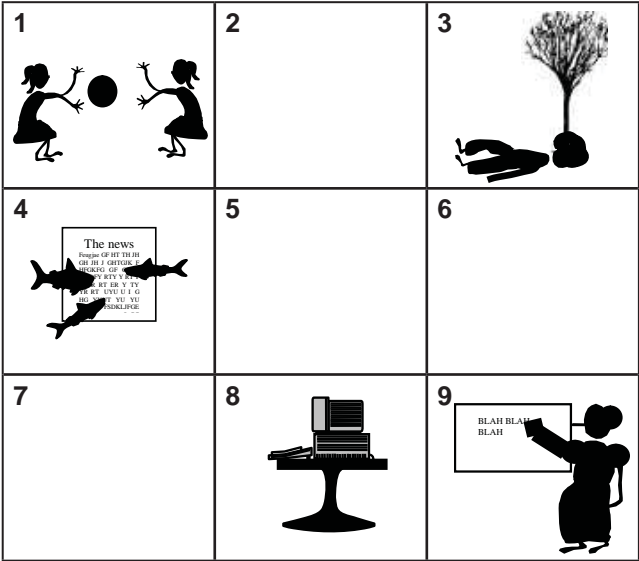
3.3 Pairwork: Listen and draw

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.

In box 3,  
there's a man sleeping  
under a tree...



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?

I often eat...	I don't often eat...

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

natural	manufactured

**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?*

**F. Ask and answer your food questions in pairs.**

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

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



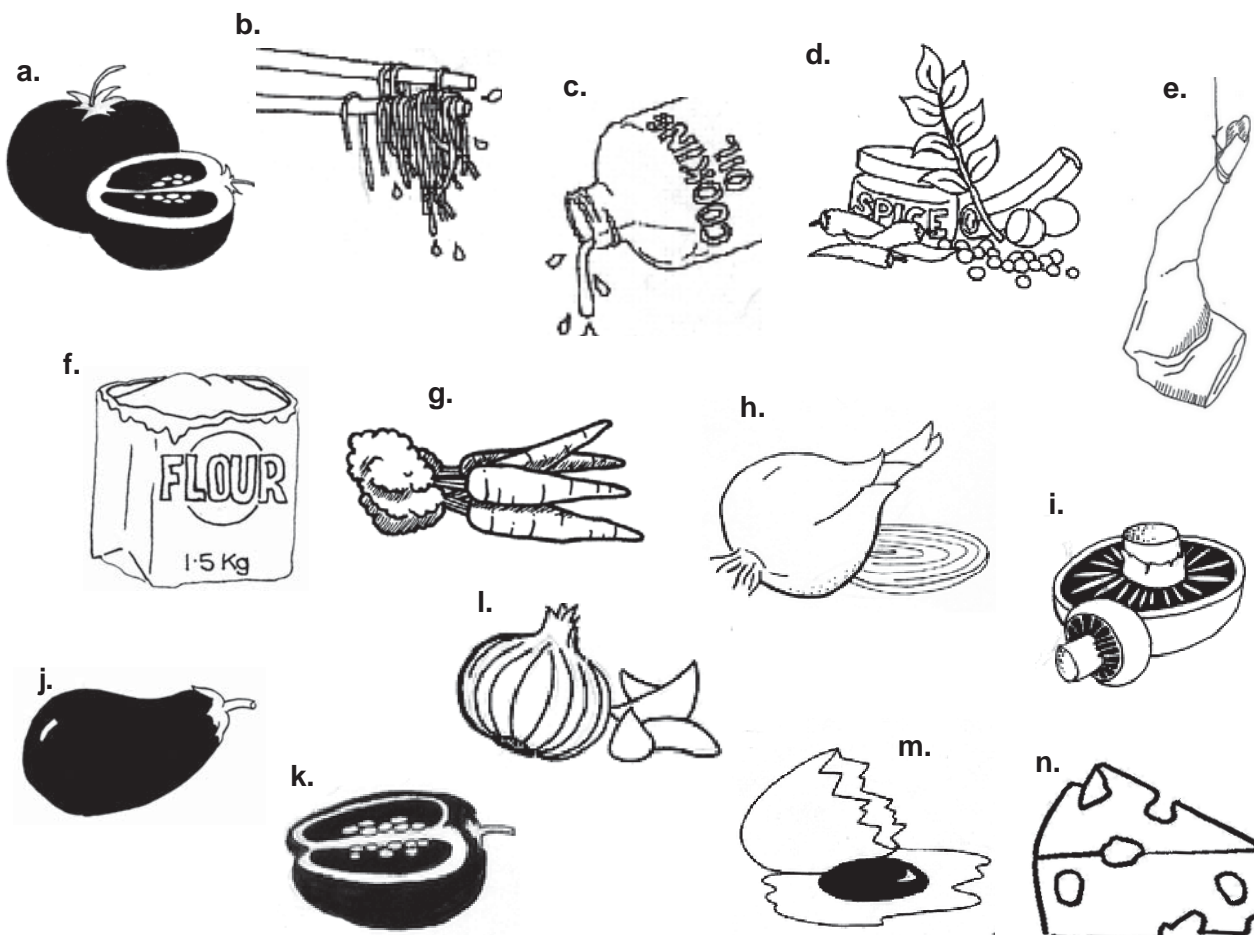
## 4.2 Pizza and pasta

**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.**

cheese	tomatoes	eggs	noodles	garlic	oil	peppers	spices
	eggplant	meat	mushrooms	flour	onions	carrots	



**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?

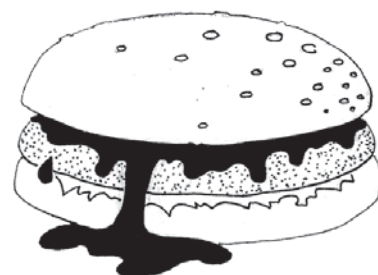
## 4.3 Recipes

**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.**

- Cut the bread rolls in half, and toast them a little.
- Add some tomato, lettuce and onion. It's ready to eat!
- Make them into small, flat cakes. Cook these in a little oil.
- Mix them together with an egg, some flour and a little oil.
- Chop the meat, onions and garlic.
- 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.**

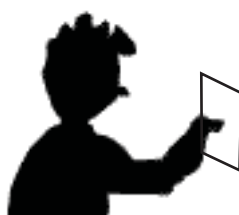
mix	the oil and the onions
	the fish
chop	three eggs and some sugar
cook	the lemon juice
add	some salt
put	the water in the pot
make	small, round cakes
	the flour with the chilli and potatoes
boil	bean curry
	the garlic to the sauce

**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.**



First,  
chop the cabbage  
and mix it with the sugar  
and the chilli...

## 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...

A can of...

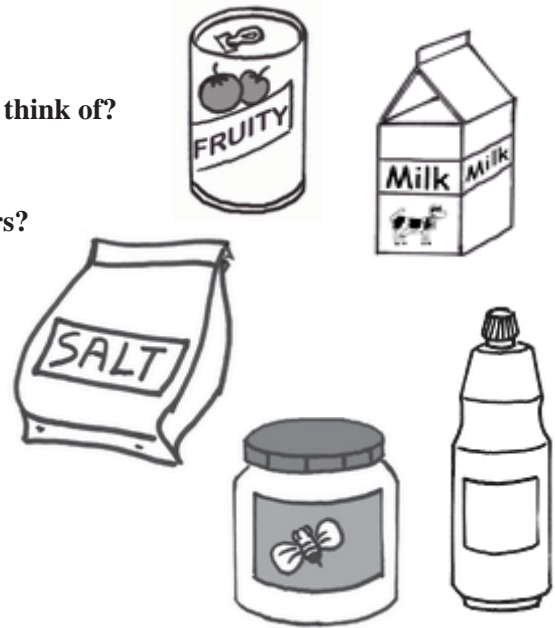
A packet of...

A bag of...

A jar of...

A carton of...

biscuits	oil	flour
rice	milk	coffee
tomatoes	honey	
cigarettes	tea	
sweets	fishpaste	
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 (eat a lot of this)	not very healthy (eat some of this, but not a lot)	unhealthy (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        | travelling                 |
| coconut juice  | spending time with her mum |
| dogs           | selfish people             |
| durian         | pollution                  |
| washing dishes |                            |



3.6 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>I like walking</i> | dogs           |
| travelling                 |                       | selfish people |
| coconut juice              |                       | durian         |
| spending time with her mum |                       | pollution      |
| washing dishes             |                       |                |

D. Rank them from *love* to *hate*.



### 6.2 What do you like?

A. Match the faces to the phrases.



don't mind hate like  
don't like 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:

1 point = *I hate it*, 2 points = *I don't like it*, 3 points = *I don't mind it*, 4 points = *I like it*, 5 points = *I love it*

Do you like...

1. studying?
2. making money?
3. going to meetings?
4. listening to the news?
5. exercise?

Total score \_\_\_\_\_

Do you like...

1. going to parties?
2. gossip?
3. sports?
4. visiting friends?
5. jokes?

Total score \_\_\_\_\_

Do you like...

1. sleeping?
2. eating sweets?
3. watching movies?
4. listening to music?
5. hammocks?

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. <sup>1.</sup>\_\_\_\_, choose the colour of paint you would like. <sup>2.</sup>\_\_\_\_, buy the paint. <sup>3.</sup>\_\_\_\_, move the furniture in the room. <sup>4.</sup>\_\_\_\_, tape the windows. <sup>5.</sup>\_\_\_\_, 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

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

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

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

- C.** How many hours each week do you spend doing these things?

- Attending English class.
- Studying other subjects in English.
- Listening to English (outside class).
- Talking in English.
- Reading English.
- Writing English.
- Doing English exercises.

Total \_\_\_\_\_

Is this more or less time than you thought?

## 9. Practice

### 9.1 Exercises

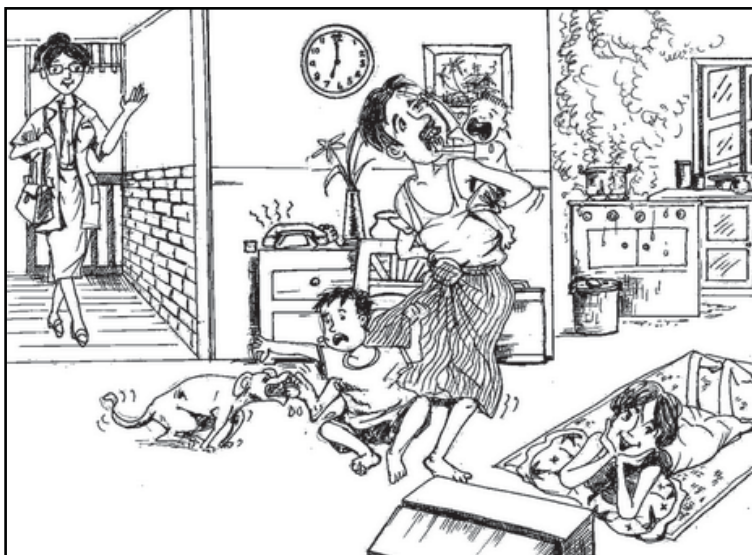
#### A. The present continuous

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!



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.
3. Robert / look after the children.
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.
8. Robert / smile.
9. Su Htet / arrive home now.
10. She / smile.

#### B. Present simple or continuous?

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

behave	sleep	help	fight
wash	watch	kick	cook
			make

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.

#### 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.  
= He's \_\_\_\_\_ dressed.

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

## F. Containers

Answer these questions.

- What do you keep in bottles?
- Where do you put rice?
- Where do you put lemon juice?
- What do you keep in cans?
- What do you keep in bags?
- 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.

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

### 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.

tidy

*I tidied my desk before I left work today.*

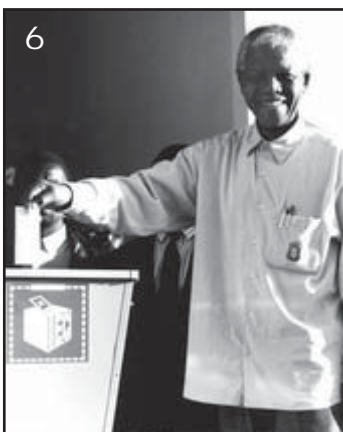
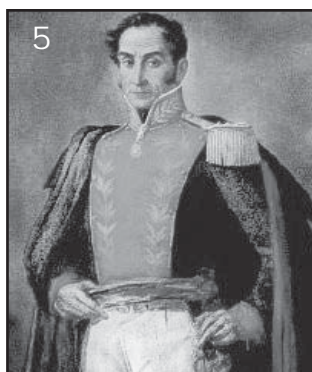
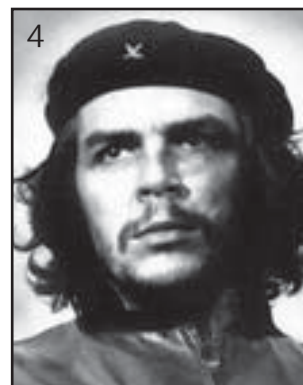
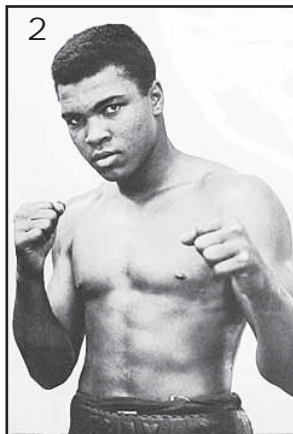


# Unit Four

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

## 1. What Happened?

### 1.1 Famous people



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

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

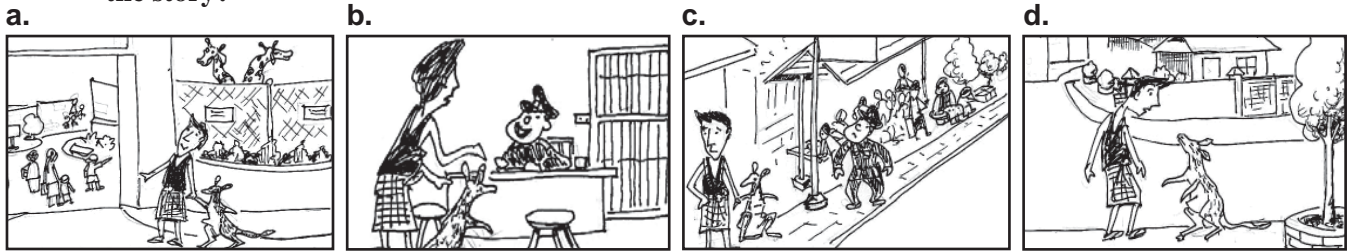
#### B. Match each person with what they did, and fill the gaps.

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

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

## 1.2 Listening: Dee Dee and the kangaroo

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



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

## 1.3 Prediction: Nelson Mandela

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

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

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

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

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

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



## 2. Questions and Answers about the Past

### 2.1 Simon Bolivar

- A. Here is some more information about Simon Bolivar.

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

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

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

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

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

## 2.2 An interview about yesterday

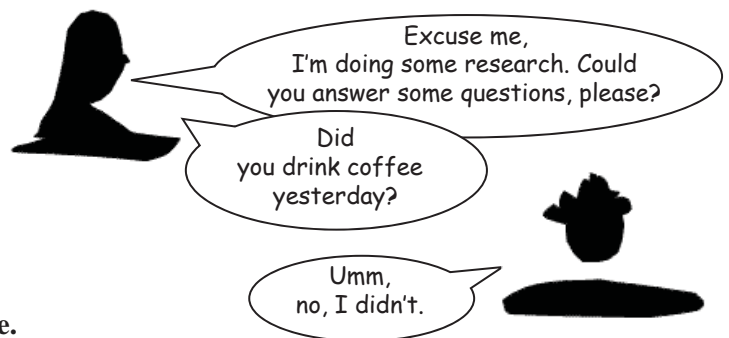
**A. You are going to interview your partner about yesterday. Make *yes/no* questions using the verb in *italics* and one of the words or phrases on the right.**

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

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

**4.2 B. Listen to the interview.**

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



## 2.3 *be* and *do* in the past

**A. Complete these sentences in the past simple.**

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

**B. Complete the rules.**

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

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

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



## 2.4 Wangari Maathai

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

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

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

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



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

## 2.5 Pairwork: Asking about Che Guevara

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

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

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



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

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

## 2.6 More information

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

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

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

## 2.7 Past time expressions

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

Saturday March 15 *To Pyay*

Friday September 8 *Clinic 9am*

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

Wednesday September 6 *Party 9.00pm*

Wednesday September 13 *Mum and Dad*

Friday September 15 *Tea with John 10am*

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

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

**1**  
six months  
yesterday  
last  
two days  
a week  
this  
before

**2**  
afternoon  
ago  
morning  
week  
night  
six months  
two days

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

What  
did you do yesterday  
afternoon?

I did  
my homework.

## 2.8 When did you last...?

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

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

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

never goes out ←————→ goes out a lot

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



### 3. Pronunciation: Past Simple Verb Forms

#### 3.1 Verb endings

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



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

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

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

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

- 4.5 D. Listen and check.

## 3.2 Pairwork: Two truths, one lie

- A.** Think of three sentences about yourself in the past simple.

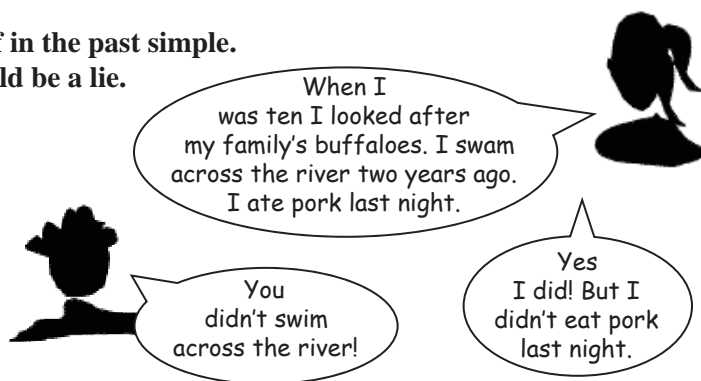
Two sentences should be true, one should be a lie.

- B.** Tell your sentences to your partner.

Can they identify your lie?

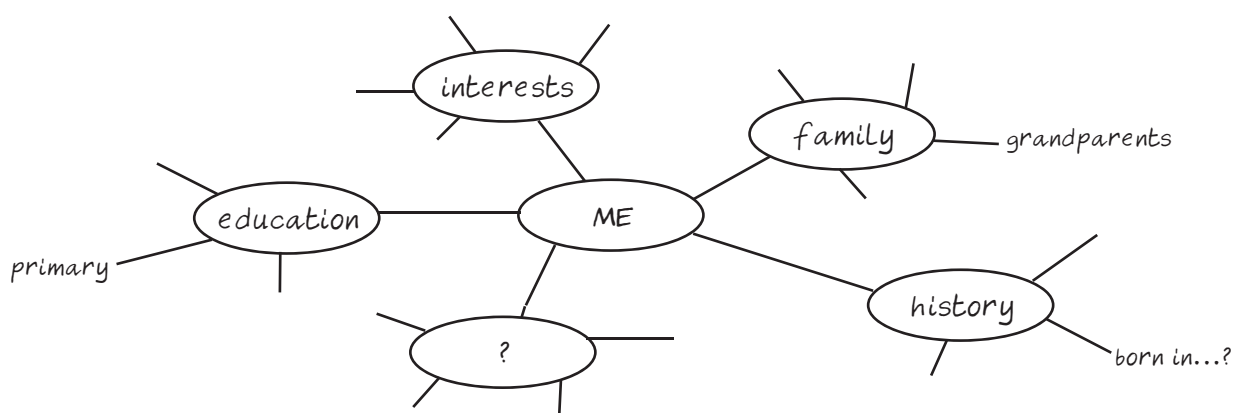
Can you identify their lie?

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



## 3.3 3-2-1: Your life story

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



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

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

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

## 4. In the House

### 4.1 Vocabulary: What's in your house?

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

*drawers    frying pan*

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

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

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

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

## 4.2 Describing rooms

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

cool    spacious    messy  
dark    clean  
comfortable  
large



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

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

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

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



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

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

## 4.3 Pairwork: Listen and draw

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

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

## 5. Adverbs of Degree

### 5.1 How short are they?

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

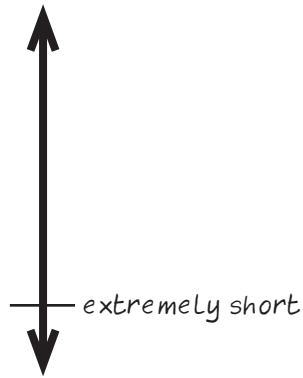


Ni Ni is extremely short – she's only 1 metre tall. Johnny is also really short, but he's taller than Ni Ni. He's 1m 15 cm. Khin Khin is very short – she's 1 m 20 cm. Dennis is fairly short – he's 1 m 40 cm. U Zagara is quite short too – he's 1m 50 cm. He's not very tall, anyway.

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



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



**Do you know any other adverbs of degree?**

**D. Answer these questions.**

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

## 5.2 Relatives from the city

**A. Look at the picture. What is happening?**

**B. Read the text.**



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

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

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

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

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

**Ma Ma Than:** That was a really \_\_\_\_\_ car. I think it was very expensive!

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

**Ma Ma Than:** His wife is \_\_\_\_\_ pretty. How old is she?

**Gyi Than:** She's very \_\_\_\_\_ - Dennis told me she's only 25.

**Ma Ma Than:** She was \_\_\_\_\_ rude. She said our house is \_\_\_\_\_!

**Gyi Than:** She's \_\_\_\_\_ beautiful, but not very \_\_\_\_\_.

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

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

**Ma Ma Than:** And the little boys are lovely.

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

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

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

**Ma Ma Than:** Will we see them again?

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

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

## 6. Restaurants

### 6.1 In a restaurant

- A. What do you do in a restaurant?**

Have you ever been to a restaurant?

- B. Look at the picture. Who are the people?**

What are they doing?

#### Useful Vocabulary

waiter customer menu order bill



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

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

- E. Translate the conversations into your language.**



## 6.2 What's on the menu?

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

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

## 6.3 Roleplay

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



## 7. Writing: Telling a Story

### 7.1 Adverbs

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

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

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

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

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

## 7.2 Storytelling

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

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

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

quickly  
approximately  
angrily  
immediately  
quietly  
eventually  
fortunately

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

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

Kyaw Kyaw <sup>really</sup> 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. really  
especially

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'. finally  
unfortunately  
  
exactly  
unnecessarily  
approximately  
eventually  
immediately

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

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

**Here are some ideas:**

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

## 8. Thinking about Learning: Vocabulary (1)

### 8.1 How do you feel about learning vocabulary?

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

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



Leah, Israel

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



Htet Khaing, Myanmar

Who thinks what?

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

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

Discuss in groups.

### 8.2 Active and passive vocabulary



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

Santos, Brazil

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

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

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

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

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

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

### 8.3 Knowing a word

A. What do you think 'knowing' a word means?

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.

spokesperson    to knit    Look out!    spanner  
beneficial    twerp

C. Compare your decisions with other students.

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

## 9. Practice

### 9.1 Exercises

#### A. A past simple story

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

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

try	live	be	cook	look	go
knock	put	eat	see		

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

<sup>(4)</sup> \_\_\_\_\_ 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 <sup>(5)</sup> \_\_\_\_\_ for a walk.

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

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

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

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

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

Goldilocks suddenly <sup>(8)</sup> \_\_\_\_\_ very tired. The large bed and the medium bed <sup>(9)</sup> \_\_\_\_\_ comfortable. The little bed, however, <sup>(10)</sup> \_\_\_\_\_ fine. Goldilocks <sup>(11)</sup> \_\_\_\_\_ asleep.

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

#### B. Positive and negative

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

For example, yesterday

*San San Aye listened to the radio.*

*Aung Mon didn't listen to the radio.*

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

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

#### C. Questions and answers

Write the *wh*- questions.

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

#### D. Conversation gap-fill

Complete the conversation. Use the past simple tense.

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

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

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

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

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

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

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

## E. Past time expressions

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

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.

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

## 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.

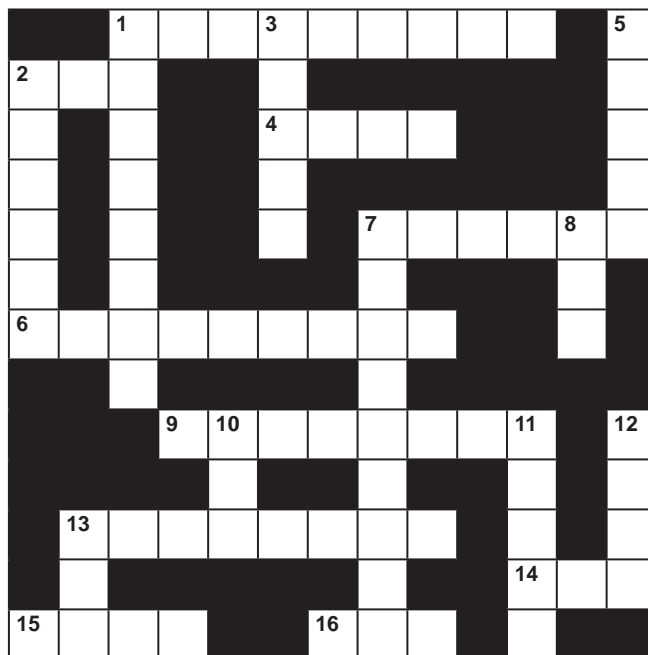
## I. Crossword

### 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.
16. Past tense of 'eat'.

### 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.**

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

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

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

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

successful

အောင်မြင်သော

# Unit Five

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

## 1. The Present Perfect (1)

### 1.1 It's just happened

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

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



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

I've left the house.

I've chopped the onions and chillies.

I've just arrived at your place.

I've just washed my hair.

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

**a**

**b**

**c**

**d**

**e**

Oh, no! I've spent all my money on phone calls!

5.1 D. Listen and check.

## 1.2 Forming the present perfect

### A. Complete the rules.

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

### 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		

### B. Complete the table with the past participles.

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

### E. Think of some more verbs for each group.

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

## 1.3 What's just happened?

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



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

## 1.4 Cause and effect

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

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

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

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



## 1.5 Things have changed

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

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

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



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

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

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

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



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

## 1.6 Getting ready

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

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

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

subject + \_\_\_\_\_ + *not* + \_\_\_\_\_

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

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

\_\_\_\_\_ + subject + \_\_\_\_\_

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

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

Things to do

- get glasses of water
- write an agenda

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

## 1.7 yet and still

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

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

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

1. I haven't bought you a present<sup>yet</sup>, 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*.

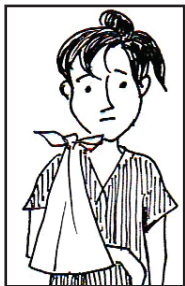
- |                                     |  |
|-------------------------------------|--|
| 1. Have they received the rice yet? | No, <u>they're still waiting for it.</u> |
| 2. <u>Are they still here</u> ?     | No, they've gone home.                   |
| 3. Has she gone home yet?           | No, _____.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

## 1.8 Positive and negative

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

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

a.



b.



c.



d.



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

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

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





## 1.9 I've already done it

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



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

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

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

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

**Chuck:** Have you bought your tickets yet?

**Nang Seng:** No, not yet.

**A. Tick the things Nang Seng has got.**

visa \_\_\_\_ suit \_\_\_\_ coat \_\_\_\_ tickets \_\_\_\_

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

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

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

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

cook food	✓
buy drink	
clean house	✓
light candles	

## 2. Present Perfect or Past Simple?

### 2.1 Which tense?

**A. Read the conversation.**

**Gerry:** What have you done to your hair?

**Mi Mi:** I've cut it short.

**Gerry:** Why did you do that?

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

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

**B. I've cut it short.**

I didn't like washing and combing it.

**Which sentence focuses on the situation now?**

**Which sentence focuses on a past situation?**

**C. Choose the present perfect or past simple.**

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

### 2.2 Listening: What's the situation?

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

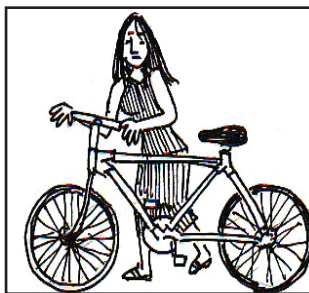
a.



b.



c.



d.



**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'.

Have you washed your hair today?

Yes, I have.

When did you wash your hair?

At 9 o'clock.



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

B. Tell your partner what you found out.

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



3. Clothes

3.1 Vocabulary: Casual and formal clothes

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

casual clothes	both casual and formal	formal clothes

3.2 What are they wearing?

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



**B. Read the information in the box.**

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

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

**Think about traditional clothes from your culture.**

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

### 3.3 Clothes from different cultures

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



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



**B. Which dancer is wearing...?**

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



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



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

### 3.4 When do you wear...?

- A.** Read the box on the right.

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

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

- C.** Write three things that people wear:

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

I never wear a tie.

I wear make-up when I go out.

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

I wear shorts and sports shoes when I play volleyball.

I usually wear a longyi to school.

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

I wear glasses for reading.

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



### 3.5 Working clothes

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

	Picture	Clothes
A		
B		
C		

1.



2.



3.



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

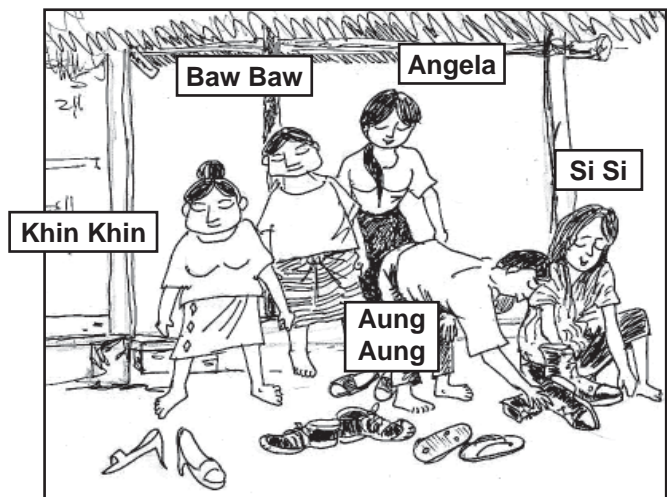
## 4. Possession

### 4.1 Whose shoes?

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

- B. Complete the table.

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



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

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

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

### 4.2 Expressing possession

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

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

- B. Write the correct possessive pronoun or possessive noun.

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



### 4.3 Pronouncing the possessive 's

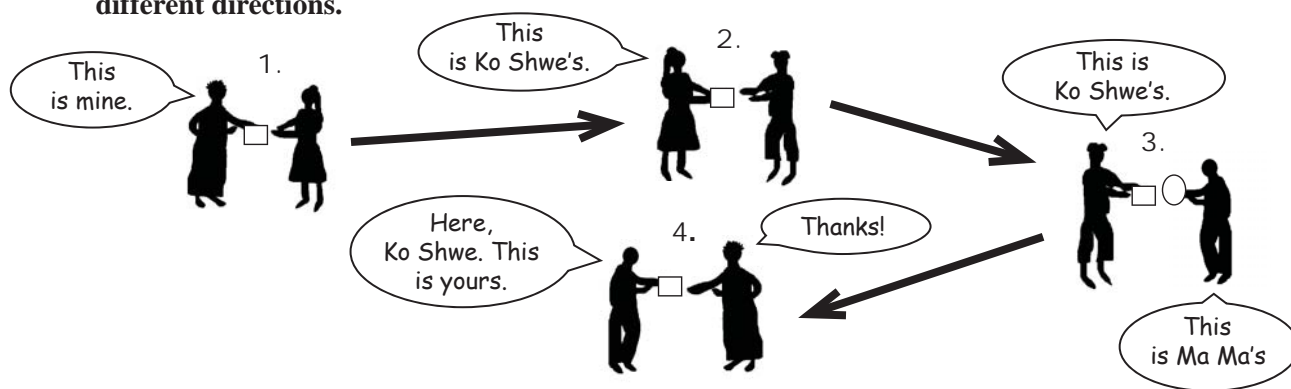
A. Look at these sentences. Practise saying them.

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

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

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

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



## 5. Pronunciation: Short Forms

### 5.1 Contractions

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

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

you  
we  
she  
they  
where  
that  
here  
Aung Mon  
the house

is  
has  
have  
am  
will  
are

2. are aren't

is  
was  
were  
will  
have  
has  
did  
can  
could

not

5.8 B. Listen and check your answers.

5.8 C. Listen again and repeat.

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

1. auxiliary verbs • I've done it.
2. *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
2. bargain
3. item
4. discount
5. common
6. chain store

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

### 6.2 People buying things

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

Conversation 1: The \_\_\_\_\_ cost \_\_\_\_\_ baht.

Conversation 2: The \_\_\_\_\_ cost \_\_\_\_\_ dollars.

Conversation 3: The \_\_\_\_\_ cost \_\_\_\_\_ kyat.

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

- a kilo of bananas
- a buffalo
- two hats

## 7. Writing: Punctuation

### 7.1 Capital letters, commas, full stops and apostrophes

We use capital letters for:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **8. Thinking about Learning: Vocabulary (2)**

### **8.1 How do you like to learn?**

**A. These students have different strategies for learning vocabulary.**

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

**- Carmen, Spain**

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

**- Tashi, Tibet**

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

**- Sophy, Cambodia**

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

**- Jeannot, Haiti**

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

**- Rud, Denmark**

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

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

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

### **8.2 Vocabulary learning strategies**

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

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

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

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

## 9. Practice

### 9.1 Exercises

#### A. What's the word?

Write the correct form of the verbs in the puzzle.

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

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

#### B. Make sentences

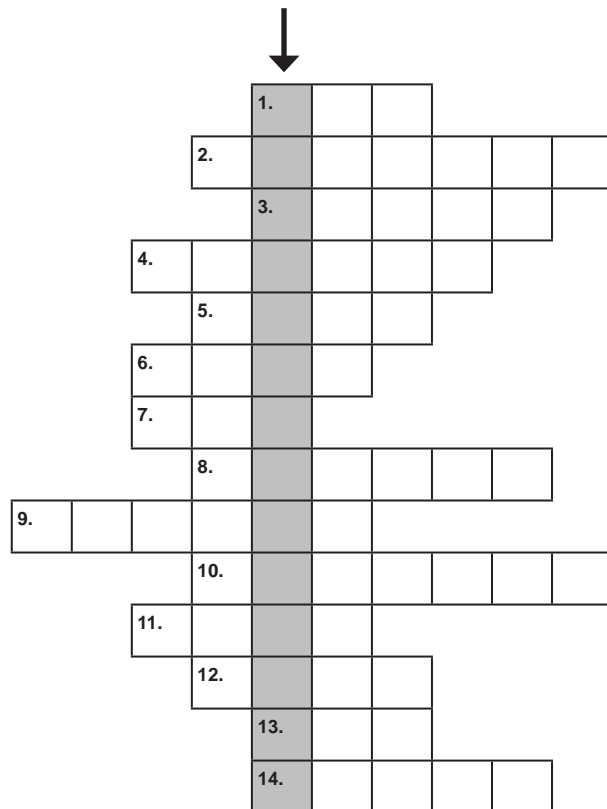
Make sentences using the present perfect. Use contractions where possible.

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

#### C. just and yet

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

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



#### D. Present perfect or past simple?

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

- I \_\_\_\_\_ (*build*) a new house. I \_\_\_\_\_ (*finish*) it yesterday.
- 'Do you know where the teacher is?'  
'Yes, I \_\_\_\_\_ (*see*) her five minutes ago. She's in the library.'
- 'What time will your parents get here?'  
'They \_\_\_\_\_ (*arrive*) already. They \_\_\_\_\_ (*catch*) the train yesterday.'
- 'What's in the newspaper today?'  
'I don't know. I \_\_\_\_\_ (*not / read*) it yet.'
- 'Was the maths exam difficult?'  
'I don't know. I \_\_\_\_\_ (*be*) sick last week, so I \_\_\_\_\_ (*not / go*) to school on Friday.'
- 'What are you going to study next year?'  
'I'm not sure. I \_\_\_\_\_ (*not / decide*).'
- '\_\_\_\_\_ you \_\_\_\_\_ (*have*) your dinner yet?'  
'No, I'm not hungry yet.'
- '\_\_\_\_\_ 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<sup>yet</sup>? (1)
2. My brother hasn't had a job since December. He's looking for one. (1)
3. 'I want to borrow your book.'  
'That's fine. I've finished it.' (1)
4. Ni Ni hasn't graduated. She's studying. (2)
5. 'Where's U Lwin? Has he arrived?'  
'He's left. He came at 6, and left at 6.30.' (2)
6. 'Are you waiting for the bus? I think it's gone.' (2)
7. 'Do you want to eat with us?'  
'No thanks. I've eaten.' (1)
8. 'Are your parents living in Bagan?'  
'No, they've moved to Mandalay.' (1)
9. 'Where does Kyaw Kyaw work?'  
'I don't know. Maybe he works in the factory, or maybe he's got a new job.' (2)
10. 'We haven't done it because she wants to wait.' (1)

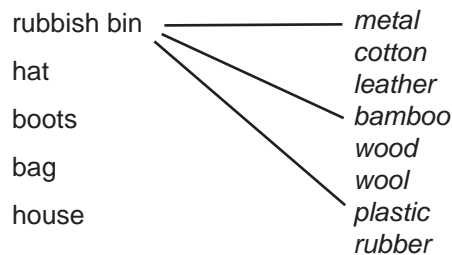
## F. What are the clothes?

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

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

## G. be made of

Match these things with what they are made of.



Now write four sentences, e.g.

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

## H. Possessives

Rewrite these sentences using a possessive pronoun or 's.

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

## I. Write the reply

Write the other half of this conversation.

1. *How much is this?*

2.

2,000  
kyat.

3.

That  
one is cheaper -  
1,500 kyat.

4.

OK -  
1,300.

5.

You  
can have two  
for 2,500.

Here  
you are.

## 9.2 Vocabulary review

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

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

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

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

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

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

# Unit Six

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

## 1. Quantity

### 1.1 What do we need?

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

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

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



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

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

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

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

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

## 1.2 a/an, some and any

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

1.



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

2.

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

'Why are you doing that?' I asked.

'To keep the kangaroos away', he replied.

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

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



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

## 1.3 some and any in questions

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

What type of questions use *some*?

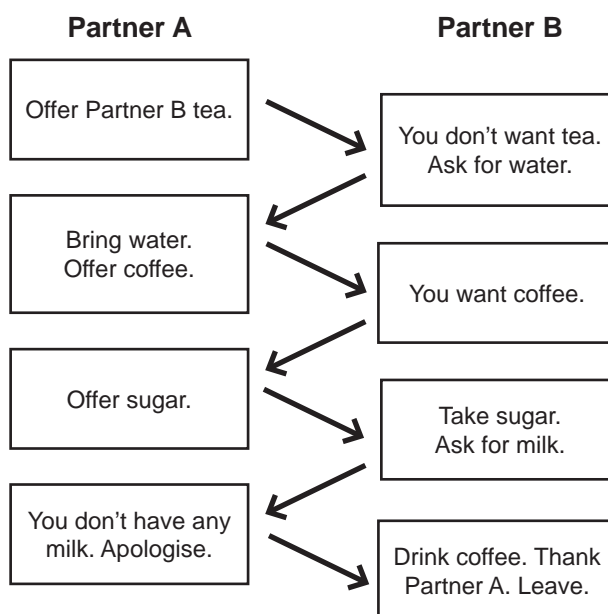
- Can I borrow some money?
- Do you want some cake?
- Are there any bananas?
- Do we have any water?
- Would you like some more sugar in your tea?
- Is there any coffee in the jar?
- Have you got any children?
- Do you need some more information?

### B. Write questions for these situations.

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

### C. Practise asking and answering in pairs.

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



### E. Perform your dialogue to the class.



## 1.4 Quantity expressions

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



1.

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

2.

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

3.

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

4.

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

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

countable	both countable and uncountable	uncountable
very few	lots of hardly any	not much

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.

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

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

F. Fill the gaps to complete the rules.

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

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

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

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

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

There are *very few* giraffes in Myanmar.

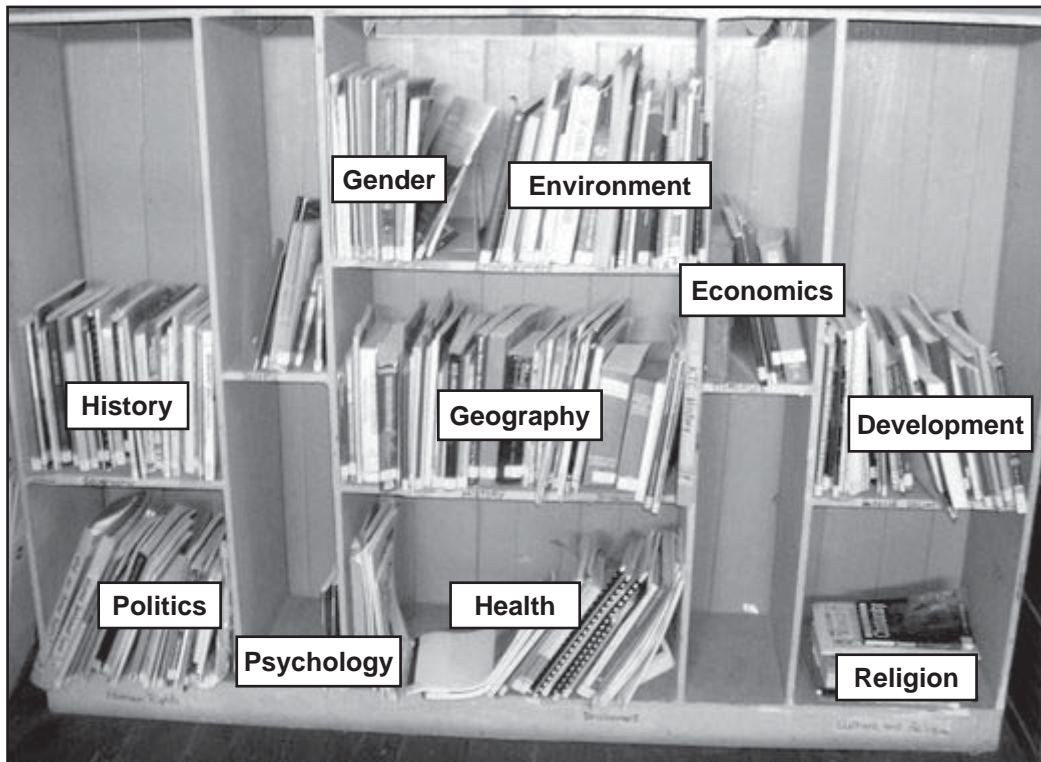
There aren't any giraffes in Myanmar.

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

## 1.6 In the library

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

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



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

report   publish   trafficking   overseas  
donate   popular   researcher

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

**6.2 E. Listen again. Answer these questions.**

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

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

## 1.7 Practice with countable and uncountable nouns

### A. Classify these nouns into countable and uncountable.

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

countable	uncountable
birthday	air

### B. Describe your classroom.

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

### C. Make questions to match these answers.

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

### D. Ask and answer your questions in pairs.

## 2. Complaints

### 2.1 *too* and *enough*

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

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

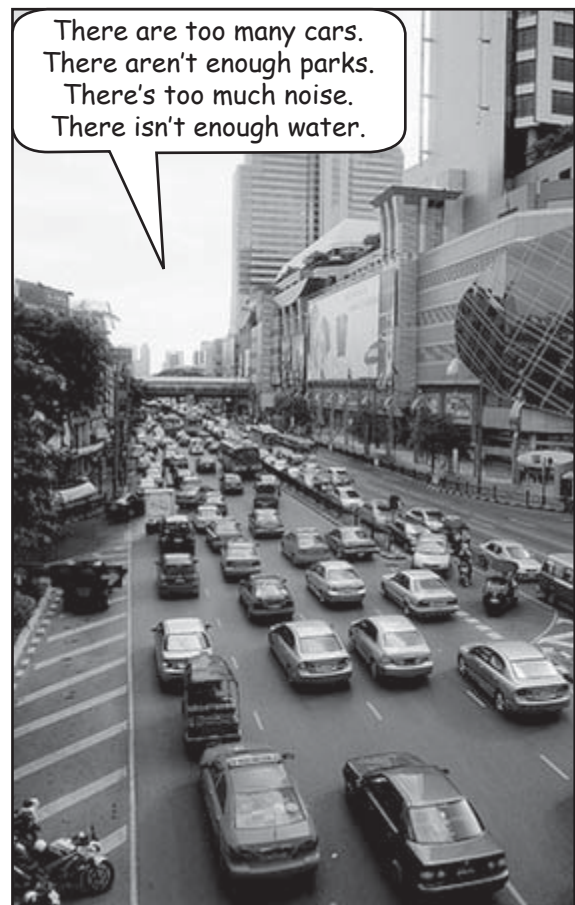
Which do you think are good things? Which are bad things? Which could be both?

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

#### 6.3 C. Listen and check your answers.

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

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



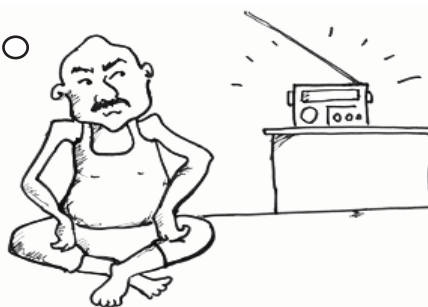
## 2.2 What are their problems?

### A. What are these people thinking?

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

1.

There's too much loud music.  
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*.

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

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

## 3. Measurement

### 3.1 Units of measurement

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

rice   milk   fishpaste   coffee   oil

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

1. A bag of \_\_\_\_\_

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.

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

We also use units with countable nouns.

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

### D. Complete the sentences.

We measure weight using grams and kilograms.

We measure length using \_\_\_\_\_ and \_\_\_\_\_.

We measure volume using \_\_\_\_\_ and \_\_\_\_\_.

### E. What other units of measurement do you know?

## 3.2 Pairwork: Listen and draw

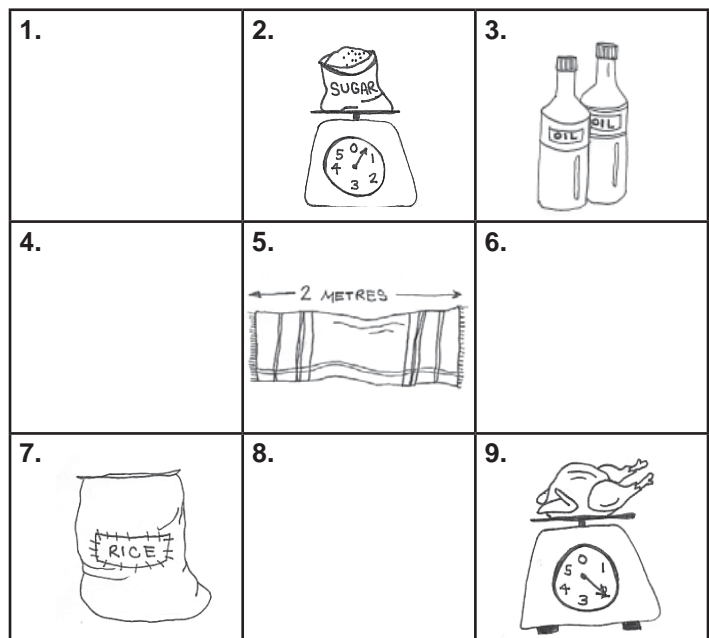
Work in pairs.

Partner A: look at these pictures.

Partner B: look at the pictures on page 213.

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

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



## 3.3 Gap-fill dictation: The shopping trip

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



I needed two  
PING of rice...

I needed two \_\_\_\_\_ of rice...

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

## 4. The Present Perfect (2)

### 4.1 How long?

#### A. Read about Elizabeth.

Where does she

- live?
- work?
- stay?

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



#### B. Which actions are finished?

Which are still happening?

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

#### D. Ask your partner about work or study.

Then tell the class about your partner.

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

### 4.2 for and since

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

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

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

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



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

### 4.3 Aung Mon and San San Aye

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

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

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

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

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

#### C. Complete these sentences about yourself.

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

## 5. Health

### 5.1 Body parts

A. What body parts do you know? Put them in the following categories?

- parts of the head and neck
- parts of the arms
- parts of the torso
- parts of the legs
- organs

B. Play Thingy Says. One person stands in front of the class. That person is 'Thingy'. She or he says, 'Thingy says touch your knee.' Other students obey. Thingy continues giving orders. However, if Thingy doesn't say 'Thingy says...' before the order, students don't obey.

If a student touches the wrong body part, or they obey an order without the words 'Thingy says...', they are out and have to leave the game.

### 5.2 At the clinic

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



B. What words can go in these gaps?

My stomach \_\_\_\_\_s.

I've got a \_\_\_\_\_ in my stomach.

My stomach \_\_\_\_\_s.

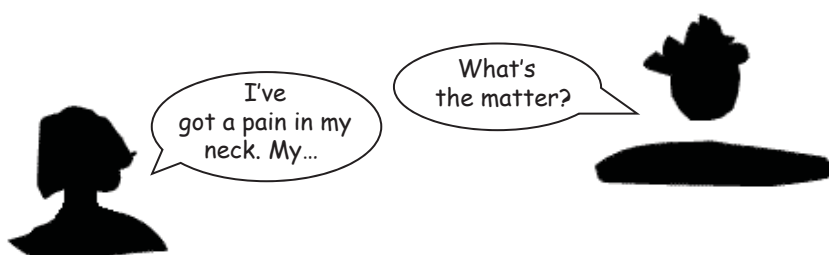
I've got a \_\_\_\_\_ stomach.

C. What are the symptoms of...?

- malaria
- a cold
- a broken leg

D. Choose a health problem, and describe the symptoms to your partner.

Can your partner guess your problem?



### 5.3 Be careful!

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

1.



2.



3.



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

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

### 5.4 Cures

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

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

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

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

Discuss these problems with a partner.

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

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

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

### 5.5 A healthy lifestyle

A. Brainstorm things you can do to stay healthy.

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

#### Health Survey

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

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

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

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

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



## 6. Making Appointments

### 6.1 Cho Cho's appointment

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

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

U Aung: Hello?

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

U Aung: \_\_\_\_\_ is U Aung. How can I \_\_\_\_\_ you?

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

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

Cho Cho: That's fine.

U Aung: OK, \_\_\_\_\_ you then.

Cho Cho: Thank you. See you on Monday.

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

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

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

E. Practise your conversation in pairs.

### 6.2 An appointment with Ban Ki-moon

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



#### Schedule for Ban Ki-moon

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

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

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

You: \_\_\_\_\_?

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

You: \_\_\_\_\_?

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

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

## 7. Writing: Informal Letters and Emails

### 7.1 Informal letters

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

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

**A. When do you send informal letters?**

**B. Label the parts of the letter.**

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

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

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

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

*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*

*June 21, 2009*

### 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.**

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

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

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

## 8. Thinking about Learning: Language Awareness

### 8.1 Who's speaking?

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

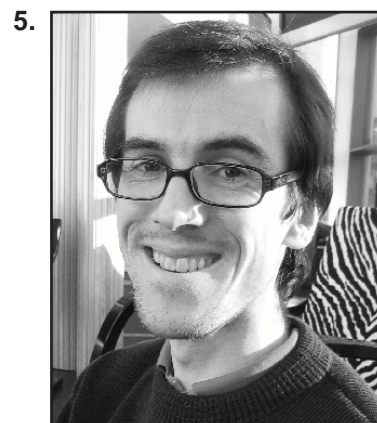
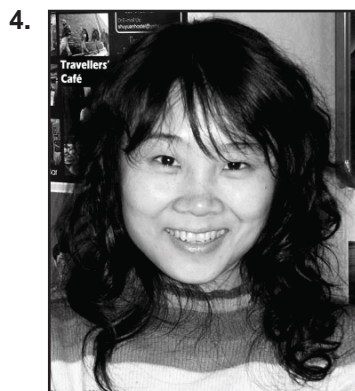
Nicolas \_\_\_\_\_

Ros \_\_\_\_\_

Tun Tun \_\_\_\_\_

Tze Ming \_\_\_\_\_

Tanny \_\_\_\_\_



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

### 8.2 Native speakers?

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

native speakers

non-native speakers

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

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

### 8.3 Formal and informal language learning

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

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

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

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

## 9. Practice

### 9.1 Exercises

#### A. Countable or uncountable?

Classify these nouns into countable and uncountable:

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

countable	uncountable

#### B. some and any

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

She doesn't have any bananas

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

#### C. Offers and requests

Write questions, e.g.

Ask to borrow soap powder:

*Can I borrow some soap powder?*

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

#### D. Quantifiers

Read about the situations and choose the best quantifier.

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

He makes lots of / hardly any money.

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

#### E. few and little

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

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

#### F. too much/many

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



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

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

#### G. not enough

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

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

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

For questions 5 and 6, use your own ideas:

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



## H. Measurement

What measurements (not containers) do you use for:

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

## I. Containers

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

e.g. oil bottle

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

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

e.g. sack rice, potatoes

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

## J. for and since

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

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

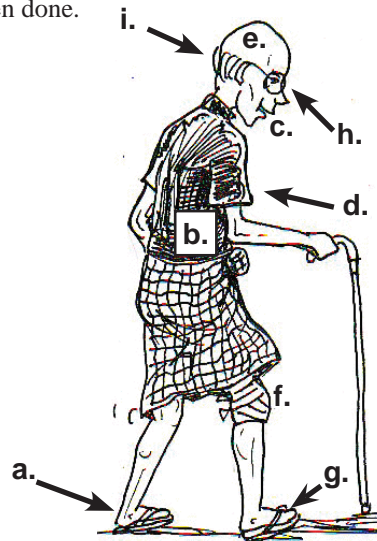
## K. Making an appointment

Put this conversation in the correct order.

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

## L. Body and health crossword

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



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

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

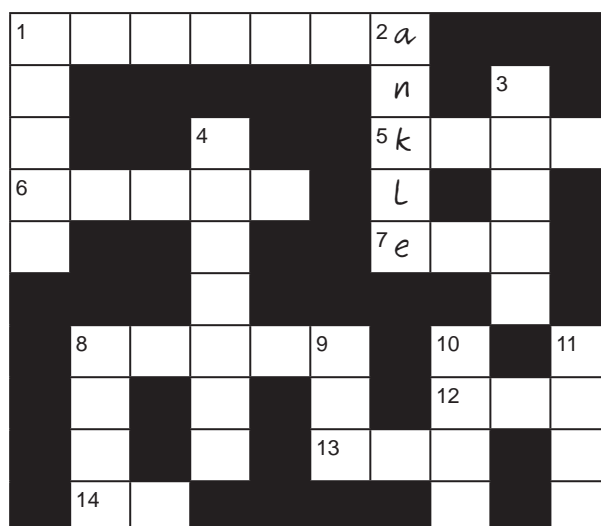
**UZO:** Yes, I feel really hot. My \_\_\_\_\_ (**b: 4 down**) hurts as well. Also, my \_\_\_\_\_ (**6 across**) ache – I haven't brushed them since last week. My \_\_\_\_\_ (**c: 1 down**) is bleeding. And I have a pain in my \_\_\_\_\_ (**d: 8 across**), and a \_\_\_\_\_ (**e: 8 down**) ache.

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

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

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

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



## 9.2 Vocabulary review

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

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

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



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

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

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

base verb    modal verb    subject

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

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

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

- F. Make two predictions about each situation, one with *will* and one with *won't*. Use the verbs in the box.**

pass	<del>forget</del>	catch	go	miss	stay	<del>go</del>	win	fail	lose
------	-------------------	-------	----	------	------	---------------	-----	------	------

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

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

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

## 1.2 Questions with *will*

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

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

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

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

## 1.3 Roleplay: Tell a fortune

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



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



Some fortune tellers use cards to help predict the future.



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



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

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

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

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

## 1.4 Pairwork: A visitor from the future

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

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

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

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

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

**Answer Partner B's questions.**

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

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

## 2. Probability

### 2.1 It might happen

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

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

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

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

*Take some water. You might get thirsty.*



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

### 2.2 might

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

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

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

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

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

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

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

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

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

### 2.3 The next three years

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

Make some predictions from the table.

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

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

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

- C.** Tell other students your predictions.

### 3. *if...*

#### 3.1 Global warming

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

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



C. Read the text then match the sentence halves.

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

Here are some of the possible effects of global warming:

##### Natural Disasters

- The **sea level** will rise. Many flat areas will be under water.
- There will be more **storms, floods** and **hurricanes**.

##### Health

- Some parts of the world will become too hot to live in.
- There will be more mosquitoes. This will lead to more disease such as malaria and dengue fever.

##### Plants and Animals

- Some plants and animals will not be able to live in hotter temperatures.
- Many plants and animals will become extinct.

##### Food

- In some areas of the world, people will not be able to grow enough food.
- In other areas, people will be able to grow different food crops.

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

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

E. Complete these sentences with your own ideas.

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

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

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

**7.3** G. What does Lucy say about:

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

## 3.2 The first conditional

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

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

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

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.

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

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

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

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

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

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

## 3.3 *if* and *when*

### A. Put this conversation in order.

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

What do you think is the relationship between the speakers?

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

When do we use *when*?

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

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

## 3.4 Conditionals with other modals

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

### A. Match the sentence halves.

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

### B. Complete the sentences.

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





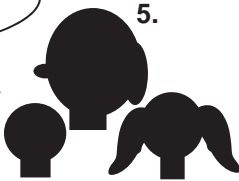

### 4.1 Indoors and outdoors

- 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?

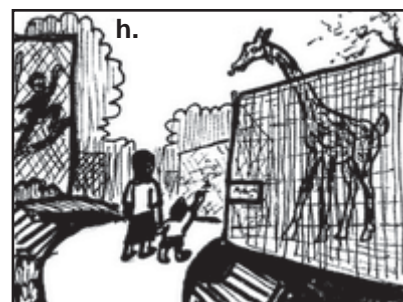
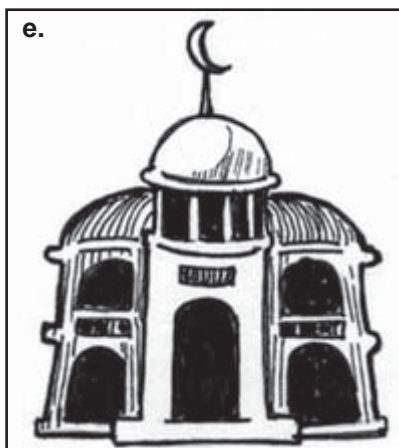
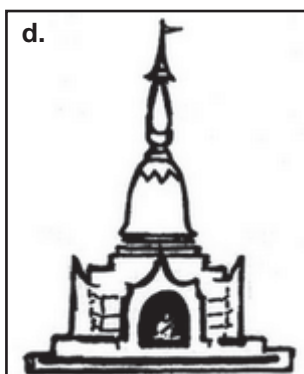
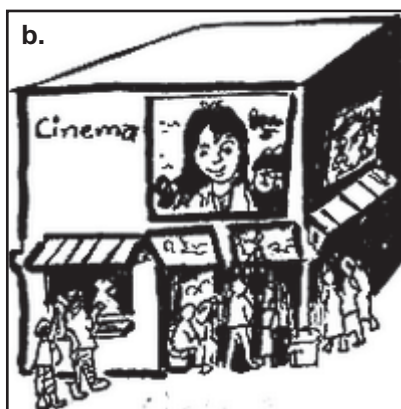
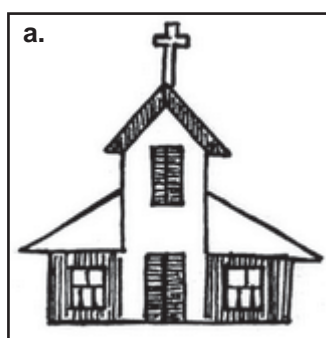
indoors	outdoors	both

### 4.2 Around town

- A. Here are some visitors:

1.  We're students. We want to learn about different cultures, and get some information.  
Where can I take the children?
2.  I just want to eat, drink and relax.
3.  We're interested in sport. Where can we get some exercise?
4.  We want to go out dancing at night. Where's the nightlife in this place?
5.  I like nature. I prefer to spend my time outdoors.
6.  I like nature. I prefer to spend my time outdoors.

Here are some places. What are they?





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

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

### 4.3 Listening: Living in Chiang Mai

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

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

Put ticks in the correct boxes.

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

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

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

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

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

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



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

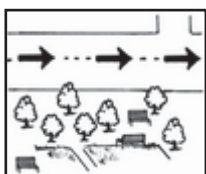
**A.** Paw Paw is visiting her friend Lu Lu Aung. Lu Lu Aung is showing her around the neighbourhood. What questions might Paw Paw ask?

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

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

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

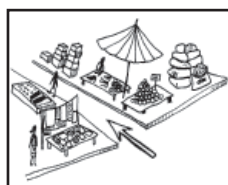
1.



2.



3.



4.



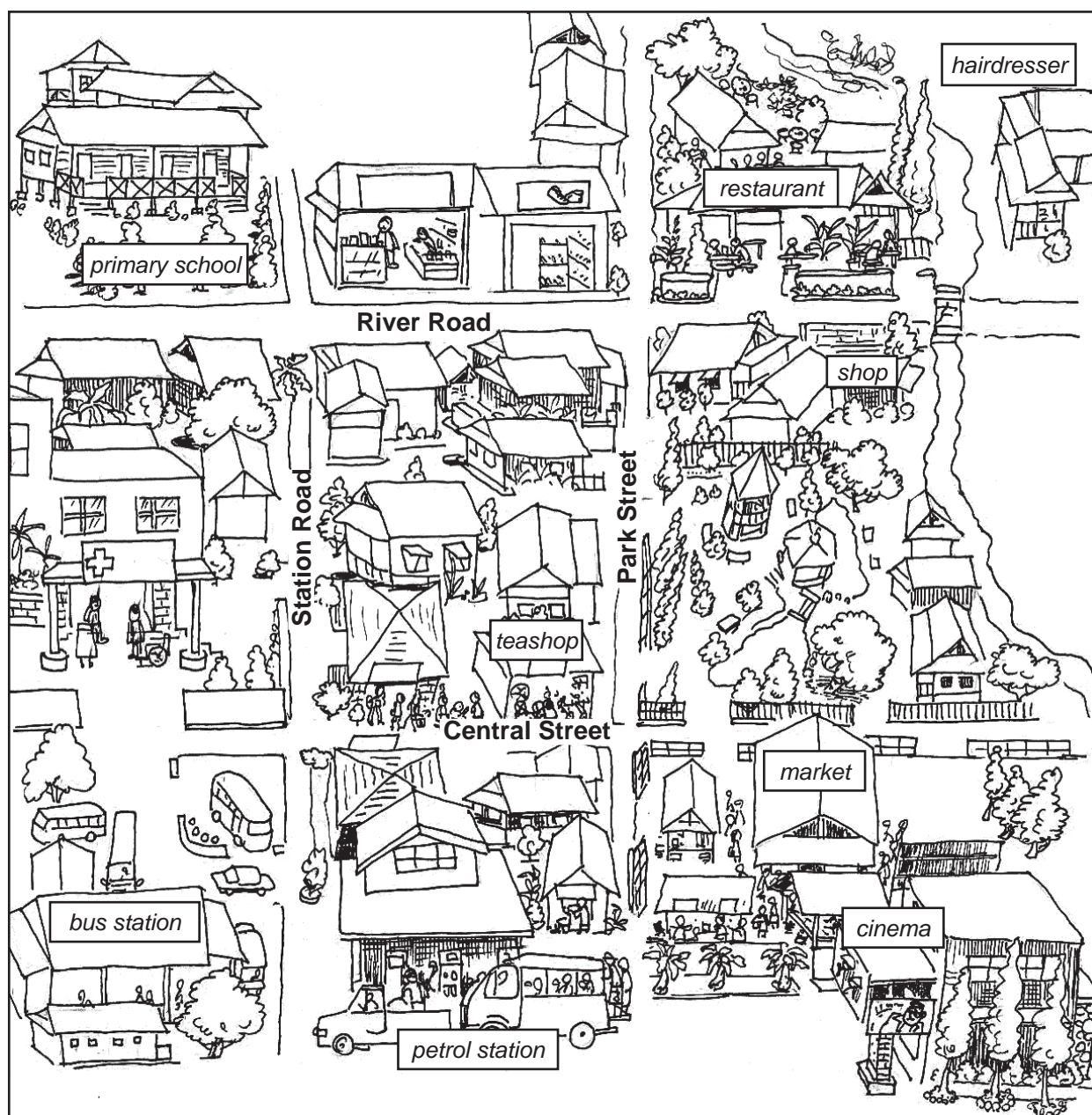
5.



6.



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



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

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

#### E. Write the directions.

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

### 4.5 In your neighbourhood

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

They want to do these things:

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

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

Where can they go? Write some directions for them.

## 5. Pronunciation: Silent Letters

### 5.1 Code puzzle

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

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

#### 7.6 B. Listen and check.

#### C. Put the silent letters from the words in A into the gaps, and spell a message, e.g. $\frac{H}{1}e\frac{L}{1}l\frac{o}{1}$

You  $\frac{\quad}{2}ave$  nearly finis $\frac{\quad}{3}ed$  Unit Seven,  $\frac{\quad}{5}a\frac{\quad}{7}e$   
one  $\frac{\quad}{6}undred$  and seven. Good  $\frac{\quad}{4}uc\frac{\quad}{8}!$

#### D. Write sentences using as many of the words from A as possible.

1 word in a sentence – 1 point

2 words in a sentence – 2 points

3 words in a sentence – 3 points

etc.

e.g. I put my chemistry books in the cupboard.  
= 2 points

Who can get the highest score in five minutes?



## 5.2 Common silent letters

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

when	perhaps	white	hotel
whisky	honest	home	
whole	ache		

silent h	sounded h

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

obey	bomb	number	comb
	debt	bus	beer
biscuit	climb	bath	rob

silent b	sounded b

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

two	away	wrist	wrong
answer	wing	west	
who	walk	wheel	

silent w	sounded w

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

psychology	appear	peace
cup	grandparents	escape
receipt	put	rope

silent p	sounded p

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

knife	kick	kill	awake
knowledge	knee	kiss	
break	know	kitten	

silent k	sounded k

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

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

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

## 6. Contradicting

### 6.1 Listen and answer

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



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



## 6.2 Listen and contradict



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

Rabbits eat meat.

No  
they don't!



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



We're Mexican.

No  
you're not!



## 7. Writing: Formal Letters and Emails

### 7.1 Formal letters

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

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

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

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

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

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

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

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

26E Anawrahta Road  
Yangon  
Myanmar

July 30, 2007

Ms Stefanie Gray  
Northopia University  
Northopia 46QT55

Dear Ms Gray,

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

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

I look forward to hearing from you.

Yours sincerely,

*Myo Win*

Myo Win

## 7.2 Formal emails

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

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

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

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

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

## 8. Thinking about Learning: Communication Strategies

### 8.1 Situations

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

**Situation 1:** You are speaking your own language, with someone who only understands it a little. Do you change the way you speak? How?

**Situation 2:** You are speaking English with someone who speaks less English than you. Do you change the way you speak? How?

**Situation 3:** You are speaking English with someone who speaks much more English than you. How do you get them to change the way they speak?

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

repeat  
rephrase  
clarify  
translate  
check

*to say the same message using different words*  
*to say the same message in a different language*  
*to ask if you understood the message correctly*  
*to make the message clearer*  
*to say the same message again*

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

**Listen to these conversations, and complete the sentences.**

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

### 8.2 Pairwork: Shopkeepers and customers

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

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

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

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## 9. Practice

### 9.1 Exercises

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

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

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

#### B. Questions with *will*

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

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

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

#### C. *might*

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

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

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

## D. Probability

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

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

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

She is interested in Chinese history and culture, so in her free time she \_\_\_\_\_, and she \_\_\_\_\_. She \_\_\_\_\_, but she hasn't got much money. Some of her friends want to go out at night, but she \_\_\_\_\_. She hates dancing.

- make a speech
- organise a workshop
- stay with friends
- go to the museum
- go shopping
- go to the theatre
- stay in a hotel
- go out dancing

#### **won't happen**

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

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

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

#### F. Conditionals and modals

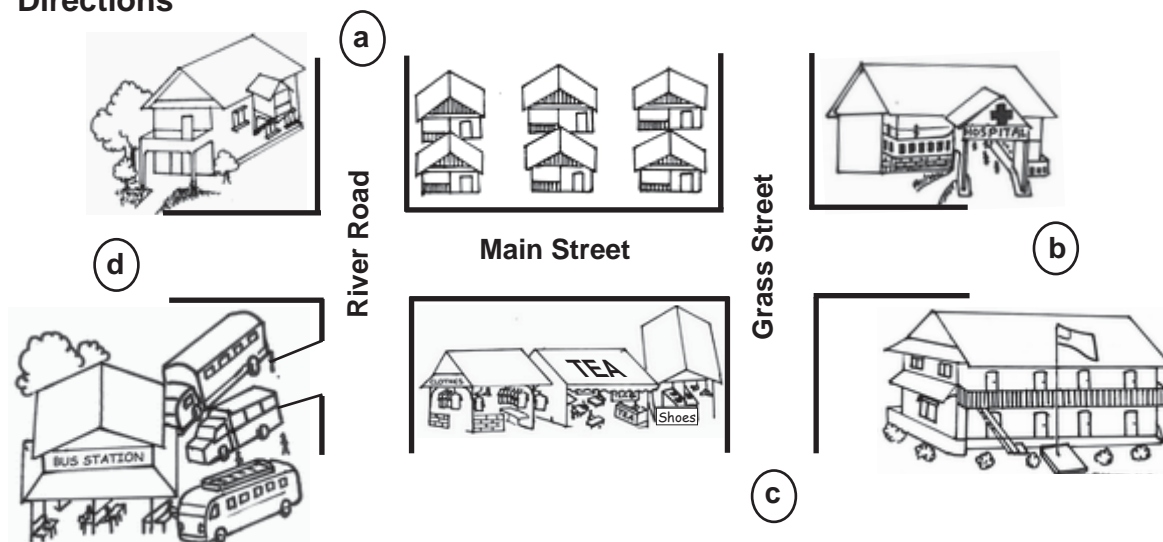
Match the first half of the sentences with the clauses in the box.

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

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



## G. Directions



Write directions:

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

## H. Where are you?

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

## I. Places

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

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

## J. Contradicting

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

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

## K. Silent letters

Circle the silent letters in this paragraph.

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

## 9.2 Vocabulary review

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

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

absorb (v)	consequence (n)	hurricane (n)	produce (v)
action (n)	contradict (v)	in reference to ( <i>prep</i> )	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 ( <i>adj</i> )	memory (n)	storm (n)
café (n)	fail (v)	miss (v)	suggest (v)
calm ( <i>adj</i> )	fault (n)	mosque (n)	tax (n, v)
cancer (n)	flood (n)	nature (n)	temperature (n)
careful ( <i>adj</i> )	fossil fuels (n)	permit (n, v)	whisper (v)
centigrade (n)	global ( <i>adj</i> )	petrol (n)	
clarify (v)	ground (n)	planet (n)	
climate (n)	honest ( <i>adj</i> )	playground (n)	

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

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

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



*I suggest we move to another planet.*

# Unit Eight

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

## 1. Comparing Things

### 1.1 Which is better?

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

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



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

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



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

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



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

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

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

**C. Answer the questions.**

*In your opinion...*

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

## 1.2 Forming comparatives

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

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

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

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

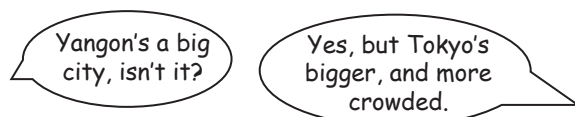
**C. What are the comparative forms of these adjectives?**

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.**

**Comparative Forms**

***One-syllable adjectives:***

tall – taller  
large – larger  
big – bigger

***Two-syllable adjectives ending in -y:***

friendly – friendlier  
ugly – uglier  
friendly – friendlier

***Most other adjectives:***

boring – more boring  
interesting – more interesting  
stupid – more stupid

***Irregular adjectives:***

good – better    bad – worse    far – further



### 1.3 Song: A Bigger Heart

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

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



**B. Answer these questions.**

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

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

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

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

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

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

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

**E. Answer these questions.**

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

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

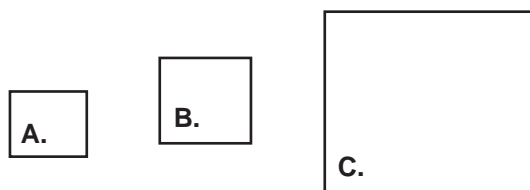
Think of some reasons to support your opinion, and tell others.

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

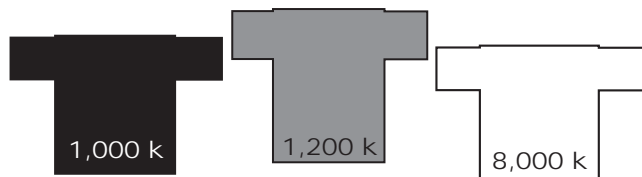


## 1.4 Degrees of comparison

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



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



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

B. Rewrite the example sentences using opposite adjectives.

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

2.

3.

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

5.

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

1. Aung Mon is 32. San San Aye is 33.  
Aung Mon is *a little* younger than San San Aye.  
San San Aye is *a bit* older than Aung Mon.

2. Yesterday I felt very sick. Today I feel great!

3. I can carry 50 kgs. My brother can only carry 48 kgs.

4. U Tin Gyi is bald. Si Si has very long hair.

5. China's population is over 1 billion. New Zealand's population is 4 million.

## 2. Superlatives

### 2.1 Schools

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



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

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



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



B. How many superlative forms can you find?

C. Can you make rules for forming superlatives?

**D. Answer the questions.**

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

## 2.2 Do you agree?

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

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

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



## 2.3 Objective and subjective

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

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

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

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

What about these questions?

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

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

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

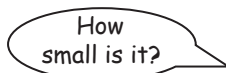
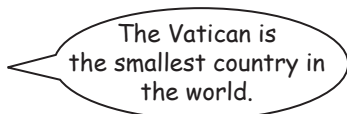
**E. Look at the texts in 2.1 A. Which superlative statements are objective, and which are subjective?**

## 2.4 World records

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

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

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



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

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

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

## 2.5 Pairwork: More world records

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

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

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

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

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

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



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

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

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



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

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

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

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

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

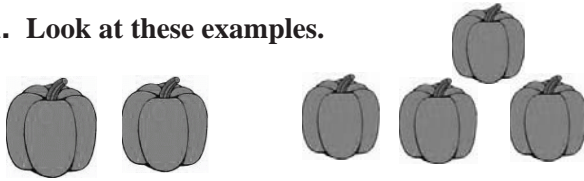
**12** - The shortest war happened in Zanzibar in 1896. British ships bombed the island of Zanzibar at 9am on August 27. At \_\_\_\_\_ Zanzibar surrendered.



### 3. Comparing Quantity

#### 3.1 *more, less and fewer*

A. Look at these examples.



*I have two pumpkins. Mi Mi has four pumpkins.*

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

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

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

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

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

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

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

brothers and sisters  
jewellery  
books  
teaching experience

#### 3.2 *most, least and fewest*

A. Look at these examples.

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

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

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

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

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

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

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

*Interfish employs the fewest women.*

C. Read the information about these rich people.

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



dollars. Madonna, one of the highest paid musicians in the world, has about 700 million dollars. Queen Elizabeth



of England has only 330 million dollars.

Write sentences comparing Bill Gates, Queen Elizabeth and Madonna.

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



### 3.3 Listening: The most and the fewest

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

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

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

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

### 3.4 Random comparison

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

Use your imagination!

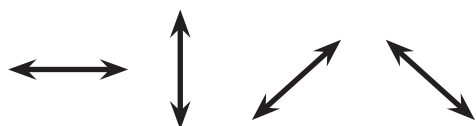
A banana and a chicken  
A maths textbook and a house  
A fish and a bicycle

**B.** Think of a noun.

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

### 3.5 Usage Noughts and Crosses

Play this game in teams of three or four.  
Join with another team.  
One team is Os, one team is Xs.  
Take turns to make a sentence using the word in a square. If your sentence is correct, write an O or X in it.  
If your sentence is wrong, you don't get the square, and the other team has a turn.  
When your team gets three squares in a row, you win.



more	less	fewer
enough	most	much
a bit	too	many

## 4. Free Time

### 4.1 Activities

A. What free time activities do you know?

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

*go swimming, go running...*

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

*play football, play table tennis...*

D. Which of these activities do you do?

Which would you like to do?

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

E. Tell the class about your partner.

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

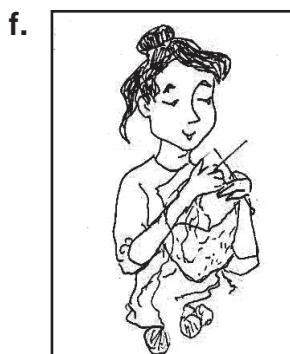
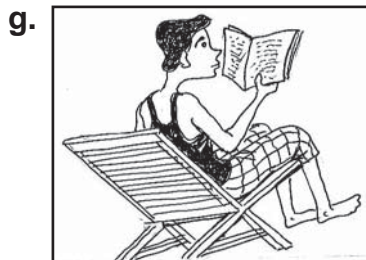


### 4.2 Things people do

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

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

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



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

2. Saw Htoo enjoys exercise and sport.

3. Ko Than spends all his time reading.

4. Mary's very musical.



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

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

7. Zaw Zaw likes games and puzzles.



C. Which person are you most similar to?

### 4.3 Sports

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

sports	players	places	equipment	competitions
football	footballer	pitch	ball	match

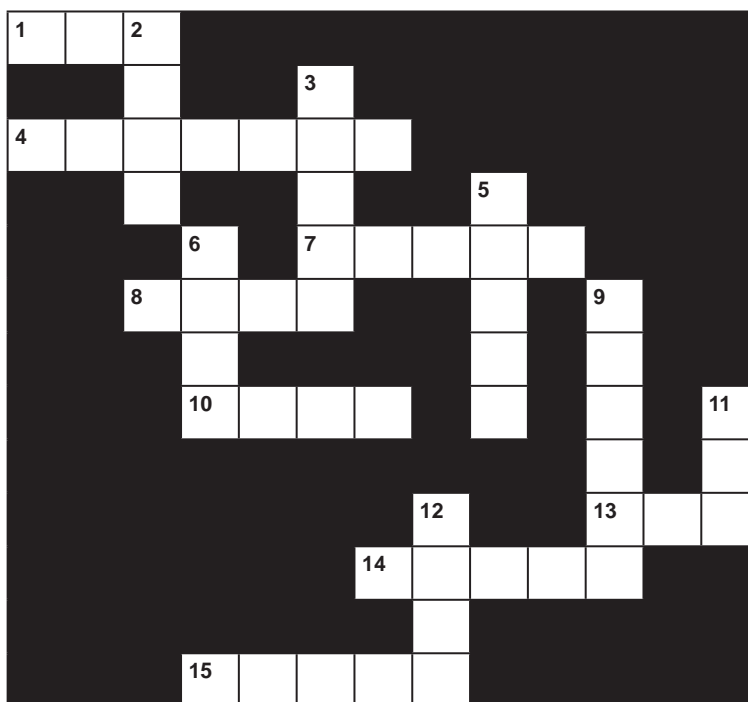
**B. Complete this crossword.**

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

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

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

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



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

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

### 4.4 3-2-1: Sports

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



## 4.5 Listening: Buzkashi

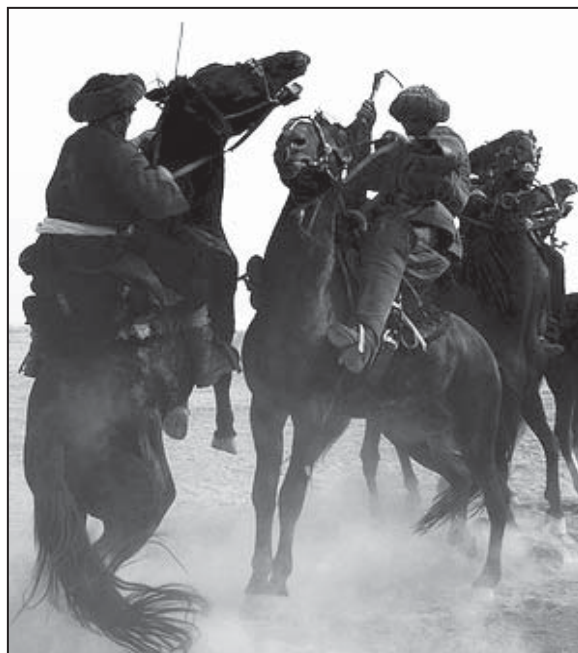
A. Look at the picture. What is happening?

B. Do you know these words?

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

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

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



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



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

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

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

## 5. Ability

### 5.1 good at

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

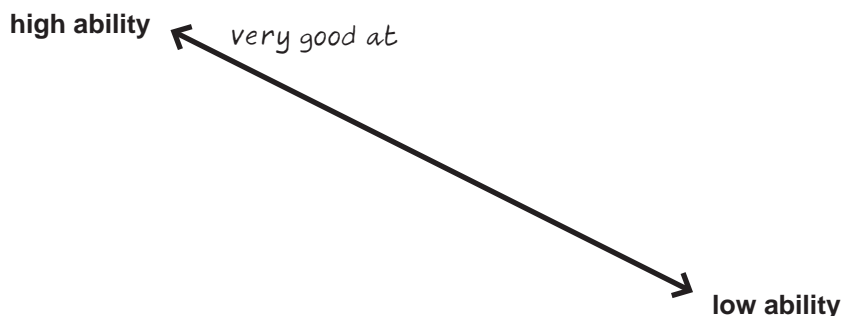
Aung Ko got 79% in his maths exam – he's good at maths – but only 32% in his English exam. Nu Nu got 83% in her Myanmar exam, 77% in her English exam and 87% in her Japanese exam. However, she only got 35% in her maths exam – she's not very good at maths! Naing Naing's quite good at social studies –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

Complete the sentences, using information from the text.

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

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

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



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

## 5.2 Comparing ability

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

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

**B. Think about your family.**

Who is the best at the activities in the chart?

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

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



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



Compare your results with other students.

**C. Complete these sentences.**

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

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

**Talk about:**

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

## 6. Pronunciation: Sentence Stress

### 6.1 How many words?

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

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

1. 8 words

2.

3.

4.

5.

6.

7

8.

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

1. *If she asks, I'll tell her everything.*

2.

3.

4.

5.




6.

7.

8.






### 6.2 Stressed words

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

1. 
2. 
3. 

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

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

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

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

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

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

1. Where are you going?

2. I don't like bananas.

3. I work for my parents in their shop.

Practise saying the sentences with a partner.

## 7. Writing: Linking Words

### 7.1 Advantages and disadvantages

A. Work in groups. Think of the *advantages* (good points) and *disadvantages* (bad points) of teaching.

B. Sayama Win teaches in a school in the countryside. Read what she writes about her job. What is the main point of each paragraph?

C. Where can you put these linking words? They are in the correct order, but you might need to change some of the punctuation.

because

also

as

Therefore,

However,

Firstly,

Secondly,

For example,

Most importantly,

In conclusion,

I like teaching. It is more interesting than other jobs. You do different things every

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

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

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



D. Which of these linking words are used to:

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

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

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

F. Complete the sentences.

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

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

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

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



## 8. Thinking about Learning: Listening Strategies

### 8.1 How do you listen?

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

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



I don't mind if I don't understand everything. The main ideas are enough.  
- Paul, The Netherlands

Who are you similar to?

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

Discuss this in groups.

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

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

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

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

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

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

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

What happens to the words between the stressed words?

What kind of words are stressed?

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

### 8.2 Listening for gist

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

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

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

a.



b.



c.



**B. Write down the words in each part that helped you to decide.**

Part 1	Part 2	Part 3

### 8.3 Listening for detail and gist

- 8.11 A.** Sometimes it's important to hear and understand everything. This is called *listening for detail*. Sometimes you need to hear and understand only the main idea. This is called *listening for gist*. Listen to these conversations. Do you think the woman needs to listen for detail or gist?

Conversation 1: \_\_\_\_\_

Conversation 2: \_\_\_\_\_

- 8.11 B.** Listen again to the 'detail' conversation. What are the important details in this conversation?

**C.** Look at these listening situations. Do you need to listen for detail (D), or gist (G)? Why?

1. A leader is making a speech at the New Year celebration.
2. Your teacher is giving instructions for sitting a class test.
3. Your friends want to go to the movies, and are discussing what movies are playing at the cinema tonight.
4. Your sister is telling you about her exciting new job.
5. Your friend is teaching you how to play a new song on the guitar.
6. Your aunts and uncles are discussing their opinions of modern clothes.

- D.** Three of the situations in C require listening for detail. What details might be important in each?

Situation A:

Situation B:

Situation C:

- E.** Think of some more listening situations and put them into the following table.

Listening for gist	Listening for detail

### 8.4 Listening problems

- A.** In groups, make a list of problems you have when listening to English.

- B.** Exchange problems with another group. In your group, think of some solutions to the other group's problems. Write them on the paper, and give them back.

- C.** Read and discuss the suggested solutions. Are they useful? Discuss them with the class.



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.

## 9. Practice

### 9.1 Exercises

#### A. Comparatives

Rewrite each sentence using an opposite adjective, e.g.

Dogs are smaller than elephants

*Elephants are bigger than dogs*

- Gold is more expensive than silver.
- Primary school children are younger than high school students.
- Metal is heavier than plastic.
- Indonesia is wetter than the Sahara Desert.
- Flying is more difficult than driving.
- Africa is poorer than Europe.

The first letters of the adjectives in the answers to questions 1-6 give the missing word below:

- Mars is \_\_\_\_\_ than Venus.

#### B. More comparatives

Add to these sentences, using the adjectives in the box. There are many possible answers, e.g.

Cats are more intelligent than dogs.

*They're also friendlier and more reliable.*

friendly	ugly	safe	dry	reliable
kind	popular	famous	fast	intelligent
useful	boring	exciting	rich	
experienced	hot	powerful	dirty	

- Cars are more comfortable than motorbikes.  
*They...*
- Madonna is older than Britney Spears.  
*She...*
- Historical films are more educational than action movies.
- My house is cheaper than yours.
- Playing football is more fun than walking.
- Our German teacher is better at teaching than our French teacher.
- The USA is bigger than Cambodia.
- It's less cloudy today than it was yesterday.

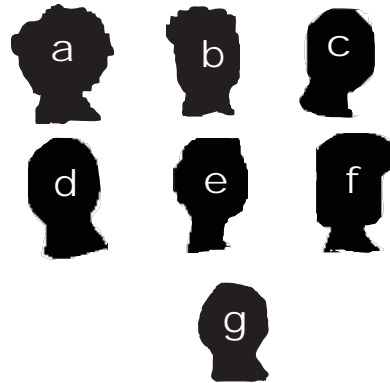
#### C. Degrees of comparison

Write a sentence about each of these situations.

- Bo Aung has 1,000,000 k. Mu Mu has 1,000 k.  
*Bo Aung is much richer than Mu Mu.*
- My father is 1.85 m tall. My mother is 1.79 m tall.
- I'm very healthy. My friend has a fever, a sore throat and a broken leg.
- I'm quite intelligent. My teacher is very intelligent.
- Dogs are a little bit dangerous. Tigers are the most dangerous animals in the jungle.
- I think the Ayeyarwadi river is very pretty, but Inle Lake is really beautiful.

#### D. Superlatives

Who is who? Read the information in the chart and the list of clues to identify each person.



Name	M/F	Age	Job	Height
Hla Hla	f	75	doctor	161 cm
Bo Bo	m	19	student	161 cm
Sita	f	25	student	140 cm
Fred	m	43	artist	180 cm
Kaythi	f	28	singer	153 cm
Than Win	m	44	writer	175 cm
Deborah	f	58	engineer	175 cm

- The oldest person is behind the youngest woman.
- The tallest woman is behind someone who is thirty years younger than her.
- The shortest person is in front of the doctor.
- The tallest man is next to the tallest woman.
- The youngest person is shorter than the person on his right.
- The man on the right of the male student is behind the tallest person.
- The youngest person is the same height as the person on his left.
- The 28 year old singer is not next to anyone.

#### E. Sentences

Make sentences with superlatives.

- Si Si / short student / in the class  
*Si Si is the shortest student in the class.*
- Mosquitoes / dangerous / animal / in Asia.
- U Tin Maung / kind / person I know.
- The roses / beautiful flowers / in the garden.
- This watch / cheap / in the shop.
- New Zealand / far / country from Britain.
- Su Su / Ma Ma's / good / friend.
- Mangoes / delicious / fruit available here.

## F. Comparison of quantity

Below is a table with information about five languages. It shows the percentage of the world's population who speak each language as their native language. Write three sentences about the information using comparatives, and three sentences using superlatives.

Of these five languages:

– Chinese has the most native language speakers.

Language	Native Speakers
Chinese	14%
Hindi	6%
English	5.6%
Spanish	5.6%
Japanese	2%
French	1.2%

## G. good at

Rewrite these sentences using *good/better/best at*.

1. My sister can't play table tennis.
2. I can run faster than Nyi Nyi.
3. My parents are both very clever maths teachers.
4. Daw Nu won a prize for her weaving.
5. I really like your cooking. It's delicious.
6. Naw Moo always has accidents on her bicycle.
7. Mya Mya Than is the top student in English.
8. Devi gets higher marks in her science exams than Ali.

## H. Free time and sports

1. There are 25 free time and sports words in the box. Can you find them all?

2. Which of these words are sports?

3. Which of these activities do you need more than one person to do?

r	c	m	f	h	k	n	i	t	e	a	w	u	s
b	e	n	u	i	t	c	h	e	s	s	r	m	i
a	z	s	g	s	e	h	f	n	d	a	i	e	n
l	s	w	d	v	i	l	c	n	t	r	t	o	b
l	t	i	t	i	r	c	d	i	s	x	i	m	a
g	a	m	e	o	n	n	u	s	y	t	n	r	d
u	m	m	l	l	t	g	h	r	i	c	g	d	m
u	p	i	w	i	v	a	t	t	y	p	c	a	i
m	s	n	a	n	e	e	e	n	r	o	t	n	n
x	o	g	e	l	o	p	a	p	h	a	w	c	t
l	y	c	z	p	m	e	m	p	a	q	c	e	o
y	a	z	c	o	l	l	e	c	t	i	i	k	n
r	u	o	c	t	u	a	b	o	x	i	n	g	t
p	h	o	t	o	g	r	a	p	h	y	r	t	s

4. Which are places where you can do sports or exercise?

5. Which of these words are musical instruments?

## I. Sentence stress

Where does the stress normally go in these sentences?

1. What are you doing?
2. I'm good at English.
3. How's your sister?
4. I'm studying at university.
5. I like writing poetry.
6. My mother is shorter than me.

## J. Translation

Translate these sentences into your language.

1. July is wetter than May.
2. My grandfather is much older than my grandmother.
3. Bill Gates is the richest person in the world.
4. India's got more people than Myanmar.
5. I'm not very good at sports.
6. My teacher is the best in the world!



## 9.2 Vocabulary review

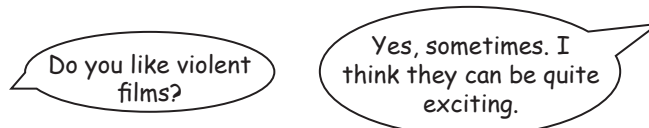
- A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.**

academic ( <i>adj</i> )	cycling ( <i>n</i> )	grow up ( <i>v</i> )	salary ( <i>n</i> )
accent ( <i>n</i> )	deliberately ( <i>adv</i> )	hard-working ( <i>adj</i> )	sand ( <i>n</i> )
according to ( <i>prep</i> )	detail ( <i>n</i> )	involve ( <i>v</i> )	shell ( <i>n</i> )
adult ( <i>n</i> )	develop ( <i>v</i> )	kind ( <i>n, adj</i> )	skilled ( <i>adj</i> )
aim ( <i>v, n</i> )	easy-going ( <i>adj</i> )	knit ( <i>v</i> )	species ( <i>n</i> )
allow ( <i>v</i> )	employ ( <i>v</i> )	manager ( <i>n</i> )	stamp ( <i>n, v</i> )
appropriate ( <i>adj</i> )	equipment ( <i>n</i> )	modern ( <i>adj</i> )	subjective ( <i>adj</i> )
badminton ( <i>n</i> )	estimate ( <i>v, n</i> )	motor ( <i>n</i> )	surrender ( <i>v</i> )
bald ( <i>adj</i> )	except ( <i>prep</i> )	objective ( <i>adj</i> )	survivor ( <i>n</i> )
blood ( <i>n</i> )	facilities ( <i>n</i> )	protect ( <i>v</i> )	table tennis ( <i>n</i> )
collect ( <i>v</i> )	fact ( <i>n</i> )	race ( <i>n, v</i> )	therefore ( <i>adv</i> )
conclusion ( <i>n</i> )	fall apart ( <i>v</i> )	rare ( <i>adj</i> )	violent ( <i>adj</i> )
concrete ( <i>n</i> )	for example ( <i>adv</i> )	replace ( <i>v</i> )	weave ( <i>v</i> )
confident ( <i>adj</i> )	forever ( <i>adv</i> )	responsible ( <i>adj</i> )	whale ( <i>n</i> )
convenient ( <i>adj</i> )	good at ( <i>prep</i> )	rural ( <i>adj</i> )	

- B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.**

1. You use this to power an engine.
2. Suitable.
3. A running, cycling, car or motorbike competition.
4. To guess an amount, using information you already have.
5. Name three sports.
6. To make things using wool and big needles.
7. Not shy.
8. In the countryside, not in the city.
9. To develop into an adult.
10. Not common.
11. Name two things you often find on a beach.
12. Money you get for doing a job.

- C. Choose three words from the wordlist, and think of questions that use these words. Ask another student your questions.**



# Unit Nine

permission, necessity and prohibition – modal verbs – *have to* – advice – jobs and careers – *something, anything*, etc. – metaphor – speaking strategies

## 1. Permission, Necessity and Prohibition

### 1.1 In the dormitory

- A. Nyi Nyi has left his home to study in a new school. He will live in the boys' dormitory. He's discussing the dormitory rules with the boarder master. Nyi Nyi has never stayed in a dormitory before, as he has always lived at home. He has a lot of questions. Some of these questions begin with *Can I...?* and some questions begin with *Do I have to...?* Can you think of these questions?



- cook breakfast?
- smoke cheroots in the dormitory?
- share a mosquito net with another boy?
- study after the lights go off?

- 9.1 B. Listen to the conversation.  
Complete these sentences.

He can...  
He can't...  
He has to...  
He doesn't have to...

- 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?

- C. Have you ever lived in a dormitory?  
Are the rules the same, or different from this one?

- 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.**

<p style="text-align: center;"><i>Sunday</i></p> <p><u>Meet maths teacher 9am!!!</u></p> <p><u>Read pages 24-32 economics book</u></p> <p><u>Wash white shirt for tomorrow</u></p> <p><u>2.30 - meet Mary and get library keys. Invite her for coffee?</u></p> <p><i>Do science homework?</i></p> <p><i>4pm - football?</i></p>
---

– He has to meet his maths teacher at 9am.

- B. Nyi Nyi is talking to his friend Ko Htut. They are arranging to meet. Fill the gaps in the conversation.**

**Ko Htut:** What are you doing in the morning?

**Nyi Nyi:** I'm quite busy. <sup>1.</sup> I have to meet my maths teacher at 9.

**Ko Htut:** And after that?

**Nyi Nyi:** Well, I'm going to make a speech in school assembly on Monday, and all my clothes are dirty, so <sup>2.</sup> \_\_\_\_\_. And I have an important test in social studies, so <sup>3.</sup> \_\_\_\_\_. I haven't got any other important homework. I <sup>4.</sup> \_\_\_\_\_ now. I don't have science until Wednesday. I might do it if I have some spare time.

**Ko Htut:** OK, let's meet in the afternoon.

**Nyi Nyi:** I have to <sup>5.</sup> \_\_\_\_\_.

**Ko Htut:** Mary, huh? Ooooooh...

**Nyi Nyi:** We might go for coffee. Do you want to come?

**Ko Htut:** No. I don't like coffee.

**Nyi Nyi:** Well, I <sup>6.</sup> \_\_\_\_\_ - we could meet at 2.15, if you want to.

**Ko Htut:** No, I can't anyway. I'm busy until 4.

**Nyi Nyi:** Well, there's a football game at 4... No, <sup>7.</sup> \_\_\_\_\_. Let's meet at 4.

**1.4 Children's questions**

- A. Imagine you are a small child in these situations.**

Ask questions with *Can...?* and *Do... have to...?*

1. Your parents want to take you to the clinic. You want to go to the cinema.  
*Do I have to go to the clinic? Can I go to the cinema?*
2. You want to have sweets and biscuits for breakfast, not rice and vegetables.
3. Your friends are visiting you. It's time for them to go home.
4. It's time for you and your brother to go to school. You want to sleep.
5. You are playing an exciting game. Your father wants you to have a wash.
6. It's a cold day. Your mother wants you to wear a warm jacket. You want to wear a T-shirt.

- B. What would a parent say in these situations?**

Write the parent's answers.

1. Yes, we have to go to the clinic.  
No, we can't go to the cinema.

- C. Practise these dialogues in pairs.**

## 1.5 *must, mustn't, have to and don't have to*

A. Look at the picture. What's happening? Where are they?



You *mustn't* be rude to the teacher. You *have to* stay until 3.30 - you *mustn't* come home at lunchtime! You *have to* go on Monday, Tuesday, Wednesday, Thursday and Friday, but you *don't have to* go at the weekend!

B. Imagine you are in these places. What do you think you...?

- *have to do*
- *don't have to do*
- *mustn't do*

### 1. On a small boat

- Jump up and down  
*You mustn't jump up and down.*
- Be careful getting on and off
- Throw rubbish into the river
- Wear a hat

### 2. On a bus

- Buy a ticket *You have to buy a ticket.*
- Smoke cigarettes
- Talk to the other passengers
- Tell the driver your name and address

### 3. In a religious building (mosque, church, monastery, temple)

- Wear a tie *You don't have to wear a tie.*
- Take off your shoes
- Fight with other people
- Drink alcohol

## 1.6 Signs

A. Do you know what these signs mean?

Write a sentence for each sign, e.g.



*You mustn't turn right here.*

1.



2.



3.



4.



5.



B. Work in groups. What do you think these signs mean?





## 1.7 Focus on form: Modal and modal-like structures

- A. Look back at the structures you've learned in this unit to express permission, necessity, non-necessity and prohibition. Which are modal verbs and which are not modal verbs? Write an example for each structure.**

structure	modal?	example
can't	yes	You can't borrow my bike. I need it.
have to		

- B. Fill the gaps in this grammar explanation.**

Can / can't and \_\_\_\_\_ / \_\_\_\_\_ are modal verbs. We use the base form of the main verb after these. When we express necessity with \_\_\_\_\_, or non-necessity with \_\_\_\_\_, we also use the base.

- C. Correct the mistakes in these sentences.**

- I don't have cook dinner tonight.
- She musts go to Bangkok.
- They can't to leave yet.
- Can we reading these books?
- He has to writes his essay quickly.
- Do we must go to bed now?

- D. Complete the sentences. Use your own ideas.**

- Community leaders mustn't...
- Young children don't have to...
- Monks must...
- Rich people can...
- Parents have to...
- Middle school students can't...

## 2. Advice

### 2.1 What should I do?

You will hear part of a radio programme. People phone the programme to talk about their problems. There are two counsellors on the programme to give advice.

9.2

- A. Listen to Khaing Khaing's problem. Rewrite these sentences so they are true. There are seven mistakes. The first one has already been corrected.**

Khaing Khaing wants to get married <sup>Later</sup> ~~soon~~. She is a high school student, and she wants to leave school immediately. Her parents live in the city, and they want her to finish her education. Her boyfriend is an engineer. He doesn't want her to go with him to the countryside.



**B. Listen. Some counsellors are giving advice to Khaing Khaing. Which of these solutions do the two experts suggest?**

Write **1** (Counsellor 1), **2** (Counsellor 2), **N** (neither) or **B** (both)

- a – Talk to your boyfriend
- b – Talk to your parents
- c – Get married immediately
- d – Get your head teacher to write to parents
- e – Get a new boyfriend
- f – Finish your education
- g – Compromise



**What should she do? What is your opinion?**

**C. Finish these sentences with some good advice. For each one, use two ideas from the list and one of your own. Use *should* and *shouldn't*.**

1. If you walk in the mountains, *you should wear shoes, you should watch out for wild animals and you shouldn't drop rubbish.*
2. If you go to an important meeting,
3. If you learn English,
4. If you want a healthy heart,
5. If you go to a job interview,

smoke  
~~wear shoes~~  
 bring your CV  
 be shy to speak  
 speak clearly  
~~drop rubbish~~  
 shout at people  
 arrive late  
 read as much as possible  
 do lots of exercise

## 2.2 *should* and *shouldn't* with *think*

**A. Look at these sentences. What is the difference between the sentences on the right and the sentences on the left?**

We should protect the environment. *I think we should protect the environment.*  
 Children shouldn't watch television. *I don't think children should watch television.*

**B. Rewrite the sentences using *I think* and *I don't think*.**

1. Children shouldn't drink alcohol.
2. People should sleep under mosquito nets.
3. University education should be free.
4. People shouldn't be rude.

When we give advice or opinions, we often use *I think* or *I don't think*. This is very common with *should*.

When we give negative advice, we use *I don't think you should...* We don't normally say *I think you shouldn't...*

- I don't think you should go. NOT: ~~I think you shouldn't go.~~  
 NOT: ~~I don't think you shouldn't go.~~

When asking for advice, we often use *Do you think I should...?*

- Do you think I should marry her?

**C. Look at the opinions expressed in A and B. What do you think? Write your own opinion, and give more details, e.g.**

*- I don't think children should watch a lot of television. But some programmes are OK, like nature documentaries.*

**D. What advice would you give in these situations?**

1. Jill and Mike are 16. They want to get married.
2. Your friend is sick, but she is going to work.
3. Your brother smokes too many cigarettes.
4. Your grandmother wants to go to university and study to become a doctor.
5. Your sister wants to go overseas to work.

## 2.3 Giving advice

A. Read these problems, and think of some advice for these people.

1.



I'm a 16 year old boy, studying in 8<sup>th</sup> standard. I'm in love with Ma Ma Hlaing. I wrote her a letter telling her this, played her a song on the guitar and also wrote lots of poems about her. But she doesn't talk to me, or look at me. If I try to sit with her, she walks away. My friends told me she has a boyfriend in another town. What can I do?

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.



We think she should...

## 2.4 Have you got any problems?

A. Think of a problem in your life. This could be a big problem, or a minor one. Write a short note explaining your problem and asking for advice.

*I don't have enough time to study because I have too much housework. My family expects me to cook dinner every night and clean the house, and after that I'm too tired to do my homework. What should I do?*

- B. Swap papers. Read your partner's note and think of some advice for him or her. Write a short reply.**

*I think you should talk to your family. Explain your problem and ask them if they will give you less housework. If you have any brothers or sisters, maybe they can help you with your housework so you have more time for homework.*

- C. Read your partner's advice for you. Will you follow it? Why or why not?**

## 2.5 From local to global

- A. Complete these sentences. Use *should*, *shouldn't*, *must*, *mustn't* and/or *have to*.**

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



Least interesting

2. Most useful



Least useful

3. Highest paid



Lowest paid

### 3.2 What do these people do?

- A. Use your own ideas to complete the next four rows of the chart.**

Occupation	<i>have to</i>	<i>should</i>	<i>mustn't</i>	<i>don't have to</i>
teachers	<i>mark homework</i>	<i>be kind to their students</i>	<i>kill their students</i>	<i>wear hats</i>
soldiers				
nurses				
monks				
journalists				



- B. Choose two other jobs you know about. Write them in the bottom two rows, and complete the chart with information about these jobs.**

- C. Write your information about the jobs in B in sentences, e.g.**

*Teachers have to mark lessons. They should be kind to their students. They mustn't kill them. They don't have to wear hats.*

### 3.3 Aung Mon's career

- A. Here are some useful words about jobs. Do you know them?**

career	part-time	apply for	fire	unemployed	quit
temporary	promote	CV	full-time	gardener	funding
training	boss	volunteer	experience	director	

- B. This is Aung Mon's career history. Some of the words are in the wrong order. Put them in the right order.**

Aung Mon has had many jobs. When he was a child, <sup>(1)</sup> *be / wanted / lawyer / he / to / a*. He was a clever boy, so he got high marks in his tenth standard examinations, and his English was very good. <sup>(2)</sup> *at / in / he / university / studying / started / law / 1996*. He worked part-time washing dishes in a restaurant to pay for his studies.

In 1997, his father died, so he had to support his mother and younger brothers. He quit university, left his home town, and went to Yangon. <sup>(3)</sup> *a / in / he / a / got / factory / job / clothing*. It was hard work, and he had to work very long hours. One day, he came to work late, and he was fired. Next, he got a job as a gardener for a rich family. He quit that job because the family didn't pay him. He then applied for a job as a teacher in a small private school. <sup>(4)</sup> *the / enjoyed / he / job / got / he / teaching / and*.

After one year, he was promoted to head teacher. Unfortunately, in 2001, the school's funding ran out, and the school closed. He was unemployed for a long time. He sometimes got temporary, part time work as a translator, and he taught himself to use a computer. He volunteered to teach English in a monastery. In 2004 he did a six month training course in computer skills.

In 2005, he got married. <sup>(5)</sup> *job / he / a / wanted / better*. He applied for full-time work with many companies, but they all wanted high qualifications and a lot of experience. Now, he is applying for a job as legal rights trainer for a small organisation. He sent his CV to the organisation's director, and now he's going to the interview.

- C. What jobs has Aung Mon had, and why did he leave each job? Complete the chart.**

job	reason he left or changed
student	<i>He quit because he had to support his family.</i>
dishwasher	
	<i>He was fired because he came to work late.</i>
gardener	
	<i>He was promoted to head teacher.</i>

**D. Aung Mon is applying for this Legal Rights Trainer job. What must he have to get the job? What would help him get the job?**

**9.4 E. Listen to part of Aung Mon's job interview. Does he have the right skills for the job? Write yes or no on the chart. Do you think he'll get the job? Why/why not?**

Myanmar language	yes
English language	
Management experience	
Computer experience	
Legal qualifications	
Other language(s)	

**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

### 3.4 Jobs and training

**A. Here are some job and training advertisements. Are you interested in any of these?**

**WANTED**  
**Weaving Trainer**  
40,000 kyat per month.  
The successful applicant must be over 35 and an expert weaver. They must speak Mon and Myanmar. Thai language skills and training experience are also advantages.  
The job involves training groups of women from rural villages in Mon State to weave.  
For more information phone 05734251.

**Maths Teacher Wanted**  
Lek Tho International High School needs a Maths teacher!  
**Requirements:**  

- University degree in Maths. Teaching certificate preferred.
- Fluent spoken and written English and Myanmar; other languages also useful.
- Some experience teaching an advantage, but not essential.

The teacher will live in the school, and also have responsibility for the girls' or boys' dormitory. There is a large, comfortable teacher's house, suitable for a family.  
**Salary:** 50,000 kyat per month.  
**Applications to:** Mr Seng Li, Head Teacher, Lek Tho International High School.

#### Management Training

The Youth Management School is now taking applications for its October training course. The training will last two months. Afterwards, trainees will work in their organisations on a community management project. We encourage community leaders, teachers, members of women's and youth organisations to apply. Applicants must have at least two years' experience in a community organisation.

Enquiries to Ma Lin Kyi, Youth Management School Committee.

**B. Complete the table.**

	essential	useful
<b>Weaving Trainer</b>		
<b>Maths Teacher</b>		
<b>Management Trainee</b>		

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.

Yan Nainong

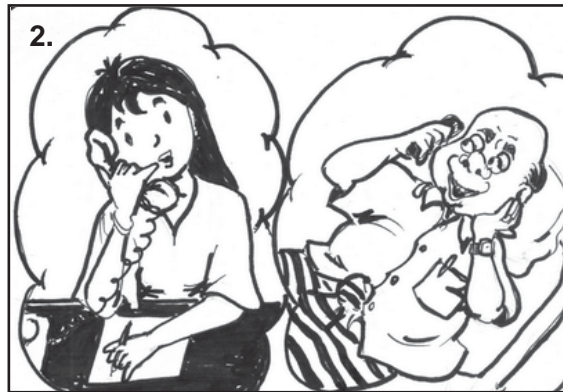
Mí Wín Wín Lwín

Barbie Aung (Ms.)

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### 3.5 Story from pictures

- A. These pictures tell a story. The story is of one woman's job experience.  
What is happening in each picture?



- B. Put the pictures in order.

- C. Tell the story around the class. Add details:
- What is the office?
  - What are the people's names?
  - What are their duties and responsibilities?
  - How much do they get paid?
  - What happens in the story?

- D. Six months later...

What has happened?  
What is the woman doing?  
What is the man doing?  
Work in groups.  
Explain what has happened.  
Tell the story to the class.





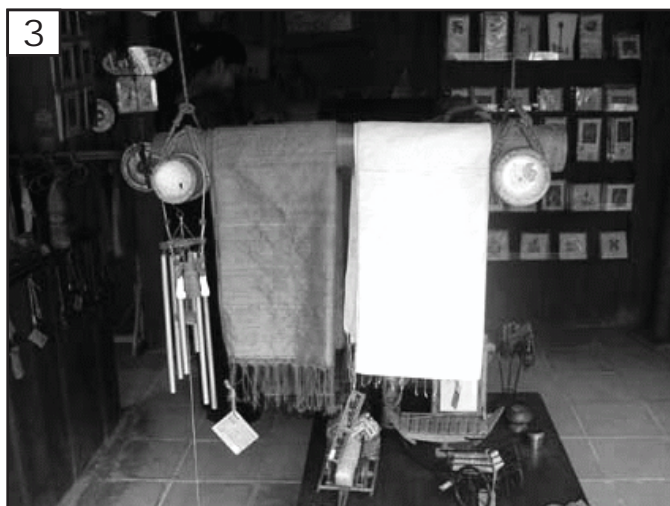
### 3.6 Sabay's job

A. Sabay is Cambodian. He lives in Phnom Penh. What do you know about Cambodia?

Look at these photos of Sabay and his job.

He works for an organisation called Rajana.

What do you think his job involves? What does Rajana do?



B. Look at the pictures. Point to:

a gong    some silk    some handicrafts    some tools    a landmine  
some scarves    a silversmith    a customer    some cards



**C. You are going to listen to an interview with Sabay. He will talk about his organisation, Rajana, and his job. Before you listen, can you predict the answers to these questions?**

1. What things do Rajana sell at their shop?
2. Who makes these things?
3. What is Sabay's job?

Here is some useful vocabulary for the interview:

jewellery	hilltribe	villager
landmines	fair wages	accounts
design	market research	
General Manager		

**9.5 D. Listen to the interview. Were your predictions correct? Listen again and answer these questions.**

1. Who set up Rajana?
2. What does Rajana do with landmines?
3. Are there many landmines in Cambodia?
4. Are the workers at Rajana happy? Why or why not?
5. Does the NGO still fund Rajana?

**9.5 E. Listen again. Make a list of Sabay's work responsibilities.**

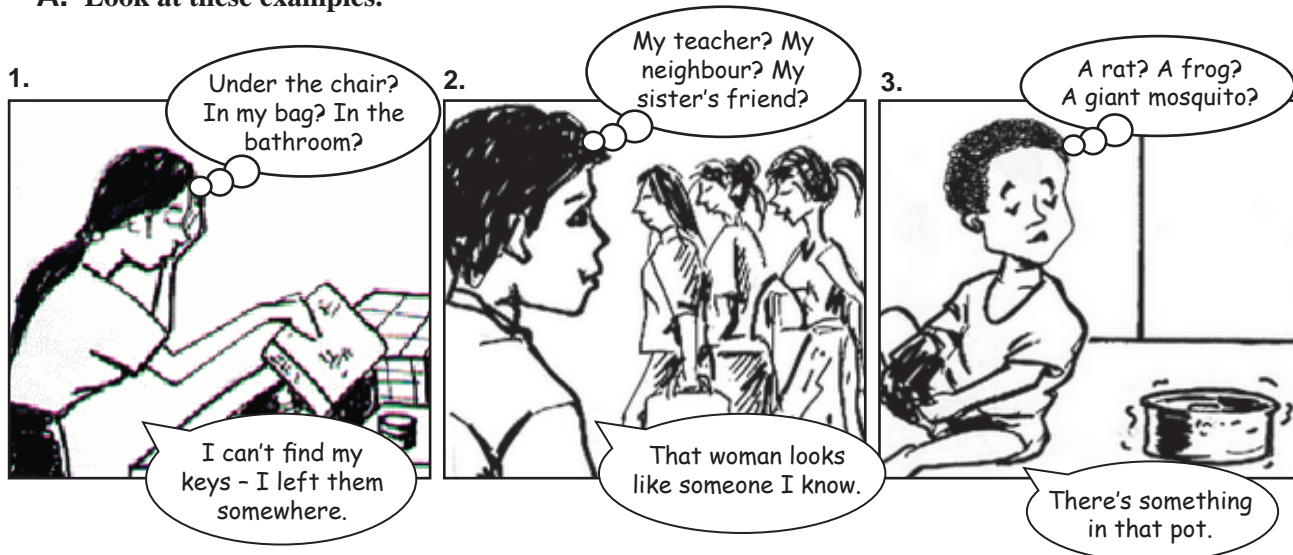
– do the accounts

Would you like to do Sabay's job?

## 4. some and any + one/where/thing

### 4.1 Guess

**A. Look at these examples.**



**B. What, who and where are these? Can you guess?**

1. I've got something in my pocket. It's made of metal, and it's round at one end. I eat with it.
2. I'm going somewhere after class. Nurses work there. I'm going to get a blood test there.
3. I'm meeting someone for lunch. He's older than me. He's my mother's sister's husband.

**C. Replace the underlined words with something, somewhere or someone.**

1. I want fish / bananas / a biscuit to eat.  
I want something to eat.
2. Si Si / your brother / a man is at the door.
3. I'm buying flowers / a cake / a present for my teacher's birthday.
4. Put your coat on the table / on the chair / in the cupboard.
5. She's going to the school / to the shop / to the cinema to meet her friend.
6. I'm trying to contact the leader / a member / the secretary from the youth group.

## 4.2 anyone, anywhere, anything

- A.** Tin Tin Mya is studying in Australia. Her friend Nan Htwe is writing her a letter.

Dear Tin Tin Mya,  
How is Australia? Have you done anything exciting? Have you met anyone? Do you go out anywhere? What is university like? Please write and tell me all about it!  
Love,  
Nan Htwe

Here is Tin Tin Mya's reply. Fill the gaps with *anyone, anything* and *anywhere*.

Dear Nan Htwe,  
Australia is OK, but I am very busy studying. I haven't done \_\_\_\_\_ - just reading and studying! I don't go out \_\_\_\_\_ because I don't have much money. I haven't met \_\_\_\_\_ because I never go out. I only meet other students and they are all much younger than me. University is OK, and I am very lucky to have this opportunity. But I can't wait to come home!  
Love,  
Tin Tin Mya

- B.** Complete this table.

	positive	negative	question
person	someone		
place			
thing			anything/ something

## 4.3 Where's the calculator?

- 9.6 A.** Sayama Win and Saya Seng Li are in the staff room, discussing a problem. Listen. What is Sayama Win's problem?

- B.** Answer these questions.

- Who borrowed the calculator?
- Who has been in the staff room?
- Is the calculator in the staff room?
- What's wrong with the staff room?

- C.** Fill the gaps with *someone, anyone, somewhere, anywhere, something* or *anything*.

Sayama Win has lost her calculator. She's looked in the staff room, but she can't find it \_\_\_\_\_. One problem is that the staff room is very untidy. It might be \_\_\_\_\_ in the staff room, but there's a lot of stuff there. \_\_\_\_\_ should tidy it.

Maybe \_\_\_\_\_ came in and borrowed it. However, she doesn't think \_\_\_\_\_ entered the staff room, as it was locked. Unfortunately, Sayama Win needs her calculator now. She has to write her maths tests, but she can't do \_\_\_\_\_ without her calculator!

## 4.4 Questions and answers

- A.** Answer these questions about you.

- Did you go anywhere last weekend?
- Did you meet anyone yesterday?
- Did you do anything special last week?
- Did you write anything in English class?
- Will you see anyone after school?
- Will you go anywhere next summer?

- B.** Ask and answer the questions in pairs.

- C.** What can you ask someone about last weekend? Work in groups. Try to think of as many questions as possible about last weekend.

Did you sing anything?  
Did you...

- D.** Join with a partner from another group, and ask your questions.

## 5. Pronunciation: -er and -or

### 5.1 People, jobs and things

- A. How many of these are jobs? Circle the jobs.

How do you pronounce the final syllable of these words?

tractor	villager	ambassador	newspaper	cooker	director	builder	
passenger	folder	miner	farmer	stapler	dinner	prisoner	paper
lawyer	doctor	helicopter	counsellor	sailor	actor	minor	winner
foreigner	generator	container	customer	footballer	member		
	coordinator	shower	typewriter	visitor			

#### 9.7 Listen, check and repeat.

- B. Choose eight words from the box. Write sentences using *someone* and *something* to define these sentences, e.g.

*A tractor is something that farmers use.*

*A villager is someone who lives in a village.*

- C. Work in pairs. Partner A: read your sentences to your partner. Partner B: check that her/his definitions and pronunciation are correct. Then swap roles.

### 5.2 Sentence dictation

- A. How many other words ending in -er and -or can you think of? Make a list.

- B. Look at your list of words, and the words in 5.1. Make five sentences using two or more of these words, e.g.

*The director told the actor to have a shower.*

- C. Work in pairs. Read your sentences to your partner. Write the sentences your partner reads you.

- D. Check your partner's sentences. Correct any mistakes you can see.

## 6. Listening Fluency: How Many?

### 6.1 Song: Blowing in the Wind

- A. This song was written by an American singer called Bob Dylan. Have you heard of him?

Bob Dylan saw that there was a lot of injustice and fighting in the world. In this song, he asks: 'When will war and fighting stop?'

The answer is blowing in the wind...



- 9.8 B. Listen to the song. How many questions does the song ask?

**C. In each verse, there are three questions. Each question has two parts.**

**Listen again, and match the question halves.**

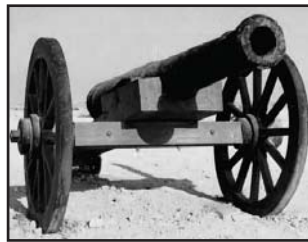
How many roads must a man walk down  
How many seas must a white dove sail  
Yes and how many times must the cannonballs fly  
Yes and how many years can a mountain exist  
Yes and how many years can some people exist  
Yes and how many times can a man turn his head  
How many times must a man look up  
Yes and how many years must one man have  
Yes and how many deaths will it take 'till he knows

*before they're allowed to be free?  
before he can hear people cry?  
before you can call him a man?  
before she sleeps in the sand?  
before he can see the sky?  
that too many people have died?  
before it is washed to the sea?  
before they are forever banned?  
and pretend that he just doesn't see?*

**D. Do you know the meanings of these words? Use these words to fill the gaps.**

dove sail cannonballs banned exist allowed

1. The ship will \_\_\_\_\_ at 3pm.
2. Cigarettes are bad. They should be \_\_\_\_\_.
3. Monsters aren't real – they don't \_\_\_\_\_.
4. The \_\_\_\_\_ is a symbol of peace.
5. We can't go into that building – we aren't \_\_\_\_\_ in there.
6. \_\_\_\_\_ are like large bullets.



## 6.2 Metaphor and meaning

**A. Bob Dylan says that the answer to all these questions is 'blowing in the wind'. What does he mean by this?**

The questions in the song are *metaphors*. What is a metaphor?

*How many roads must a man walk down before you can call him a man?* is also a metaphor. It means 'How much experience must a man have? If he doesn't have much experience, is he still a boy? Should men do many different things, go to many different places, in their lives?'

**B. Work in groups. Your teacher will give you one of the questions from the song. Discuss what the question means. There might not be an objective answer.**

**C. Is it possible to answer your question?  
What answers could you give?  
Present your ideas to the class.**





## 7. Writing: CVs

### 7.1 What's in a CV?

#### A. Have you ever written a CV?

Read Yan Naing's CV and answer the questions.

1. What is the purpose of a CV?
2. What kind of information can you put in a CV?
3. Does Yan Naing have a lot of work experience?
4. What qualifications has Yan Naing got?
5. When did Yan Naing graduate from high school?
6. What was his last job?

#### B. Here are some CV categories. Fill in the information for Aung Mon (see page 140).

1. Contact information
2. Education
3. Experience
4. Skills
5. Languages

#### C. Compare Nang Si's and Zainab's CVs.

Which one is better? Can you see any problems with either of these CVs?

#### Nang Si

##### INTERESTS

knitting, drawing, playing guitar

##### EDUCATION

1990-2002 High School No. 2, Kentung

2003-2006 BSc, Yangon University, Yangon

##### WORK EXPERIENCE

2002-2006 IT Assistant, Lucky Computer Shop, Lashio

- I help people
- I have to obey the manager
- Helped the manager with accounts

2006-2007 Manager, Yangon IT Systems

- Check the work of all staff
- Hired new staff
- Writing computer programmes
- I help people

##### SKILLS

Watching TV, computers

##### LANGUAGES

English, Shan, Pa-O, Myanmar

#### Yan Naing

64 U Kyaw Yin Road, Dawei  
034569876, [yannaing@gmail.com](mailto:yannaing@gmail.com)

##### EDUCATION

1998-2000 Central High School, Dawei

2001-2005 BSc Mathematics

Mawlamyine University, Mawlamyine

2006 Summer Teacher Training Course

Mawlamyine Teacher Training College, Mawlamyine

##### WORK EXPERIENCE

2006-2007 Trainee teacher, Middle School No. 1, Dawei

- Taught maths to middle school students
- Prepared and marked exams
- Wrote end-of-term report

2002-2005 Shop assistant, Lucky Pet Shop, Mawlamyine

- Helped customers choose pets
- Looked after animals in the shop
- Helped the manager with accounts

##### SKILLS

Accounting, teaching maths, looking after animals

##### LANGUAGES

Myanmar, some English

##### INTERESTS

Reading, cycling, playing guitar

#### Zainab

10 Ye Kyaw Thu Street, Sittwe  
034569876

##### EDUCATION

1970-1975 Middle School No. 2, Sittwe

##### WORK EXPERIENCE

1990-present: Weaving trainer

Weaving Training Center, Mandalay

- Recruit trainees
- Teach weaving
- Develop new weaving techniques

1980-1990: Weaver

Daw Moe's Weaving Shop, Mandalay

- Weave to order
- Help train weaving assistants

1975-1980: Weaving assistant

Daw Moe's Weaving Shop, Mandalay

- Write down orders from customers
- Help with weaving
- Help with accounts

##### SKILLS

Weaving, taking care of children, accounting

##### LANGUAGES

Myanmar, Rohingya, Arakanese, English

#### D. Answer these questions about CVs.

1. Do you have to use complete sentences?
2. In what order should you list your education and work experience?
3. What other information can you include?

#### E. Write your own CV.

## 8. Thinking about Learning: Speaking Strategies (1)

### 8.1 How do you feel about speaking English?

#### A. These students feel differently about speaking.

I'm sure I make a lot of mistakes when I speak, but I don't care. People can understand me, mostly.

- Dieter, Germany

I feel strange when I speak English - like a different person. I feel like I'm acting. I even think my voice changes.

- Laurent, Burkina Faso



I want my English to be perfect and I always try very hard to be correct when I speak English. I hate making mistakes.

- Marianne, France

I think my accent in English is terrible, but my teacher says it's OK. I don't know why he says this. I think if you try to learn English, you should try to sound like an English person.

- Nguyen, Vietnam

#### B. Work in groups. What do you think? Do you agree with these people? What do the people in your group feel about speaking English? Tell the class.

### 8.2 Situations and strategies

#### A. What would you do in this situation?

You see an accident. Someone is seriously injured, and you are the only person nearby. You go to find help, and need to explain the accident and injury in English. Do you prefer to:

- a. explain in words?   b. write about it?   c. draw a picture?   d. mime it?   e. explain another way?

#### B. Work in groups of 4-5. Your teacher will give you a phrase. You have to communicate the phrase to the rest of your group. You can mime, draw, write or speak, but you cannot use the phrase. When your group has correctly guessed the phrase, another group member gets a phrase from the teacher.

#### C. Think about these speaking and listening strategies. Which ones do you use?

1	If you're talking to someone and they don't understand you, do you try to say it a different way?	yes	sometimes	no
2	When you're listening to a conversation in English and you don't understand everything, do you try to guess the rest?	yes	sometimes	no
3	Do you listen to yourself speaking English so you can find your mistakes and try to correct them?	yes	sometimes	no
4	If you see or hear something in English that you don't understand, do you ask someone to explain it to you?	yes	sometimes	no
5	If you really want to explain something, do you try even if you aren't sure of the right English?	yes	sometimes	no
6	After you've learnt something new in English, do you try to practise it outside the classroom?	yes	sometimes	no
7	If you have an appointment with someone and you know you'll have to speak English, do you practise first?	yes	sometimes	no
8	Do you think about the things you can't do in English, and try to find ways to learn them?	yes	sometimes	no

#### D. Think about the ones you answered 'no'. Which ones should you try? Make a plan.

## 9. Practice

### 9.1 Exercises

#### A. *can* and *have to*

David is starting a new job in an office. He wants to know the rules. Write questions using *can* and *have to*.

e.g. Do I have to wear a tie?  
Can I smoke in the office?

- \_\_\_\_\_ work on Saturdays?
- \_\_\_\_\_ leave early to pick up my daughter?
- \_\_\_\_\_ wear a uniform?
- \_\_\_\_\_ go out for lunch?
- \_\_\_\_\_ take time off when my wife has her baby?
- \_\_\_\_\_ have a holiday on Christmas Day?
- \_\_\_\_\_ bring my own coffee?
- \_\_\_\_\_ have a passport?

#### B. *can't* and *don't have to*

Imagine the answer to all the questions in A is 'No'. Write the rules – what the boss tells David. Use *don't have to* and *can't*.

e.g. *You don't have to wear a tie.*  
*You can't smoke in the office.*

- 
- 
- 
- 
- 
- 
- 
- 

#### C. *mustn't* and *don't have to*

Fill the gaps with *don't/doesn't have to* or *mustn't*.

- You \_\_\_\_\_ drive a car when you are drunk.  
It's very dangerous.
- I live very near my office. I \_\_\_\_\_ ride my motorbike to work – I can easily walk there.
- U Lwin bought a motorbike, so he \_\_\_\_\_ take rickshaws or linecars.
- The Hilton family is very rich. They \_\_\_\_\_ work, because they already have a lot of money.
- In football, players \_\_\_\_\_ touch the ball with their hands.
- We're having a surprise party for Hla Hla. You \_\_\_\_\_ tell her about it!
- The teacher told us to read pages 6 and 8, but we \_\_\_\_\_ read page 7.
- 'Can I borrow your suitcase to take to Yangon?'  
'Yes, sure.'  
'Oh, good. Now I \_\_\_\_\_ buy a new one.'

#### D. *should* and *shouldn't*

Mya Mya wants to live a long time. She goes to talk to her grandmother, who is 101 years old. Her grandmother gives her some advice. Use *should* and *shouldn't*.

e.g. smoke    *You shouldn't smoke.*

- \_\_\_\_\_ drink a lot of whisky.
- \_\_\_\_\_ eat a lot of fruit and vegetables.
- \_\_\_\_\_ have a lot of children.
- \_\_\_\_\_ get angry.
- \_\_\_\_\_ exercise.
- \_\_\_\_\_ have a happy family life.
- \_\_\_\_\_ find a job you like.
- \_\_\_\_\_ see a medic when you get sick.

#### E. Advice and opinions

What advice could you give in these situations?

Write two sentences of advice, using *I think you should* and *I don't think you should*.

e.g. Your friend always fails English exams.

*I think you should read more English books.*

*I don't think you should play football every day.*

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.

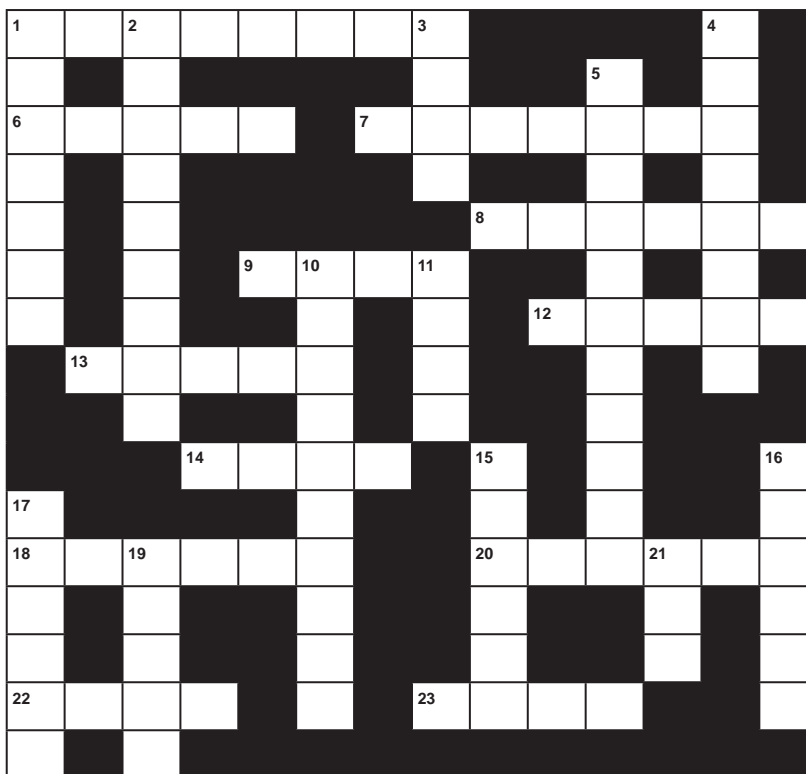
- Students don't have to \_\_\_\_\_
- A good medic must \_\_\_\_\_
- Teachers have to \_\_\_\_\_
- Members of the village committee must \_\_\_\_\_
- A good father should \_\_\_\_\_
- Soldiers mustn't \_\_\_\_\_
- Secretaries have to \_\_\_\_\_
- A politician shouldn't \_\_\_\_\_
- Farmers don't have to \_\_\_\_\_
- Small children can \_\_\_\_\_, but adults can't.

## G. somewhere, anyone, etc.

Fill the gaps with *someone*, *anyone*, *somewhere*, *anywhere*, *something* or *anything*.

- 'Hello? Hello? Is \_\_\_\_\_ at home?'
- I've lost my glasses. I put them \_\_\_\_\_, and now I can't find them.
- The children are bored. They can't think of \_\_\_\_\_ to do.
- 'Did you find Kyaw Kyaw?'  
'No, I looked, but I can't find him \_\_\_\_\_.'  
'Did you try at the school? Perhaps he's \_\_\_\_\_ in the school.'
- 'Let's meet in the library. There isn't \_\_\_\_\_ there at the moment.'  
'No, there is \_\_\_\_\_ there. I saw a light on.'
- 'I've got \_\_\_\_\_ in my pocket. Can you guess what it is?'

## H. Jobs crossword



### Across

- Someone who repairs cars.
- Someone who is trained to care for sick people, but isn't a doctor.
- Someone who is in the army.
- Intelligent.
- (and 11 down). If you have this type of job, you don't work all the time.
- He was \_\_\_\_\_ from his job because he was very lazy.
- Someone who is trained to give medical care, but isn't a doctor.
- A person who shows tourists around a place is a \_\_\_\_\_ guide.
- Someone who paints pictures.
- Someone who raises animals, or grows crops.
- A person with lots of money is \_\_\_\_\_.
- Journalists report this.

### Down

- Someone who is in charge of a place or organisation.
- Someone who builds things out of wood.
- Someone who makes food.
- Someone who looks after plants.
- Someone who stops fires.
- Someone who looks after money for an organisation.
- (and 9 across). If you have this type of job, you don't work all the time.
- 10 down usually works in this place.
- Your work history, and your working life.
- The money you get for working.
- Teachers do this.
- Not a woman.



## 9.2 Vocabulary review

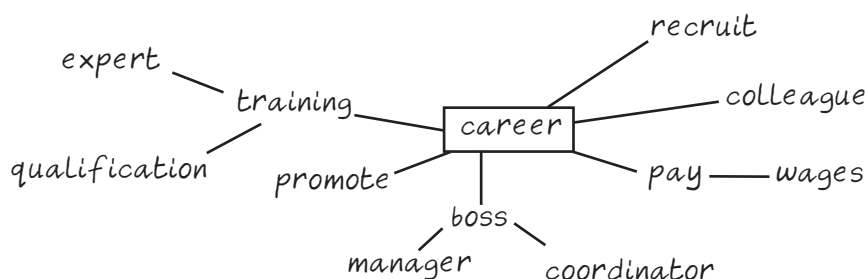
- A. Do you know these words? Go through the list and tick the ones you know.**  
Write a translation or explanation for the words you don't know.

accounts ( <i>n</i> )	exist ( <i>v</i> )	literacy ( <i>n</i> )	secretary ( <i>n</i> )
ambassador ( <i>n</i> )	expert ( <i>n</i> )	long-term ( <i>adj</i> )	serious ( <i>adj</i> )
apply ( <i>v</i> )	express ( <i>v</i> )	maid ( <i>n</i> )	sort ( <i>n</i> )
assembly ( <i>n</i> )	fair ( <i>adj</i> )	metaphor ( <i>n</i> )	spare ( <i>adj, n</i> )
banned ( <i>adj</i> )	fire [somebody] ( <i>v</i> )	nearby ( <i>adv</i> )	stapler ( <i>n</i> )
basic ( <i>adj</i> )	firefighter ( <i>n</i> )	opportunity ( <i>n</i> )	strange ( <i>adj</i> )
blow ( <i>v</i> )	former ( <i>adj</i> )	original ( <i>adj</i> )	strategy ( <i>n</i> )
boss ( <i>n</i> )	full-time ( <i>adj</i> )	part-time ( <i>adj</i> )	suitable ( <i>adj</i> )
career ( <i>n</i> )	fund ( <i>n, v</i> )	passenger ( <i>n</i> )	system ( <i>n</i> )
colleague ( <i>n</i> )	generator ( <i>n</i> )	permission ( <i>n</i> )	temporary ( <i>adj</i> )
compromise ( <i>v</i> )	giant ( <i>adj, n</i> )	pilot ( <i>n</i> )	tool ( <i>n</i> )
coordinator ( <i>n</i> )	go off ( <i>v</i> )	practical ( <i>adj</i> )	tour guide ( <i>n</i> )
counsellor ( <i>n</i> )	handicraft ( <i>n</i> )	prohibition ( <i>n</i> )	trainee ( <i>n</i> )
design ( <i>v, n</i> )	hire ( <i>v</i> )	project ( <i>n</i> )	trainer ( <i>n</i> )
disturb ( <i>v</i> )	injury ( <i>n</i> )	promote ( <i>v</i> )	typewriter ( <i>n</i> )
drop ( <i>v</i> )	landmine ( <i>n</i> )	provide ( <i>v</i> )	unemployed ( <i>adj</i> )
duty ( <i>n</i> )	laptop ( <i>n</i> )	recruit ( <i>n, v</i> )	volunteer ( <i>n, v</i> )
essential ( <i>adj</i> )	legal ( <i>adj</i> )	run away ( <i>v</i> )	wages ( <i>n</i> )

- B. Vocabulary quiz. What are these words and phrases? Use the vocabulary from the list above.**

- Trainers train this person.
- Name six jobs.
- Not allowed, not permitted.
- Close to you.
- The jobs and work you do during your life.
- For a short time; not forever.
- Necessary.
- To give money to help run a project or organisation.
- A person you work with.
- This person does not get money for their work.
- Name two people you usually find in an aeroplane.
- 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.**



# Unit Ten

the past continuous – *when, while and during* – describing people –  
adjectives – countries – biographies – communication repair

## 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 \_\_\_\_\_.

**10.1 C. What were people doing when they heard the news? What did they do next?**

Listen again and complete the table.

	What were they doing?	What did they do?
The newsreader	<i>He was reading the news</i>	<i>He thought about his friend</i>
The forestry worker		
The radio operator		
The radio operator's daughter		
The teacher		

**1.2 Forming the past continuous****A. Complete the sentences with the past tense of *be*.**

- I \_\_\_\_\_ reading the news.
- You \_\_\_\_\_ lying on your hammock.
- We \_\_\_\_\_ cooking some soup.
- My sister \_\_\_\_\_ playing a game.
- The villagers \_\_\_\_\_ celebrating their victory.

**B. Complete this chart about forming the past continuous.**

	structure	example
positive statements	subject + <i>was/were</i> + <i>v-ing</i>	<i>I was leaving.</i>
negative statements	subject + <i>was/were</i> + <i>not</i> + <i>v-ing</i>	
yes/no questions		<i>Was he writing?</i>
wh- questions		<i>How were they travelling?</i>

**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.*

- You were drinking whisky at 7am.
- Your best friend was saying rude things at lunchtime.
- You and your friends were stealing cars at 10pm.

**D. Answer these questions.**

- What were you doing at 4pm yesterday?
- What were you doing last night at 10.30?
- What was your teacher doing ten minutes ago?
- What were you thinking about at breakfast?
- What were you writing a moment ago?

**E. Fill the gaps to complete the past continuous questions.**

- \_\_\_\_\_ your brother reading at 9pm last night?  
*Yes, he was.*
- What \_\_\_\_\_ you \_\_\_\_\_ when I rang?  
*I was having a wash.*
- Why \_\_\_\_\_ the children crying last night?  
*Because they were afraid of the noisy dogs.*
- Where \_\_\_\_\_ Daw Khaing \_\_\_\_\_ when I saw her this morning?  
*To the internet café.*
- 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.

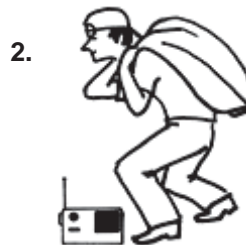
I was using my computer when I heard the news.

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.

OR

**E. These people were busy when something happened. Write sentences, e.g.**

Kyaw Kyaw / his son / born

Kyaw Kyaw was hunting when his son was born.

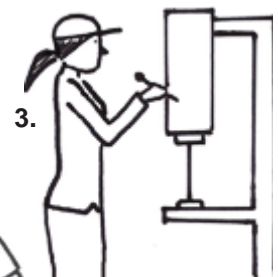
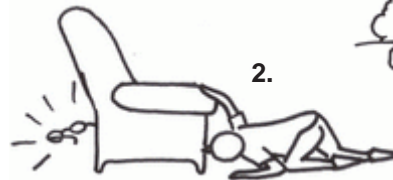
1. U Maung Maung / thieves / rob the bank

2. Aung Ko / car / crash

3. Hla Hla / earthquake / hit

4. Nang Seng / war / start

5. Jack and Thiha / police / find them





**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 <sup>1.</sup> \_\_\_\_\_ you yesterday, but you didn't answer. Where were you? (*phone*)

**Jen:** Sorry, I <sup>2.</sup> \_\_\_\_\_ my sister. What's the problem? (*visit*)

**Ko Oo:** I <sup>3.</sup> \_\_\_\_\_ for Mi Mi, but couldn't find her. (*look*)

**Jen:** She <sup>4.</sup> \_\_\_\_\_ at the university all morning. She <sup>5.</sup> \_\_\_\_\_ a test at 1pm. (*study, have*)

**Ko Oo:** Oh - did she do well?

**Jen:** Yes, she <sup>6.</sup> \_\_\_\_\_ with good marks. (*pass*)

## 1.4 Listening: Reading on the bus

**10.2 A. Listen to this story. What do you think happened next?**

**10.2 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.**

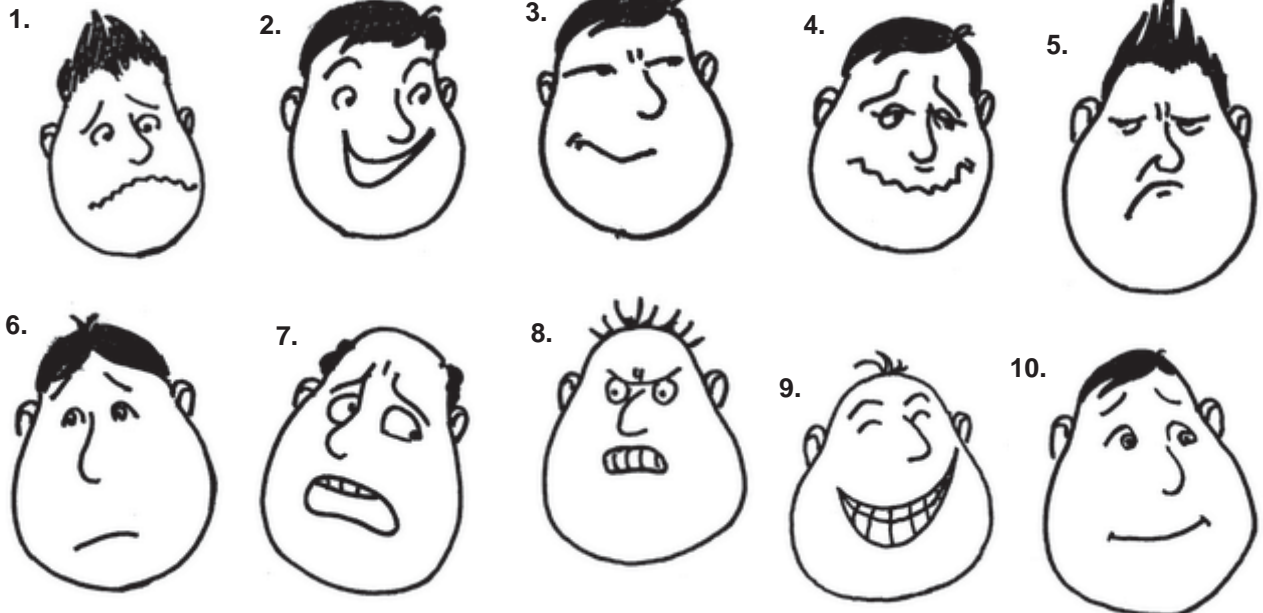
1. When \_\_\_\_\_, I saw my mother.
2. While \_\_\_\_\_, the phone rang.
3. During \_\_\_\_\_, I was in bed.

## 2. Describing People

### 2.1 Feelings

A. Match these adjectives with the faces.

depressed	excited	annoyed	terrified	confused
pleased	nervous	drunk	angry	amused

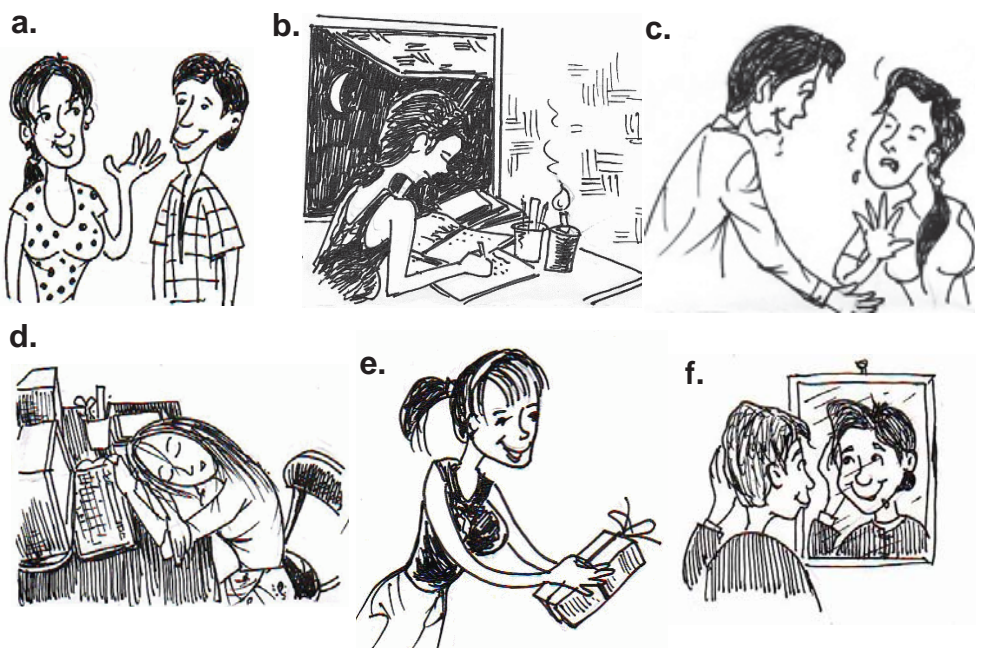


B. Are there other words you could use to describe these people's feelings?  
How many more adjectives to describe feelings can you think of?

### 2.2 Character

A. Look at the pictures. Match the pictures with the adjectives in the box.  
Not all adjectives have a picture.

bad-tempered	_____
easy-going	_____
forgetful	_____
friendly	<u>a</u>
generous	_____
hard-working	_____
honest	_____
lazy	_____
stingy	_____
vain	_____
selfish	_____
shy	_____
arrogant	_____
sleazy	_____
corrupt	_____



**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.**

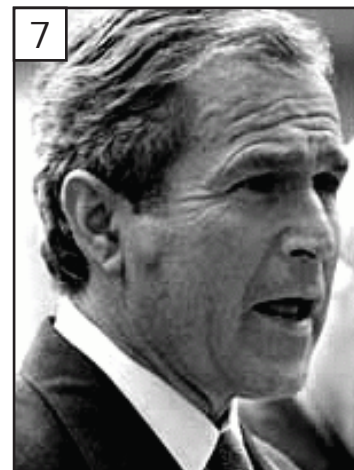
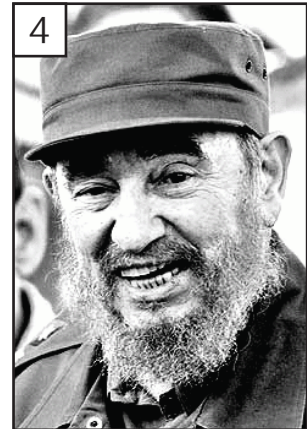
**Guess the adjectives.**

Wai Lin always gives money to his friends when they have problems.

He's generous.

## 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 ____  |                     |



**10.3 C. Listen and check your answers.**

**D. Do any of these people look like someone you know?**

**E. Your teacher will give you a name of one of your classmates.**

**Describe that student to the class. Can they guess who it is?**

Sonia Ghandi 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

He's in his late teens.

She's in her early 20s.

She's elderly.

They're in their mid-60s.

He's middle-aged.

**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

**10.4 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	<i>with glasses</i>
The old woman	<i>with the short skirt</i>
The middle-aged man	<i>with long dark hair</i>
The young woman	<i>with black shorts</i>
The teenage girl	<i>with the dark shirt</i>
The tall woman	<i>with blonde hair</i>

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.**

intelligent	angry	drunk	selfish
annoyed	terrified	corrupt	confused
pleased	nervous	honest	unreliable
bored	interesting	handsome	friendly

manner adjectives	state adjectives

- 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

A good student is hard-working, intelligent and creative. A bad student is lazy and...

- 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.**

good-looking	rich	generous
good at cooking	good at sports	
intelligent	religious	has short hair

wife	husband

- 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?

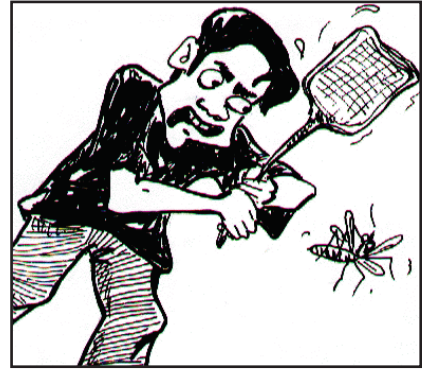
### 4.3 -ed and -ing adjectives

#### 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 depressed 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

●	● ●	● ●	● ● ●	● ● ●	● ● ●	● ● ● ●	● ● ● ●

10.5 B. Listen and check.

10.5 C. Listen and repeat.

D. What are the nationality adjectives of the countries in the box? Write them in the correct columns.

-ese	-ish	-an	-i	other
Nepalese				

10.6 E. Listen and check.

10.6 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.

- Which countries are in ASEAN?  
(1 point per country)
- Which countries are in the European Union?  
(1 point per country)
- Which countries share a border with Myanmar?  
(1 point per country)
- 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?

What nationality  
are you?

### 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.

### 10.7 B. Answer the audio.

### C. Look at the audioscript. Practise asking and answering these questions in pairs.



Where do you come from?

India



## 6. Reading: An Indian Poet

### 6.1 Background information

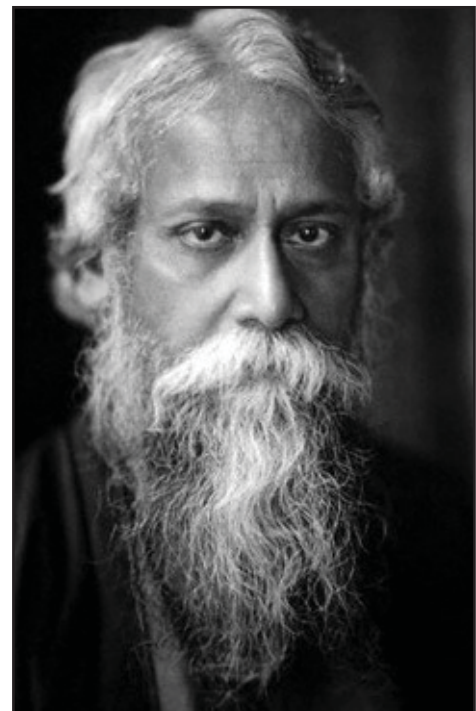
#### A. What do you know about India's colonial history?

#### B. Do you know these words and prefixes?

literature	philosophy	achievement	talented
wealthy	province	knight	gathering
fire on	poverty	non-	multi-
			anti-

#### 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.

*'Those who own much have much to fear.'*

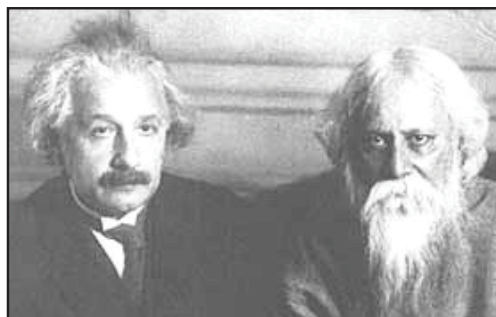
4. In the 1920s Tagore got involved in education, particularly the education of poor children. His schools used traditional Hindu education together with Western ideas. Tagore's multi-cultural educational system spread to other parts of the world.

*'Don't limit a child to your own learning, for he was born in another time.'*



Tagore and Mohandas Gandhi, 1940

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.



Albert Einstein and Tagore, 1930

## 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.
2. The speaker is a young boy.
3. The speaker doesn't have any brothers or sisters.
4. Mother employs a maid.
5. Father is away working in another town.
6. The speaker can write all the alphabet.
7. The speaker doesn't trust the postman.
8. The speaker is going to beat the postman.

**D. Answer these questions.**

1. Approximately how old is the speaker of the poem? How do you know?
2. Does the family live in a large town? How do you know?
3. Are they poor? How do you know?
4. What is the speaker's plan to make Mother happier?
5. Why does the speaker think the postman is keeping Father's letters?

**E. Which of these summaries best describes this poem?**

- a. Mother is unhappy because the postman is keeping letters from her husband.
- b. A young child doesn't like the postman, and wants to make problems for him.
- c. A child thinks the postman is keeping letters Father wrote, and wants to write these letters to make Mother happy.
- d. A child can write very well, and wants to write better letters than Father to make Mother happy.

**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:**

Main events	People	Feelings and beliefs
- born in Bengal in 1861	- family	- wanted to be a writer

My name is Rabindranath Tagore. I was born in 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.

1. I'm sorry, I don't understand. Can you please say that again?
2. Sorry, what was that?
3. Could you explain this to me, please?
4. Could you say that more slowly, please?
5. I'm sorry, what I mean to say is...
6. What do you mean?
7. What does 'soon' mean?
8. I don't understand 'priority'.
9. You said we have to go to Hpa-an to do what?
10. No, no. I didn't mean that! Of course you should go!
11. I missed that last bit, sorry.

**10.8 A. Match the phrases with the situations. Some phrases match more than one situation.**

- |   |   |
|---|---|
| a. Someone misunderstands you.                | d. You didn't hear something.               |
| b. Someone is talking too fast.               | e. You don't understand one word or phrase. |
| c. You need more information about something. | f. You want someone to repeat a statement.  |

**10.8 B. Listen. Some of the phrases are a little bit different. Change the phrases in the bubbles to match the audio.**

**10.8 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	fix

- I \_\_\_\_\_ TV when he arrived.
- 'I \_\_\_\_\_ to your house yesterday afternoon, but you weren't there.'  
'Sorry, I \_\_\_\_\_ football at the school.'
- I \_\_\_\_\_ Zaw Zaw last night. He \_\_\_\_\_ in a restaurant.
- 'Where were you at at six o'clock?'  
'I \_\_\_\_\_ my car at the mechanic's. Yesterday when I \_\_\_\_\_ to work it \_\_\_\_\_ and I couldn't start it again.'
- '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.*

- Nang Seng / make a speech / conference / her phone / ring.
- Hla Wai / hear / strange noise / walk / through the jungle.
- Min Min and Peter / see / a gold ring / ground / walk / school
- visit / city / my parents / buy / new chairs.

#### D. during or while?

Fill the gaps with *during* or *while*.

- Did you take notes \_\_\_\_\_ the class?
- We drank some coffee \_\_\_\_\_ we were waiting.
- Please be quiet \_\_\_\_\_ the baby is sleeping.
- The phone rang six times \_\_\_\_\_ the meeting.
- \_\_\_\_\_ I was out shopping, someone broke into my house and stole some things.
- \_\_\_\_\_ the hot season it rained a few times.

#### E. Who's who?

Look at the pictures. Which person:

- has a long, thin face?
- has a square face?
- has a round face?
- has thick eyebrows?
- has a pointed nose?
- has a big nose?
- is bald?
- has long straight hair?
- has curly hair?
- has dark wavy hair?
- has a beard?
- has a moustache?
- is wearing earrings?
- is wearing a necklace?



1.

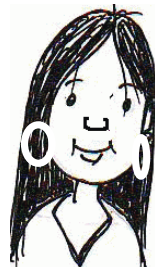


2.

3.



4.



#### F. Character adjectives

What adjectives could you use to describe these people?

- Khaing Win gives a lot of money to his friends, and donates a lot to organisations.
- Larry thinks he is better than other people. He never listens to other people's ideas, because he believes his ideas are better.
- 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.
- 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.
- 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?

			
Indonesia	USA	Cambodia	South Korea
			
Britain	Sweden	Spain	Ireland
			
China	Japan	Taiwan	Vietnam
			
Israel	Pakistan	Bangladesh	Iraq
			
Thailand	France	Netherlands	Laos

**First row:** Indonesian,

**Second row:**

**Third row:**

**Fourth row:**

**Fifth row:**

2. Which rows should these ambassadors sit in?

		
Portugal	Turkey	Iran
		
Singapore	Sudan	Philippines

## 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.

achieve (v)	depressing (adj)	hole (n)	recognise (v)
aggressive (adj)	disappointed (adj)	icon (n)	sleazy (adj)
amuse (v)	disappointing (adj)	ID (n)	steal (v)
anti- (prefix)	elderly (adj)	memorise (v)	stingy (adj)
arrogant (adj)	embarrassed (adj)	middle-aged (adj)	strict (adj)
autobiography (n)	embarrassing (adj)	multi- (prefix)	summary (n)
background (n)	energetic (adj)	partly (adv)	talented (adj)
bad-tempered (adj)	eyebrows (n)	patriotism (n)	terrified (adj)
balcony (n)	fake (adj, n)	permanent (adj)	terrifying (adj)
border (n)	fire [a gun] (v)	personality (n)	trendy (adj)
character (n)	force (v, n)	philosophy (n)	vain (adj)
chat (v, n)	forgetful (adj)	pipe (n)	wavy (adj)
conservative (adj)	frightened (adj)	pointed (adj)	wealthy (adj)
corrupt (adj)	frightening (adj)	policy (n)	well-built (adj)
curly (adj)	gathering (n)	poverty (n)	
depressed (adj)	generous (adj)	province (n)	

### 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?

synonyms

rob

take

antonyms

give

replace

donate

steal



# Unit Eleven

*going to* – the future – arrangements – geography – agreeing and disagreeing –  
*no + where/thing/one* – word endings – argument – thinking about grammar

## 1. Future Plans

### 1.1 What are you going to do?

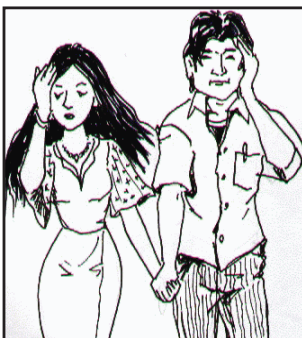
- A. Look at this picture. These people are planning their futures. One is thinking of the short-term future, one is thinking of the medium-term future, and one is thinking of the long-term future. Which is which?



- B. These people are also thinking of their futures. What are they going to do? Think of some ideas.



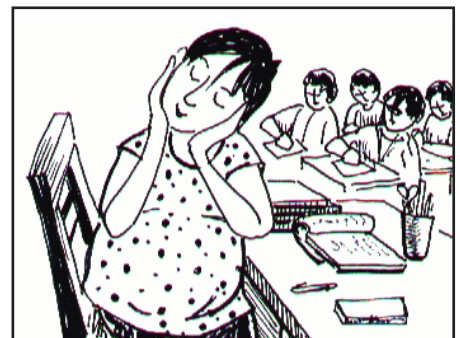
When I graduate, I'm going to...



Soon we're going to...



When I get out of here, I'm going to...



After the baby's born, I'm going to...

- 11.1 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.

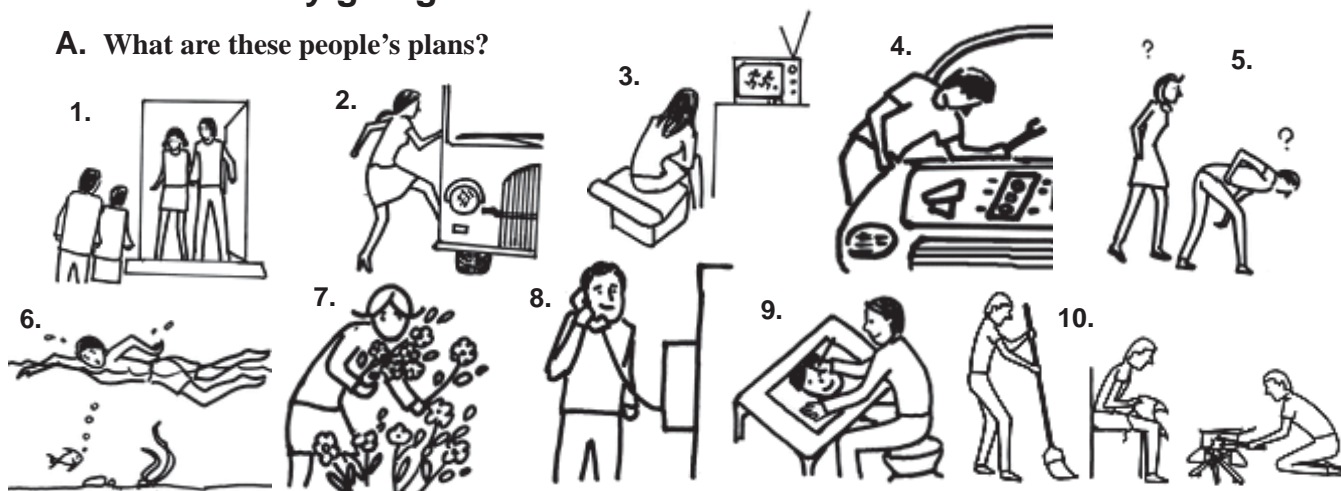
### D. Tell another student what your first partner is going to do.

After he retires,  
 Tin Tin is going to  
 write a book.



## 1.4 What are they going to do tomorrow?

### A. What are these people's plans?



Complete the sentences. Add extra information – use your imagination!

1. Su Su and Ko Ko are going to visit their cousins.
2. Rosa's going to...
3. Lwin Lwin Oo
4. Zaw Zaw
5. Nan Htwe and Ben
6. U Tin Gyi
7. Mi Mi
8. Maung Maung Gyi
9. Ali
10. Naing Win

B. Ask and answer questions around the class.

## 1.5 Future plans

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

11.2 C. Listen to the audio. What are they planning to do? Tick yes, no or maybe for each task.

		yes	no	maybe
Zindzi	Travel around the country			
	Set up computer networks			
Dylan	Teach			
	Write a book			
Nang Seng	Set up a translation project			
	Organise a workshop			
Lee	Teach			
	Apply for funding			
	Write a funding proposal			
	Work outside his town			

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

- 11.3 A.** Moe Kyaw is ringing Kyi Kyi. He wants to meet her.  
Listen to the conversation. Does Kyi Kyi want to meet Moe Kyaw?

- 11.3 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?

- D.** Roleplay. Work in pairs. Partner A wants to meet Partner B. Partner B doesn't want to meet Partner A. Have a conversation.

### 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.

You have arranged to meet your teacher later.  
*I'm meeting my teacher later.*

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. <i>present</i> | 5. |
| 2.                | 6. |
| 3.                | 7. |
| 4.                | 8. |

- 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:

### 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.



**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.



**3. South Africa:** fairly large country / southern coast / Africa / Indian / Atlantic Ocean.



**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?

- 11.4 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?

Si Si: Are you coming to the meeting on Friday?

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.

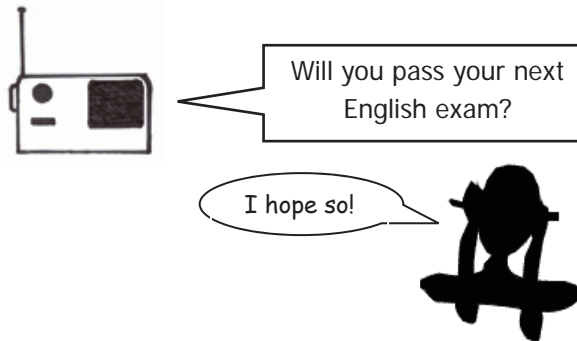
We use *I hope so* and *I hope not* when we want something to happen (or not happen).

- 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

- 11.5** 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*.



- 11.6** C. Listen to the audio. You will hear some opinions. Respond with *I agree* + more information, or *I disagree* + more information.



- 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*.
- D. 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?

- 11.7** 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?



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.

your day breaks  
mind  
to linger on  
no longer  
to miss  
to last  
to lend a hand  
to take your time  
point of view

to not go away  
to continue for a long time  
opinion  
to not hurry, do something slowly  
your day begins  
to help  
brain  
not for any more time  
to not experience something

11.8 C. Here are the lyrics to these songs. They are mixed up.

11.9 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

~~Your day breaks, your mind aches~~  
~~You find that all her words of kindness linger on~~  
~~He's a real nowhere man~~

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  
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

**11.10** 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.



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.

Shopping List

**11.11** 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.
7. Help! A thief took my bag!
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

**B. Now try the same with these of words. Listen, and give your partner a score out of six for each row.**

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

**Which final consonant sounds do you have problems with?**

**11.12 C. Listen and repeat.**

**D. In groups, play *Whispers*.**

## 7. Writing: Expressing opinions

### 7.1 In my opinion

**A. Ma Win is writing a letter to her cousin Ni Ni, who is working in another country. Read the letter and summarise Ma Win's situation in two or three sentences.**

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

**B. Look at the underlined words and phrases in the letter. Which ones mean:**

1. Also...
2. As said by...
3. In my opinion... (2 expressions)
4. So...
5. An example of this is...

**C. U Aung Ko is giving his opinions about modern youth. Use the expressions from A to fill the gaps.**

1. \_\_\_\_\_, young people do not respect traditional values nowadays. 2. \_\_\_\_\_, my eighteen year old niece Su Myat always wears short skirts or trousers. She doesn't like wearing longyis. 3. \_\_\_\_\_, she often goes out late at night with her friends. I think she smokes cigarettes and drinks beer. 4. \_\_\_\_\_ her mother, she is also rude to her parents, and she doesn't help much around the house. 5. \_\_\_\_\_ this is because she watches too much television. Young people these days watch a lot of TV, and it gives them bad ideas that go against our culture. 6. \_\_\_\_\_, I think all television should be banned.



## 7.2 More opinions

A. Ma Win receives a letter back from Ni Ni. Does Ni Ni think Ma Win should join her?

Dear Ma Win,

Nice to hear from you, and I'm sorry about your job.

<sup>1</sup>..... you should come here. <sup>2</sup>....., 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. <sup>3</sup>....., 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.

<sup>4</sup>....., the authorities here sometimes make problems for migrant workers. <sup>5</sup>....., 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. <sup>6</sup>..... him, you can't work in hospitals if you don't have a qualification from this country. <sup>7</sup>....., 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.

### Reasons for

She can make more money.

### Reasons against

She'll miss her family.

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.

B. Write at least three paragraphs explaining your opinions about your topic. Use at least six phrases from exercises B and C.

## 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.

Shan is my first  
language, and 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.**

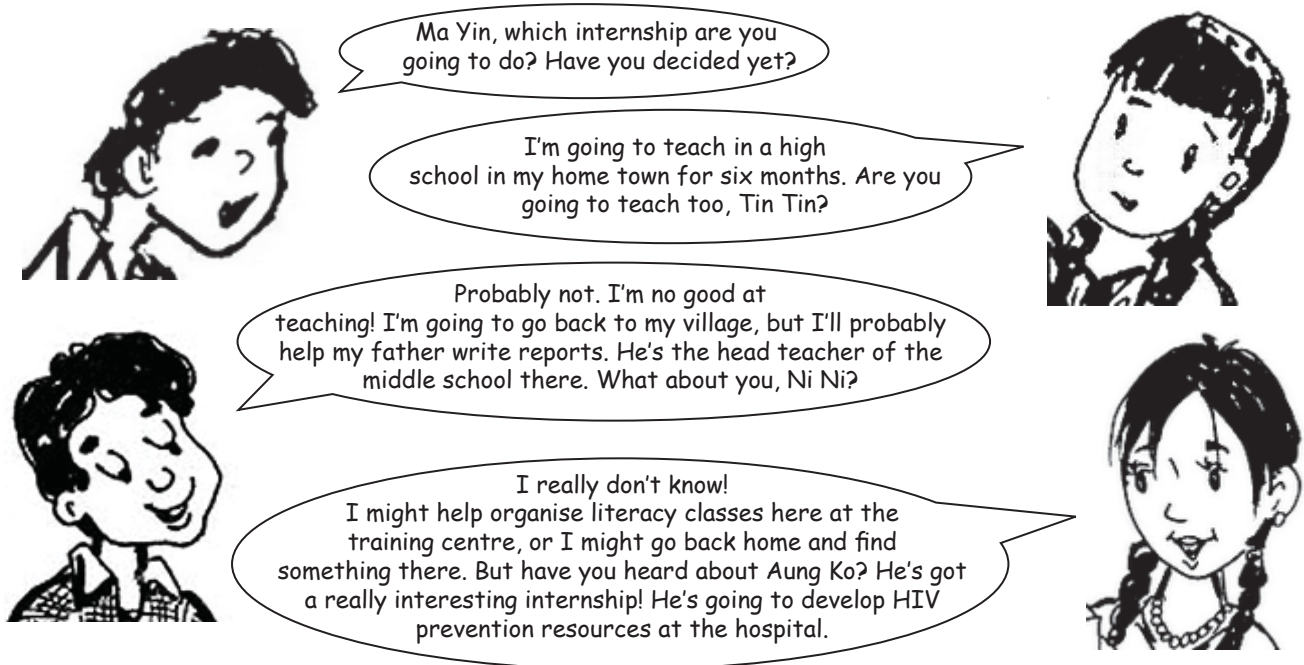
**C. What other languages do you know?  
Are they similar to or very different from your first language?**

## 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.



1. 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.

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.

#### 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.

#### 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.

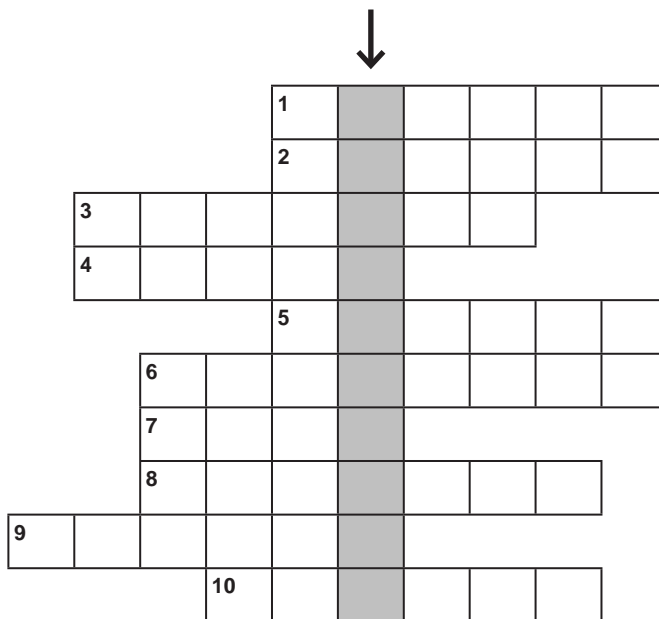
## D. Geography crossword

Write the missing words in the puzzle.

- The Pacific and the Atlantic are the biggest \_\_\_\_\_ in the world.
- Tachilek is on the \_\_\_\_\_ between Myanmar and Thailand.
- Madagascar, Java and Phuket are all \_\_\_\_\_.
- Sittwe is on the west \_\_\_\_\_ of Myanmar.
- The Nile, the Ayeyarwadi and the Amazon are all \_\_\_\_\_.
- Everest is the tallest \_\_\_\_\_ in the world.
- Inle \_\_\_\_\_ is in Myanmar.
- Japan is a \_\_\_\_\_. So are Australia and Brazil.
- An area full of trees, like the Bago Yoma.
- 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?

- In Myanmar in July it's wet and humid.
- In Northern China in October it's very hot at night.
- It sometimes rains during the water festival.
- In Singapore, some people have air-conditioners in their offices.
- In England, people wear warm clothes in December.
- In Japan, it rains every day in March.
- In cold countries, people use heaters, fires or stoves to warm their houses.
- 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.*

- A:** *Is it...*  
**B:** *I hope not! I hate the rain.*
- A:** *Will you...*  
**B:** *I hope so. I've studied every night.*
- A:** *Do they...*  
**B:** *I don't think so. I think they speak Chinese.*
- A:** *Are you...*  
**B:** *I think so. We need a bigger house.*

## G. no- or any- ?

Choose the right word.

- She didn't tell \_\_\_\_\_ (*nobody / anybody*) about the plan.
- I don't want \_\_\_\_\_ (*nothing / anything*) to drink. I'm not thirsty.
- 'What's in that box?'  
'\_\_\_\_\_ (*nothing / anything*). It's empty.'
- My job is very easy. \_\_\_\_\_ (*nobody / anybody*) could do it.
- The situation is very confusing. \_\_\_\_\_ (*nothing / anything*) might happen.
- I know \_\_\_\_\_ (*nothing / anything*) about history.
- The accident looked very serious, but fortunately \_\_\_\_\_ (*nobody / anybody*) was hurt.
- 'Are there any bookshops in this town?'  
'\_\_\_\_\_ (*nowhere / anywhere*) near here, sorry. There's one in the next town.'
- I went to the clothes shop to buy a shirt, but there was \_\_\_\_\_ (*nothing / anything*) I liked.
- Have you seen my watch? I can't find it \_\_\_\_\_ (*nowhere / anywhere*).



## 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.**

abroad ( <i>adj, adv</i> )	download ( <i>v</i> )	logical ( <i>adj</i> )	snack ( <i>n</i> )
access ( <i>n, v</i> )	excuse ( <i>n</i> )	majority ( <i>n</i> )	sort ( <i>v</i> )
afford ( <i>v</i> )	exception ( <i>n</i> )	migrant ( <i>n</i> )	suburb ( <i>n</i> )
arrangement ( <i>n</i> )	freeze ( <i>v</i> )	network ( <i>n</i> )	surrounded by ( <i>prep</i> )
authorities ( <i>n</i> )	fundraising ( <i>n</i> )	particularly ( <i>adv</i> )	sustainable ( <i>adj</i> )
branch ( <i>n</i> )	furthermore ( <i>adv</i> )	pleasant ( <i>adj</i> )	tailor ( <i>n</i> )
bribe ( <i>n, v</i> )	humid ( <i>adj</i> )	point of view ( <i>n</i> )	take [your] time ( <i>v</i> )
budget ( <i>n</i> )	immigration ( <i>n</i> )	proposal ( <i>n</i> )	temperate ( <i>adj</i> )
cloudy ( <i>adj</i> )	in my opinion ( <i>adv</i> )	repay ( <i>v</i> )	tropical ( <i>adj</i> )
coast ( <i>n</i> )	in my view ( <i>adv</i> )	respond ( <i>v</i> )	values ( <i>n</i> )
connect ( <i>v</i> )	labourer ( <i>n</i> )	rumour ( <i>n</i> )	website ( <i>n</i> )
continent ( <i>n</i> )	layer ( <i>n</i> )	satellite ( <i>n</i> )	
cut ( <i>v, n</i> )	lend a hand ( <i>v</i> )	shelter ( <i>n, v</i> )	
damp ( <i>adj</i> )	log on ( <i>v</i> )	small talk ( <i>n</i> )	

**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.**

You can log on to the internet at the central library.

False! You can't log on there - they don't have internet.

# Unit Twelve

the passive – the present perfect (3) – *been* and *gone* – the arts – social chat – intonation – phrasal verbs – charts and statistics – grammar mistakes and strategies

## 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.**

- a.**      SUBJECT      ACTIVE VERB      OBJECT  
The police      arrested      Kevin.
- b.**      SUBJECT      PASSIVE VERB  
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	<b>am / was</b>	
You / We / They	<b>are / were</b>	<b>born</b> last year.
He / She / It	<b>is / was</b>	

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.)

Canadian Times, September 24, 2006

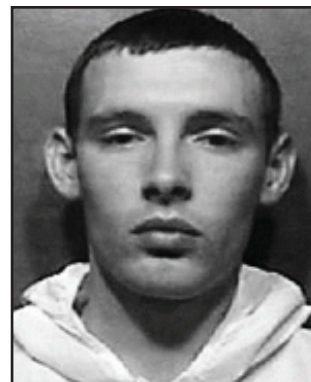
### TEEN BOMBER FAILS TO BLOW UP SCHOOL

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.



**In which sentence...**

1. is the word *arrested* in the past simple?
2. is the word *arrested* a past participle?
3. did the subject do something to the object?
4. did someone (we don't know who) do something to the subject?

**E. Look at the article again. Find three more examples of the passive.**

## 1.2 Forming the passive

### A. Change these active sentences into passive sentences.

In Britain...

- women bear one baby every minute.  
*one baby is born every minute.*
- people spend 9.7 billion pounds on beer every year.
- people use 9 billion litres of water each day.
- people produce 27 million tonnes of rubbish every year.
- thieves steal one car every 20 minutes.

### B. All of the things above happened last year. Write the information in the past simple passive.

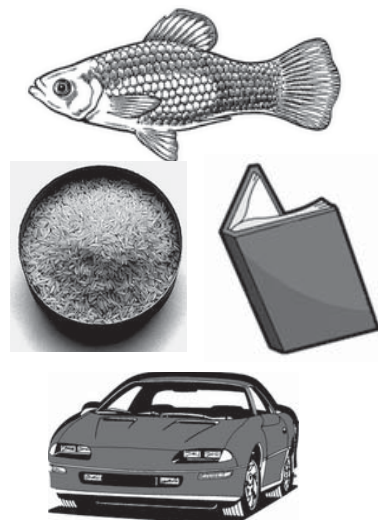
In Britain last year...

- baby *one baby was born every minute.*
- beer
- litres of water
- rubbish
- car

### C. Look at the products in the pictures. Work in pairs and discuss what happens to the products before they are used. Use the passive form of the verbs in the box.

*First the fish is caught. Then it's...*

assemble  
test  
catch  
paint  
clean  
kill  
cook  
cut  
edit  
print  
grow  
wash  
write  
publish  
eat



### 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.

- Bananas are grown in cold climates. (hot climates)  
*Bananas aren't grown in cold climates. They're grown in hot climates.*
- The telephone was invented in the 1970s. (the 1870s)
- Toyota cars are produced in China. (Japan)
- Paper is made of metal. (trees)
- Shampoo is used for washing dishes. (hair)
- 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. ↘ You can only cross squares if...

START HERE



*the past participle has one syllable:*

kill	need	help	plan	stop	hate
look	dance	walk	end	close	visit
taste	want	decide	wait	talk	climb
note	enter	finish	arrive	add	ask

*the past participle has two syllables:*



help	dance	walk	phone	jump	vote
taste	start	end	wait	hate	add
want	plan	stop	close	talk	look
need	climb	ask	rain	arrive	kill



*the past participle is irregular:*

catch	come	stop	leave	wake	ring
dance	drive	look	think	walk	swim
wait	see	talk	hear	enter	drink
help	get	stand	go	want	eat



YOU'VE FINISHED!

### 1.3 Active or passive?

**A. Complete the sentences using these verbs in the correct form:**

cause hold (x2) employ make own  
not grow not clean not translate close

- Many accidents are caused by dangerous driving.
- Mohinga \_\_\_\_\_ from fish and noodles.
- Farmers \_\_\_\_\_ pineapples in the mountain villages, because it's too cold.
- I don't like this hotel. The rooms \_\_\_\_\_ regularly.
- In Thailand, elections for Prime Minister \_\_\_\_\_ every four years, but Malaysia \_\_\_\_\_ them every five years.
- I want to read Mya Than Tint's book, but it \_\_\_\_\_ into English.
- The shop \_\_\_\_\_ at 8.30pm on Saturdays.
- 250 people \_\_\_\_\_ at the factory. It \_\_\_\_\_ 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.**

cause eat drink recycle  
murder eat kill use

- In 2000, British people \_\_\_\_\_ 86 eggs each.
- 255 tonnes of rice \_\_\_\_\_ last year.
- About 765 people \_\_\_\_\_ each year. That's an average of 2.1 a day.
- Approximately 300 deaths \_\_\_\_\_ by smoking each day.
- 3,200 people \_\_\_\_\_ in road accidents in 2007.
- On average, every UK household \_\_\_\_\_ 440 plastic bottles each year, of which only 24 \_\_\_\_\_.
- People in Britain \_\_\_\_\_ 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, <sup>1.</sup>\_\_\_\_\_ from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country <sup>2.</sup>\_\_\_\_\_, and 30 million people had to leave their homes. During this time more than a thousand people <sup>3.</sup>\_\_\_\_\_ or <sup>4.</sup>\_\_\_\_\_ from disease.

Some of Bangladesh's environmental problems <sup>5.</sup>\_\_\_\_\_ by deforestation. The country has a large population, so people need land for farming. Trees <sup>6.</sup>\_\_\_\_\_ so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms <sup>7.</sup>\_\_\_\_\_ by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis <sup>8.</sup>\_\_\_\_\_ on only one meal per day or less. Many children, especially girls, <sup>9.</sup>\_\_\_\_\_ much education. In rural areas 42% of boys and 52% of girls <sup>10.</sup>\_\_\_\_\_ 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?  | 5. Who was the play 'Romeo and Juliet' written by? |
| 2. Are rubies mined in Myanmar?   | 6. Where are polar bears found?                    |
| 3. Where is New Zealand located?  | 7. Are bats used in football?                      |
| 4. Was Gandhi killed in Pakistan? | 8. Why was paracetamol invented?                   |

### B. Match the answers below with the questions in A.

- |                              |                       |
|------------------------------|-----------------------|
| a. Near Australia. 3         | e. No, they're not.   |
| b. William Shakespeare.      | f. Yes, they are.     |
| c. About 4,500 years ago.    | g. No, he wasn't.     |
| d. To reduce fever and pain. | h. 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.       | 4. When I was 11.            | 5. With a stick. |
| 2. Some rocks fell on me. | 6. For stealing some apples. | 7. On my legs.   |
| 3. On the mountain road.  | 8. My uncle.                 |                  |
- 
- |                           |                          |
|---------------------------|--------------------------|
| 1. When were you injured? | 4. When were you beaten? |
| 2. _____ injured?         | 5. _____ beaten?         |
| 3. _____ injured?         | 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?

- |  |          |
|--|----------|
| 1. The Minister of Education's husband | yes / no |
| 2. Prince William                      | yes / no |
| 3. David Beckham                       | yes / no |



#### B. Answer the questions.

- Has Nilar met the Minister of Education?
- Has Caroline spoken to Prince William?
- 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.  
I've never had malaria.*

- 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?  
A: When did you do that?  
A: Where?

B: Yes, I have.  
B: Three years ago.  
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?



boat



pizza



motorbike



conference

- 12.3 B.** Listen again and answer the questions.

- When did she ride on a large boat?
  - Why did she go to Yangon?
  - Did she enjoy travelling by boat?
- Where does he buy pizza?
  - How often does he eat it?
- How old was she when she drove a motorbike?
  - Whose motorbike was it?
  - Did she enjoy the experience?
- Has he been to many conferences?
  - What was the main topic of the conference last weekend?
  - 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

**12.3 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?**

**E. Imagine you are applying for one of the jobs below. What relevant experience do you have?**

**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!**

- manager of a large department store
- office manager
- tour guide
- bicycle mechanic
- teacher

## 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	_____	confident	_____
friendly	_____	patient	_____
good-looking	_____	honest	_____
intelligent	_____	reliable	_____
hard-working	_____	easy-going	_____
generous	_____	unbiased	_____
loyal	_____		

**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.

4. Knows nothing about the job. Not interested.

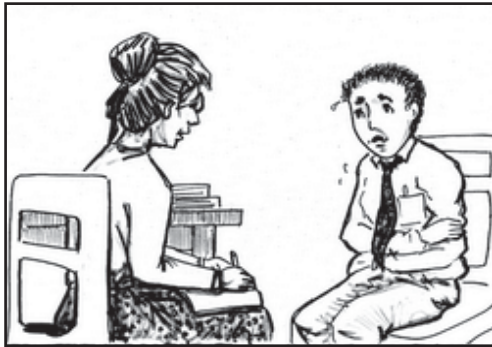
2. Replies were not clear. Difficult to understand. Poor communication.

5. Complained about previous employers. Not loyal.

3. Too many personal problems!

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.

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. She visited the most populated country in the world in 2005.



5. Nang Seng always wanted to look at the Pyramids. She was lucky – in 2007 there was a big conference in that country.

6. 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.

7. 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?**

rehearse	dancer	song	exhibition	costume	photographs	traditional
rock	make-up	play (n)	modern	musician	opera	movie
record (v)	actor	artist	perform	poet	cinema	concert
						puppet
circus	classical	singer	band	orchestra	folk	karaoke
	instrument	jazz	writer	book	theatre	gallery

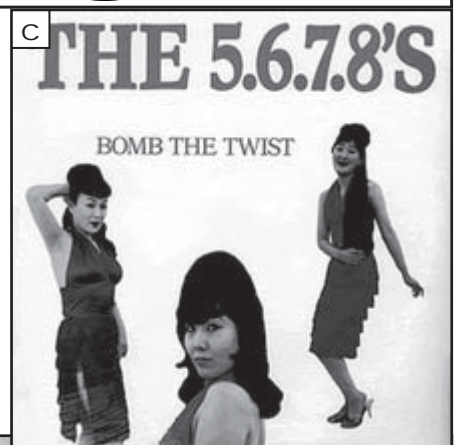
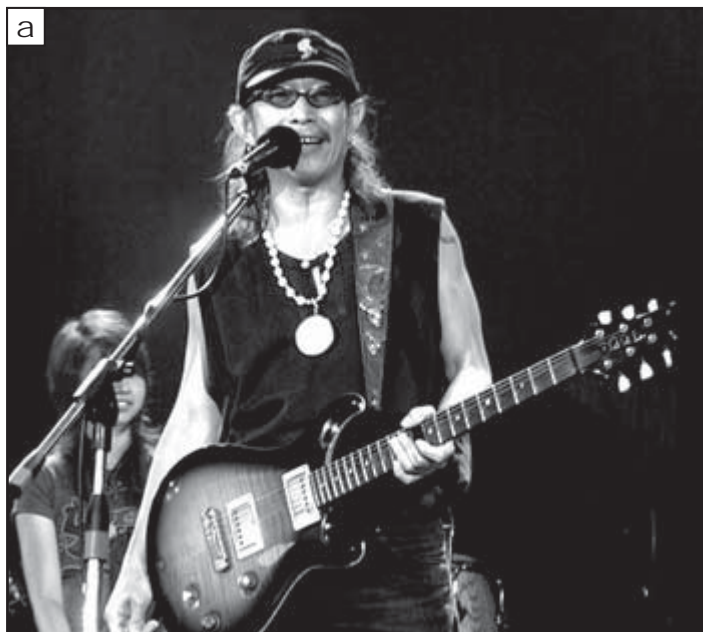
**B. Put the words into categories. Add any other words you know.**

watching	listening	reading / writing
theatre	musician	poet
rehearsal	rehearsal	
concert	concert	
	instrument	

## 3.2 The arts in Asia

**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.**

Informal introductions

Formal introductions

Introducing yourself

Have you met Mi Chan?

May I introduce myself? I'm Sandar from the National Manufacturers Association.

Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher, Sayama Mu Naw.

Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.

Excuse me, are you Maw Maw Aung?

Hi. Nice to meet you.

Ms Green, I'd like to introduce my colleague, Nu Nu.

I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey.

How do you do?

**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*.**

family	religion	organisation/job	hobbies/sports	duties and responsibilities
the weather	home country/town	places they've been to	political beliefs	
favourite food/music/films/books	age	why they are here	their opinion of your culture	
	your opinion of their culture			

appropriate

inappropriate

- 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?

- 12.5 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:

- 12.5 B. Listen again. What questions do the speakers use to get more information?**

**Conversation 1:** *Are you still with the UNDP?*

**Conversation 2:**

- 12.5 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

- 12.6 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.**

**12.7 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?

come back	come in	cut out	fall over	get on	give away	<del>stand up</del>	lie down
pay back	stay in	wake up	put on	go away	try on		

#### 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 \_\_\_\_\_ all the money to poor people.
3. The road is very muddy. Be careful you don't \_\_\_\_\_.
4. It was cold, so I \_\_\_\_\_ a warm jersey.
5. I felt very tired this afternoon, so I \_\_\_\_\_ in my hammock for an hour.
6. \_\_\_\_\_! You are very annoying!
7. Welcome. \_\_\_\_\_ and shut the door.
8. I want to \_\_\_\_\_ that newspaper article and keep it.
9. I don't want to go out tonight. Let's \_\_\_\_\_.
10. \_\_\_\_\_! You've forgotten your wallet!
11. I \_\_\_\_\_ the shirt, but it was too small for me.
12. They \_\_\_\_\_ the bus and bought their tickets.
13. When can you \_\_\_\_\_ the money?
14. \_\_\_\_\_! 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?

throw away   turn up   turn down   set up   hurry up   look after   look up  
figure out   give up   carry on   pick up   grow up

### 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.

- \_\_\_\_\_ – the bus is leaving!
- We \_\_\_\_\_ a meeting to discuss health issues in our community.
- I \_\_\_\_\_ the word in the dictionary.
- I want my children to \_\_\_\_\_ in a peaceful world.
- \_\_\_\_\_, I want to hear more of the story.
- I didn't see him for ten years, and then he \_\_\_\_\_ at my house yesterday.
- I \_\_\_\_\_ my daughter from school every day at 4.00.
- I can't \_\_\_\_\_ the answer to this maths question.
- I \_\_\_\_\_ smoking last year, and now I am much healthier.
- My parents \_\_\_\_\_ my sister's children when she is at work.
- I \_\_\_\_\_ the job offer, because I didn't want to move to Yangon.
- We should \_\_\_\_\_ those vegetables. They are not fresh.

### E. Complete the sentences.

- Someone turned up...
- Please throw away...
- I grew up...
- We set up...
- Hurry up...
- 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?

- Which of those three countries is the richest? Which is the poorest?
- 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.

	Bangladesh	Thailand	Australia
population	154 million	65 million	21 million
oil	55 million barrels	328 million barrels	321 million barrels
carbon dioxide	37 million tonnes	268 million tonnes	326 million tonnes
babies	4.5 million	1.3 million	252,000
waste	10.3 million tonnes	14 million tonnes	150 million tonnes

consumed oil   emitted \_\_\_\_\_   produced \_\_\_\_\_   born \_\_\_\_\_



**C. Use the information in the chart to fill the gaps, e.g.**

- 154 million barrels of oil are consumed in Bangladesh each year.
- \_\_\_\_\_ of carbon dioxide are emitted in Thailand each year.
  - \_\_\_\_\_ babies are born in Australia each year.
  - \_\_\_\_\_ of waste are produced in Bangladesh each year.
  - Much more oil is consumed in Australia than in \_\_\_\_\_.
  - \_\_\_\_\_ has the largest population but it emits the \_\_\_\_\_ 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?**

Oil statistics (millions of barrels per day)

	Produced		Imported		Exported		Consumed	
	1980	now	1980	now	1980	now	1980	now
U.S.A.	10.8	8.3	6.9	13.2	0.5	1.0	17.1	20.8
Saudi Arabia	10.3	11.0	0.0	0.0	9.7	8.9	0.6	2.0
China	2.1	3.7	0.0	3.2	0.3	0.1	1.8	6.9

**B. Use the information in the chart to complete the sentences.**

- In 1980, 10.8 million barrels of oil \_\_\_\_\_ in the U.S. every day. Now, 8.3 million barrels \_\_\_\_\_.
- In 1980, 17.1 million barrels of oil \_\_\_\_\_ in the U.S. every day. Now, 20.8 million barrels \_\_\_\_\_.
- In 1980, no barrels of oil \_\_\_\_\_ in Saudi Arabia, and 9.7 million barrels \_\_\_\_\_.
- Nowadays, no barrels of oil \_\_\_\_\_ in Saudi Arabia, and 8.9 million barrels \_\_\_\_\_.

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.**

- Oil production has risen.
- In 1980 no oil was imported, but now 3.2 million barrels are imported each day.
- China exports less oil now than in 1980.
- Oil consumption has risen a lot.

e.g. 1. We think more oil is produced because:  
 - more people want to use energy from oil  
 - 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?**

year	1	1000	1500	1900	1950	2008	2050
world population	200 million	310 million	480 million	1.6 billion	2.5 billion	6.7 billion	9 billion+
average life expectancy	20-30	20-30	20-30	35	46	67	70+

**B. What changes does the chart show? What do you think are the main reasons for these changes?**

e.g. Life expectancy has risen by 32 years since 1900. This might be because:  
 - health care has improved  
 - the quality and quantity of food has increased for most people

## 8. Thinking about Learning: Grammar (2)

### 8.1 Grammar mistakes

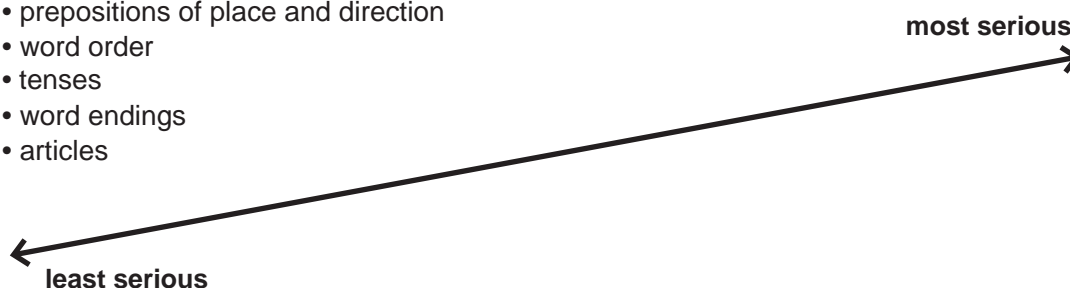
- A.** How good is your grammar? Do you make a lot of important mistakes? Or do you usually make minor mistakes?
- B.** Some grammar mistakes are more serious than others because they make the meaning unclear and cause confusion. Look at the examples of spoken English below. In each example there is a sentence with a mistake. Work in groups. Decide how serious each mistake is, and why.

- |  |   |
|--|---|
| 1. A: What does your brother do?<br>B: He work in a factory. | 4. My finger hurts because I am cutting it. |
| 2. Where do you go next Saturday?                            | 5. You look boring.                         |
| 3. How long you stay here?                                   | 6. What means 'flabbergasted'?              |

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

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

- B.** Think of some more techniques.  
How do you prefer to learn grammar?

- 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 \_\_\_\_\_ most of the Earth's surface. (*cover*)
3. Most of the Earth's surface \_\_\_\_\_ by water. (*cover*)
4. My bike \_\_\_\_\_ in time so I couldn't go on the ride. (*not fix*)
5. The letter \_\_\_\_\_ a week ago and it \_\_\_\_\_ yesterday. (*post, arrive*)
6. I \_\_\_\_\_ this tea, because it \_\_\_\_\_ locally. I like to use local businesses. (*not buy, not grow*)
7. I \_\_\_\_\_ in Twante, but I \_\_\_\_\_ there now. (*grow up, not live*)
8. While I was at the festival, my radio \_\_\_\_\_ from my house. (*steal*)
9. Why \_\_\_\_\_ from his job? Didn't he enjoy it? (*Zarni / resign*)
10. Why \_\_\_\_\_ from her job? What did she do wrong? (*Thida / fire*)
11. Where \_\_\_\_\_? \_\_\_\_\_ 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*
3. People don't use this road very often.
4. The police arrested my son.
5. How do people learn languages?
6. While I was in the shop, somebody took my bicycle.
7. Where do people grow apples?
8. How did somebody break the window?

#### 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.
3. how long / you / be / here?
4. Min Thu / not eat / crocodile meat.
5. my parents / visited / many cities.
6. Aung Mon and San San Aye / not have / children / yet.
7. the children / try / their new bicycles?
8. I / not play / Buzkashi.
9. the cat / catch / a lot of rats.
10. I / know / 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 \_\_\_\_\_ to the shop to get some meat.

**Kyi Kyi:** Oh! I bought some chicken - I've just \_\_\_\_\_ to the new market near the lake.

**Mary:** I haven't \_\_\_\_\_ 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 \_\_\_\_\_ 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

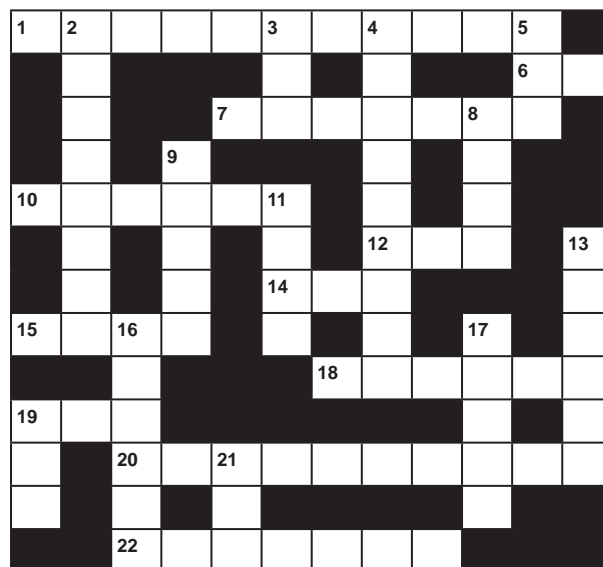
## G. Arts crossword

### 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. <i>do something quickly</i>                         |
| 2. try on     | b. <i>put on an item of clothing to see if it fits</i> |
| 3. carry on   | c. <i>stop doing something before it is finished</i>   |
| 4. pick up    | d. <i>enter a room</i>                                 |
| 5. hurry up   | e. <i>not leave your house</i>                         |
| 6. stay in    | f. <i>return money</i>                                 |
| 7. grow up    | g. <i>get something or someone</i>                     |
| 8. figure out | h. <i>understand</i>                                   |
| 9. look after | i. <i>continue</i>                                     |
| 10. pay back  | j. <i>organise something new</i>                       |
| 11. give up   | k. <i>make sure someone or something is OK</i>         |
| 12. set up    | l. <i>get bigger or older</i>                          |

## I. Translate

Translate these phrases into your language.

1. I'd like to introduce my teacher, Daw Lwin Lwin Oo.
2. Excuse me, are you Maung Myo?
3. How long have you been here?
4. This weather is very hot!
5. Do you like American food?
6. I like rock music. Do you?
7. I enjoyed your speech.
8. What's your favourite food?



## 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.

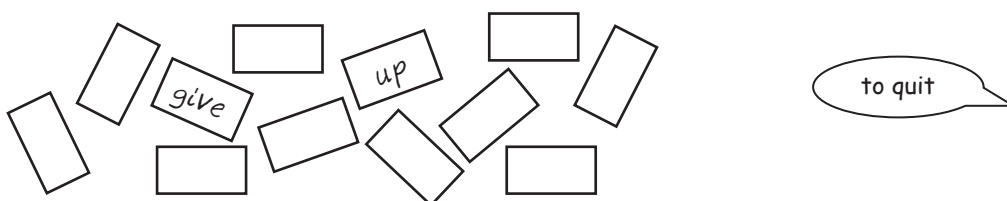
attempt (v)	earthquake (n)	invent (v)	set up (v)
article (n)	emit (v)	liaise (v)	soil (n)
barrel (n)	engine (n)	life expectancy (n)	statistics (n)
biased (adj)	exhibition (n)	look up (v)	stranger (n)
bullet point (n)	expel (v)	loose (adj)	suffer (v)
carbon dioxide (n)	export (v, n)	lottery (n)	survive (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.



# Additional Material

## 1.4.1 General knowledge

from page 7

**B. Work in pairs. Partner B: look at this page. Partner A: look at page 7.**  
**Partner B: ask your partner these questions.**

- |  |   |
|--|---|
| <p>1. Where do giraffes live?</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• South America</li> <li>• India</li> </ul> | <p>3. When do Australians celebrate New Year?</p> <ul style="list-style-type: none"> <li>• January</li> <li>• April</li> <li>• December</li> </ul>  |
| <p>2. What does a tailor make?</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• clothes</li> <li>• food</li> </ul>    | <p>4. Where do Kurdish people come from?</p> <ul style="list-style-type: none"> <li>• China, Korea and Japan</li> <li>• Canada, the US and Mexico</li> <li>• Turkey, Iran and Iraq</li> </ul> |

Where do giraffes live:  
Africa, South America  
or India?

Answers: 1. Africa 2. clothes 3. January 4. Turkey, Iran and Iraq

## 1.4.3 Pairwork: Ban Ki-moon

from page 9

**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

from page 21

**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

from page 23

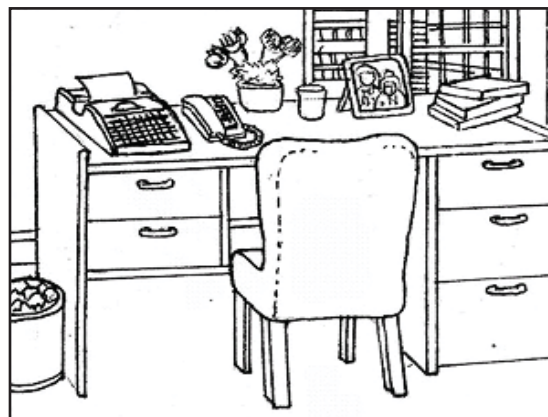
You and your partner both have a picture of an office. The pictures are almost the same, but there are eight differences. Find the differences without looking at each other's pictures. Ask questions, e.g.

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

from page 30

#### 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

from page 40

Work in pairs.

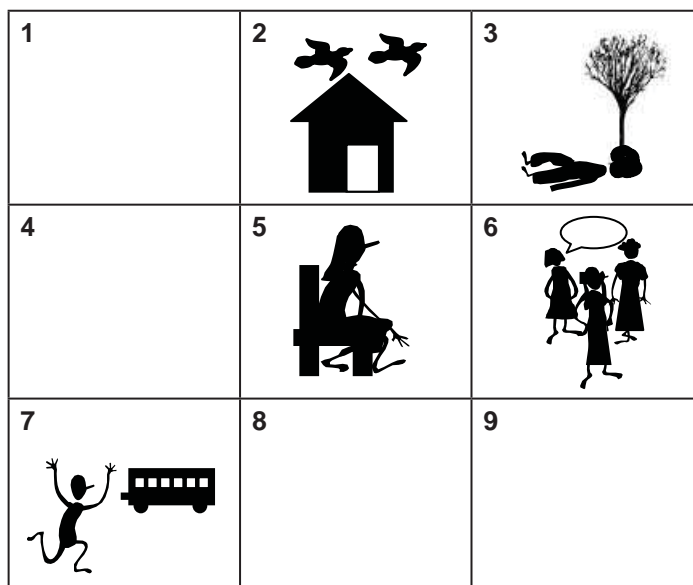
Partner B: look at this picture.

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.

In section 3, there's a man sleeping under a tree...



### 4.1.3 Prediction: Nelson Mandela

from page 51

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

from page 53

Work in pairs. Partner B: look at this page. Partner A: look at page 53.

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

from page 88

Work in pairs.

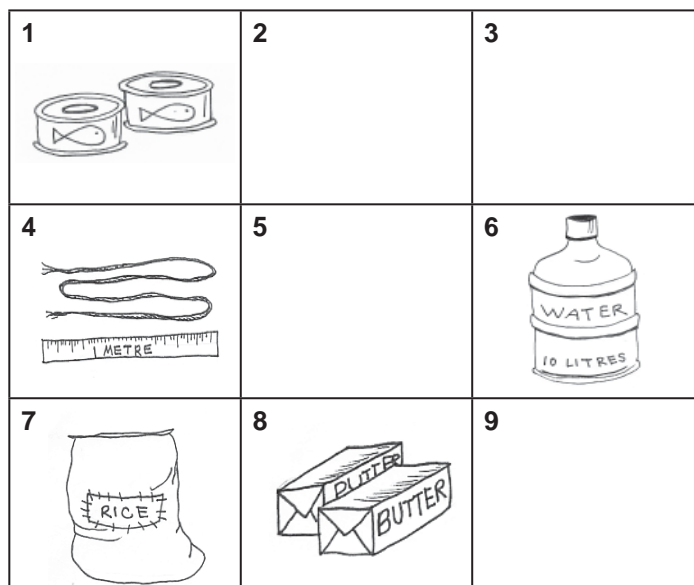
Partner B: look at these pictures.

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.

In section 7, there's a large bag of rice.



## 7.1.4 Pairwork: A visitor from the future

from page 100

B. Work in pairs. Partner B: look at this page. Partner A: look at page 100.

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? | 4. how long / people / live? |
| 2. what / people / do?             | 5. people / live / Mars?     |
| 3. there / be / diseases?          | 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.

## 8.2.5 Pairwork: More world records

from page 119

Partner B: look at this page. Partner A: look at page 119.

**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 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.



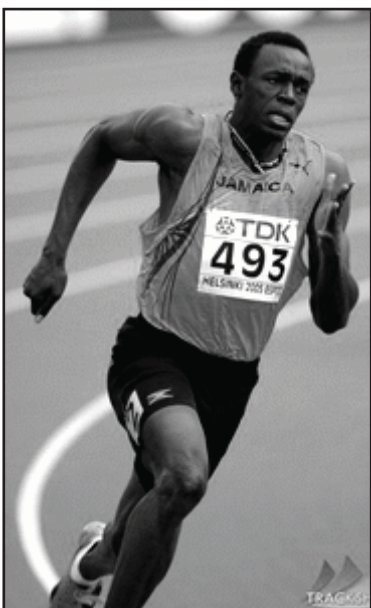
**4** - A tortoise from Madagascar called \_\_\_\_\_ was probably the oldest animal. In \_\_\_\_\_ British explorer Captain Cook gave it to the Tongan royal family. It died in 1965, so it was at least 188 years old.

**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** - Shamsheer 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 's \_\_\_\_\_ 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

	days
has a cup of tea with breakfast	365
smokes	0
goes swimming	30
walks to work	200
listens to music	150
reads the newspaper	220

1. She always 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.

police station	yes
cinemas	no
hospital	yes
buses	yes
swimming pool	no
schools	yes

## 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 <sup>1</sup>\_\_\_\_\_ 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 <sup>2</sup>\_\_\_\_\_ a lamp, but there <sup>3</sup>\_\_\_\_\_ any books on the desk. On the wall there are some photos, but there <sup>4</sup>\_\_\_\_\_ a clock. We've got a cat so there <sup>5</sup>\_\_\_\_\_ any mice in our apartment. In the kitchen there's a refrigerator, but there <sup>6</sup>\_\_\_\_\_ 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.

### Trip Information

The train station.  
14,000 kyat.  
15 hours. Departs 8:00pm.  
Arrives 11:00am.

### Vocabulary

catch   get to   cost   take   leave

*You can catch the train at...*



## J. Adjectives

Which adjective fits each statement?


- 'The train to my house only costs 400 kyat!'
- 'San San Aye and Tin Tin aren't together any more.'
- 'Everybody was dressed in their best clothes'
- 'Their buses always arrive on time.'
- 'I always feel well. I never need to see a doctor.'
- 'He really likes going out and meeting new people.'

c h e a p  
 \_\_\_\_\_ a \_\_\_\_\_  
 \_\_\_\_\_ m \_\_\_\_\_  
 \_\_\_\_\_ l \_\_\_\_\_  
 \_\_\_\_\_ e \_\_\_\_\_  
 \_\_\_\_\_ c \_\_\_\_\_

## 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 (stay) here for a week. We <sup>1</sup>\_\_\_\_\_ (arrive) here on Tuesday. The trip here was quite long because we <sup>2</sup>\_\_\_\_\_ (take) a bus. The flights were very expensive! The sun <sup>3</sup>\_\_\_\_\_ (shine) and it's very hot. We <sup>4</sup>\_\_\_\_\_ (sit) on the beach and I <sup>5</sup>\_\_\_\_\_ (drink) coconut juice. We <sup>6</sup>\_\_\_\_\_ (do) this every day! We <sup>7</sup>\_\_\_\_\_ (wake up), have a cup of coffee at our hotel, then we <sup>8</sup>\_\_\_\_\_ (go) to the beach. We <sup>9</sup>\_\_\_\_\_ (not/work) here. I <sup>10</sup>\_\_\_\_\_ (not/bring) my computer or my notebooks to the beach. Yesterday we <sup>11</sup>\_\_\_\_\_ (take) a boat to a small island nearby. It was really beautiful. Right now we <sup>12</sup>\_\_\_\_\_ (not/swim) because we're both tired. We <sup>13</sup>\_\_\_\_\_ (swim) this morning and then again after lunch. We <sup>14</sup>\_\_\_\_\_ (watch) the fishing boats in the ocean at the moment. Aung Mon <sup>15</sup>\_\_\_\_\_ (read) his book, but I <sup>16</sup>\_\_\_\_\_ (not/read). I <sup>17</sup>\_\_\_\_\_ (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 make fried rice if you follow these instructions! First, <sup>1</sup>\_\_\_\_\_ the vegetables (onions, tomatoes, carrots, etc.). Next, <sup>2</sup>\_\_\_\_\_ some oil into a frying pan and heat it. <sup>3</sup>\_\_\_\_\_ the vegetables into the frying pan and <sup>4</sup>\_\_\_\_\_ them for a few minutes. Then, <sup>5</sup>\_\_\_\_\_ some cooked rice and <sup>6</sup>\_\_\_\_\_ it with the vegetables. <sup>7</sup>\_\_\_\_\_ the vegetables and rice for a few more minutes and then add some fish sauce and chillies.

put  
chop  
cook  
add  
mix  
fry  
pour  
make

## M. Containers

What kinds of things are in these containers? Identify the words.

### Bottle

ilo     oil  
twear

### Bag

lurof  
urags

### Can

reeb  
ifhs

### Carton

kilm  
gseg

## 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.

a football   2 movie tickets   some DVDs   a phone   some chicken curry   a book  
some new shoes   some empty coconuts   a letter   a train ticket   some clean clothes

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 <sup>1</sup>\_\_\_\_\_ was great! I flew there, so it only took <sup>2</sup>\_\_\_\_\_ hours. And it was cheap too. I only paid <sup>3</sup>\_\_\_\_\_ kyat for my ticket. The weather there was really cold. I wore a <sup>4</sup>\_\_\_\_\_ every day. I bought some <sup>5</sup>\_\_\_\_\_ for my parents, and it was easy to buy things because they spoke <sup>6</sup>\_\_\_\_\_ there. Best of all, I saw <sup>7</sup>\_\_\_\_\_, 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.

not very   quite   ~~really~~   very   a bit

Most of the people in my English class are great. My teacher, Daw Nu, is <sup>1</sup> really helpful! She always repeats things when we need it, and she never gets angry. Aung Shwe is also <sup>2</sup>\_\_\_\_\_ friendly. He helps explain what new words mean when I don't know and he never laughs at me. Kyaw Zwa is <sup>3</sup>\_\_\_\_\_ nice, but sometimes he makes too much noise. I'm not so sure about Ko Win because he's <sup>4</sup>\_\_\_\_\_ talkative – he doesn't say much. One more thing. The classroom is <sup>5</sup>\_\_\_\_\_ 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?

I can...	1	2	3	4	5
discuss my daily routine					
ask and answer questions in the past and present					
talk about my family					
introduce myself and other people					
describe towns and villages					
discuss and advise about transport					
identify my English learning needs and priorities					
talk about what's happening now					
discuss food and recipes					
talk about my life history					
order food in a restaurant					
understand active and passive verbs					

# 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 <sup>1.</sup>\_\_\_\_\_ (lose) my English dictionary two weeks ago.

A: <sup>2.</sup>\_\_\_\_\_ you \_\_\_\_\_ (find) it yet?

B: No. So I <sup>3.</sup>\_\_\_\_\_ (buy) a new one yesterday. Look!

A: Wow! That's really nice. Where <sup>4.</sup>\_\_\_\_\_ you \_\_\_\_\_ (buy) it?

B: I <sup>5.</sup>\_\_\_\_\_ (get) it at the bookshop in town. What about you?

<sup>6.</sup>\_\_\_\_\_ you ever \_\_\_\_\_ (lose) anything important?

A: Yes. I <sup>7.</sup>\_\_\_\_\_ (leave) my mobile phone in the movie theatre last month.

B: Oh! So that's why you <sup>8.</sup>\_\_\_\_\_ (not call) me for a long time!

A: Sorry - I <sup>9.</sup>\_\_\_\_\_ (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 <sup>1.</sup>\_\_\_\_\_ do it tomorrow. But I've <sup>2.</sup>\_\_\_\_\_ a lot of my friends! What about a present? <sup>3.</sup>\_\_\_\_\_ you bought a present for him yet?

Zaw Min: Yes, I have. It's a book about fishing. Tin Maung really likes fishing!

Ma Aye: How many people do you think <sup>4.</sup>\_\_\_\_\_ come to the party?

Zaw Min: <sup>5.</sup>\_\_\_\_\_ of people will come. Tin Maung has a lot of friends.

Ma Aye: Yes, but it's raining a lot, so some people <sup>6.</sup>\_\_\_\_\_ not come.

Zaw Min: Who can make a cake?

Ma Aye: I <sup>7.</sup>\_\_\_\_\_ 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 <sup>8.</sup>\_\_\_\_\_ balloons left from the previous party?

Zaw Min: I think I've got <sup>9.</sup>\_\_\_\_\_ in my house.

Ma Aye: Good. I will make mohinga so we need to buy a few <sup>10.</sup>\_\_\_\_\_ of noodles, a <sup>11.</sup>\_\_\_\_\_ of onions, <sup>12.</sup>\_\_\_\_\_ cucumbers, and some bananas. Do you have any chillies in your <sup>13.</sup>\_\_\_\_\_?

Zaw Min: I don't have very <sup>14.</sup>\_\_\_\_\_, but I probably have some.

Ma Aye: Great! I think we have a good plan! What are you going to <sup>15.</sup>\_\_\_\_\_?

Zaw Min: I don't really like to wear formal clothes. I think I will just wear my <sup>16.</sup>\_\_\_\_\_ and a <sup>17.</sup>\_\_\_\_\_.

Ma Aye: Oh, really? I think I will wear my new <sup>18.</sup>\_\_\_\_\_ with big flowers and my new red high-heeled <sup>19.</sup>\_\_\_\_\_.

Zaw Min: OK, we don't have <sup>20.</sup>\_\_\_\_\_ 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). mine
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)   | <i>There's too much rubbish!</i> | <i>'Yes, there are dirty plastic bags everywhere.'</i>      |
| 2. (too many)   |                                  | <i>'Yes, it's really crowded in the linecar.'</i>           |
| 3. (not enough) |                                  | <i>'So you can't buy it.'</i>                               |
| 4. (too many)   |                                  | <i>'Right - there are more tourists than local people!'</i> |
| 5. (not enough) |                                  | <i>'Yes, everybody wants to go to university.'</i>          |
| 6. (too much)   |                                  | <i>'Yes, the water is really dirty.'</i>                    |

## G. for and since

Complete these sentences with *for* or *since*.

1. Shwe Oo has lived in Bagan since 2001.
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.
2. (They / not / buy / food / yet.) *They haven't bought food yet.*
3. I think I have malaria!
4. (It / probably / rain / tonight.)
5. Petrol is cheaper now.
6. (Your sister / very good at / singing.)
7. My friends are bad at writing in English.
8. (I / not very / good at / fishing).

### Contradiction

- Yes he has.*
- Yes they have.*
- No it won't.*
- Yes she is.*
- 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?

+ means better - means worse

1. *There are more opportunities for education in a big city.  
There are fewer opportunities for education in a small town.*

	Small Town	Big City
Education	-	+
Cost of Living	+	-
Friendly People	+	-
Food	-	+
Pollution	+	-
Security	+	-
Entertainment	-	+
Jobs	-	+
Health Care	-	+
Shopping	-	+

## 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:**

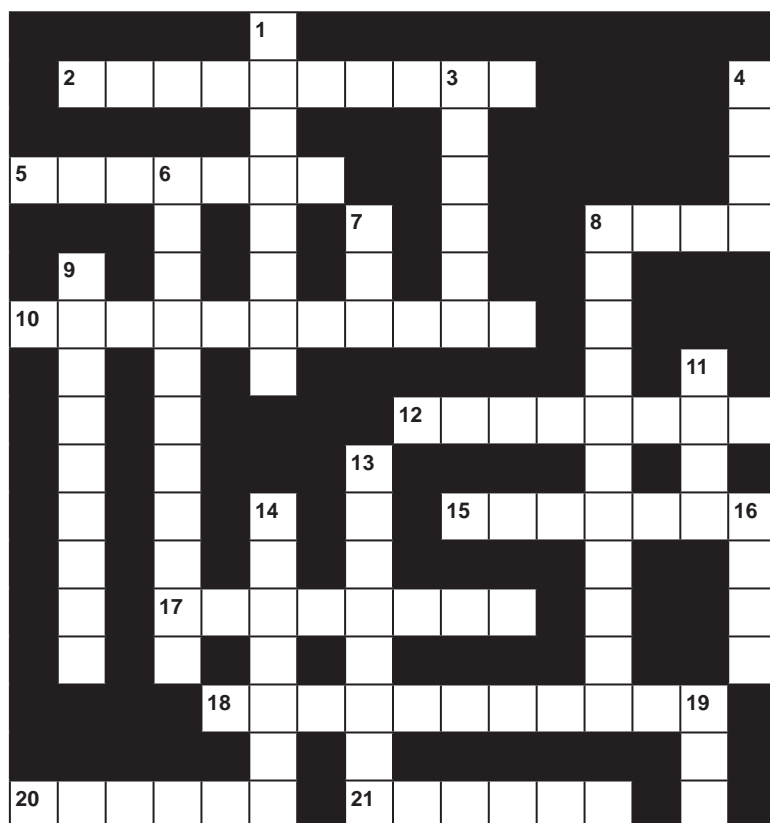
## L. Crossword

### 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?

I can...	1	2	3	4	5
talk about things that have just happened					
identify appropriate clothing for different situations					
buy things and bargain					
use different vocabulary learning techniques					
talk about quantity					
complain					
make an appointment					
make predictions about the future					
talk about the probability of something happening					
give and understand directions to a place					
contradict someone					
use a range of communication strategies					
compare things					
discuss free time activities					
use appropriate listening strategies					

# Revision: Units 9-12

## 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.

### Positive (+)

**Children:** *Children can play every day.*

### Negative (-)

**Adults:** *Adults have to work hard.*

## 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 Occam, 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.

musician	typewriter	island	peasant	gallery	qualification	bookshop
Australia	heater	violin	newsreader	dormitory	desert	puppet
		internet	forestry worker	pilot	laboratory	

**Somewhere that**  
*island*

**Something that**  
*typewriter*

**Someone who**  
*musician*

*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 <sup>1.</sup> \_\_\_\_\_ (happen)?

**Si Si:** I <sup>2.</sup> \_\_\_\_\_ (be) at the bus station. I <sup>3.</sup> \_\_\_\_\_ (wait) for the bus to Hsipaw.

**Journalist:** <sup>4.</sup> \_\_\_\_\_ (you / see) the accident?

**Si Si:** No, because I <sup>5.</sup> \_\_\_\_\_ (read) the newspaper.

**Hassan:** I <sup>6.</sup> \_\_\_\_\_ (call) you at 8 o'clock last night but you weren't at home.

**Kyaw Zwa:** I <sup>7.</sup> \_\_\_\_\_ (sit) in a teashop. My brother and I <sup>8.</sup> \_\_\_\_\_ (watch) football.

**Hassan:** <sup>9.</sup> \_\_\_\_\_ (be) Aung Aung with you?

**Kyaw Zwa:** No, he <sup>10.</sup> \_\_\_\_\_ (work) at his Auntie's restaurant.

**Hassan:** Where <sup>11.</sup> \_\_\_\_\_ (you / go) after the teashop?

**Kyaw Zwa:** I <sup>12.</sup> \_\_\_\_\_ (go) home.

**Mum:** Oh no! My beautiful vase! What happened?

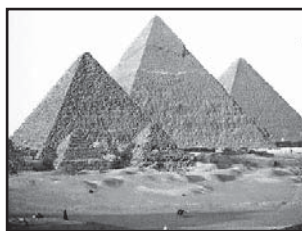
**Ma Yin:** I'm really sorry, Mum. I <sup>13.</sup> \_\_\_\_\_ (break) it when I <sup>14.</sup> \_\_\_\_\_ (wash) it.

**Mum:** How?

**Ma Yin:** My hands <sup>15.</sup> \_\_\_\_\_ (be) wet and I <sup>16.</sup> \_\_\_\_\_ (drop) it on the floor.

## F. Places around the world

What do you know about these places?



Egypt



Cambodia



Paris, France

Put the following words and phrases into the chart.

urban	Paris, France	tropical	take a boat tour	French wine and cheese
	Cambodia	see the Pyramids	old and modern paintings	

place	climate	geography	food	arts	activities
Egypt	dry	beaches the River Nile	kebabs mint tea	old buildings	_____
_____	hot, humid and rainy _____	paddy fields The Mekong River	rice noodles	traditional dancing Angkor Wat	see a temple ceremony _____
_____	hot summers cold winters	The Seine River _____	bread _____	_____	climb the Eiffel Tower
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.

fly	<del>excite</del>	look for	need	bore	find out	listen
	interest	take off	frighten	turn up		

In December 2007, Nang Seng went on an <sup>1.</sup> exciting trip. She went to Indonesia for an international conference about global warming. She felt a little nervous when the plane was <sup>2.</sup> \_\_\_\_\_ because she doesn't like <sup>3.</sup> \_\_\_\_\_. She also got lost while she was <sup>4.</sup> \_\_\_\_\_ her luggage.

People from 80 different countries <sup>5.</sup> \_\_\_\_\_ at the conference. Nang Seng went to a lot of meetings, which is sometimes quite <sup>6.</sup> \_\_\_\_\_. However, she also learned a lot about how our world is changing and that urgent action is <sup>7.</sup> \_\_\_\_\_ on global warming. She <sup>8.</sup> \_\_\_\_\_ a lot of information on this topic. It's really quite <sup>9.</sup> \_\_\_\_\_! 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 <sup>10.</sup> \_\_\_\_\_ to all the different opinions people expressed.

Nang Seng enjoyed the conference because she is very <sup>11.</sup> \_\_\_\_\_ 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.

time	Monday	Tuesday	Wednesday
8:00am - 10:00am	English class		English class
10:00am - 12 noon		work at shop	meet with teacher
12 noon - 2:00pm	lunch with Ma Sein	lunch with Kyaw Zwa	

Sai Sai: Hey Nyi Nyi. Do you want to meet for breakfast on Monday?

Nyi Nyi: Sorry, but <sup>1.</sup> 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. <sup>2.</sup> \_\_\_\_\_. 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, <sup>3.</sup> \_\_\_\_\_ at 8:00, and then <sup>4.</sup> \_\_\_\_\_ at 10:00. <sup>5.</sup> \_\_\_\_\_ 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.

### Questions

1. When / build / Sule Pagoda?
2. Where / speak / Sinhalese / today?
3. Where / find / kiwis?
4. Where / first educate / Aung San?
5. When / invent / the internet?
6. What / invent / by Karl F. Benz?

### Answers

- a. (about 500 / 1,000 / 2,000 years ago)
- b. (India / Sri Lanka / Pakistan)
- c. (India / New Zealand / Australia)
- d. (Natmauk / Yangon / London)
- e. (1969 / 1979 / 1989)
- f. (the telephone / the car / the motorcycle)

## 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?
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?

Yes, I have. I worked at MyanMart for 2 years.

## 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?

I can...	1	2	3	4	5
discuss things you need and don't need to do					
give advice					
talk about jobs					
narrate a story in the past					
describe a person's character and appearance					
identify countries and nationalities					
talk about future plans and arrangements					
describe geographical features of a country					
express opinions, and agree and disagree with others' opinions					
discuss things you have done and things that have changed					
talk about the arts in your community					
understand and use appropriate small talk					
use a range of spoken communication strategies					

# Revision Answers: Units 1-4

## A. Free time activities

### Possible answers:

2. *My best friend listens to music.*
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-t-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.
6. I read a book on Sunday morning.
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 longyi.
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

Across: 2. *conference*   4. *plastic*   8. *cure*  
10. *development*   12. *festival*   15. *retired*  
17. *earrings*   18. *environment*   20. *puzzle*  
21. *nature*

Down: 1. *religion*   3. *cotton*   4. *ache*  
6. *supermarket*   7. *aim*   8. *certificate*  
9. *jewellery*   11. *café*   13. *decision*  
14. *arrange*   16. *debt*   19. *toe*

## M. Check your knowledge

Answer the questionnaire and make a plan for improving your weakest skills.

# Revision Answers: Units 9-12

## 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.

# Language Reference

## 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

subject	verb	
I/You/We/They	live	in Sittwe.
	work	
She/He/It	lives	
	works	

### Spelling

Third person singular positive statement verb forms:

For most verbs we add <b>-s</b> .	read cost	reads costs
When the verb ends in <b>-ch, -sh, -s, -x</b> or <b>-z</b> we add <b>-es</b> . *	watch mix	watches mixes
When the verb ends in a consonant + <b>-y</b> remove the <b>-y</b> and add <b>-ies</b> .	study fly	studies flies
When the verb ends in a vowel + <b>-y</b> , add <b>-s</b> .	buy stay	buys stays

\* Also: do—does, go—goes

### Negative statements

subject	auxiliary	base	
I You We They	don't (do not)	live	here.
He She It	doesn't (does not)	work	

NOTE: After *do/don't/doesn't*, we always use the base form of the verb.

- She doesn't live here
- NOT: ~~She doesn't lives here.~~

### Questions and answers

#### 1. yes/no questions

auxiliary	subject	base	
Do	I/you/we/they	live	here?
Does	she/he/it		

#### 2. Short answers

Yes,	I/you/we/they	do	live here.
	she/he/it	does	
No,	I/you/we/they	don't	
	she/he/it	doesn't	

#### 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 you do live?~~
- When **does she** go to work?  
NOT: ~~When she does go to work?~~

### to be in the present simple

#### Statements

positive			negative		
I	'm	married.	I	'm not	Chinese.
He	's		He	isn't	
She			She		
It			It		
We	're		We	aren't	
You		You			
They		They			

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

STATEMENT: **He is** from Singapore.

QUESTION: **Is he** from Singapore?

ANSWER: • Yes, he is. NOT: ~~Yes, he's.~~  
• No, he isn't.

STATEMENT: **You are** a student.

QUESTION: **Are you** a student?

ANSWER: • Yes, I am. NOT: ~~Yes, I'm.~~  
• No, I'm not. NOT: ~~No, I am't.~~



## 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:

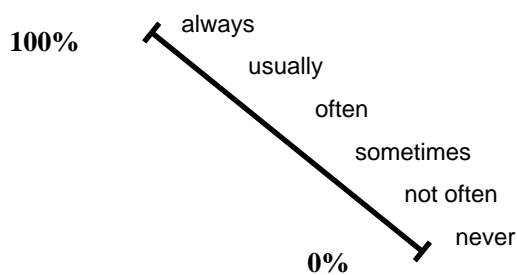
### 1. *Do* with verbs.

- 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



We usually put the adverb of frequency:

- After the verb *to be*.  
• I'm **often** late for work.
- After an auxiliary verb.  
• Snakes **don't usually** bite people.
- 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

- We use imperatives to give orders and instructions. We form them with base form of the verb.
  - Answer** these questions.
  - Do** your homework.
- Negative imperatives use *don't*.
  - Don't** hit me.      • **Don't** talk loudly.

## there is/are

### Positive statements

singular	There	's	a cat
uncountable		(is)	some oil
plural		are	some dogs

### Negative statements

singular	There	isn't	a cat
uncountable			any oil
plural		aren't	any dogs

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. NOT: ~~Yes, there's.~~  
• No, there isn't. / No, there's not.

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:

- More formal.
- More common in American English.
- Used with actions.
  - I have dinner at 7pm.
  - NOT: ~~I have got dinner at 7pm.~~
- 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

subject	auxiliary	base	
I/You/We/ They	've haven't	got	three dogs. straight hair. an older sister.
She/He/It	's hasn't		

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.~~  
NOT: ~~Yes, we do.~~

• 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.~~  
NOT: ~~Yes, she does.~~

• 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:

- Follow the verb to be.
  - The bus **is slow**. • My brother **is tall**.
- 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:

- Things happening at the time of speaking.
  - I'm brushing my teeth.
- Things happening around now.
  - She's working a lot these days.

## Statements

We make the present continuous with the auxiliary verb *to be* and the present participle (verb-*ing*).

positive			negative		
I	'm	sitting. thinking. leaving.	I	'm not	sitting. thinking. leaving.
You			You		
We	're		We	aren't	
They			They		
She			She		
He	's	He	isn't		
It		It			

## 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** speaking 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

I	was	hungry	yesterday.
She/He/It	wasn't		
We	were weren't	at home	last year.
You		a teacher	
They			

#### 2. Regular verbs

For most verbs we add <i>-ed</i> .	wash fix	washed fixed
When the verb ends in <i>-e</i> , we add <i>-d</i> .	hate love	hated loved
When the verb ends in a short vowel and a single consonant, we double the consonant and add <i>-ed</i> .	stop trap	stopped trapped
When the verb ends in <i>-y</i> , we change the <i>-y</i> to <i>-ied</i> .	carry try	carried tried

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

I	didn't (did not)	play football.
She/He/It		do the dishes.
We/You/They		eat fish.

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

Did	I	move house?
	She/He/It	see the movie?
	We/You/They	finish the job?

#### 2. Short answers

Positive			Negative		
Yes,	I	did.	No,	I	didn't.
	She/He/It			She/He/It	
	We/You/They			We/You/They	

#### 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

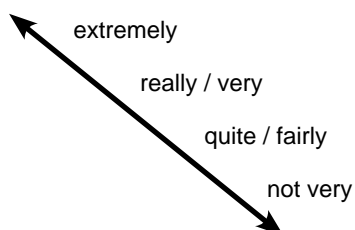
- We use **this** to talk about times earlier in the same day/month/year.
  - Ma Ma did her homework **this** morning.
  - = Ma Ma did her homework today, in the morning.
- We use **last** to talk about the most recent day/week/month/year.
  - My grandmother died **last** year.
  - (It is 2009. My grandmother died in 2008.)
- 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.
- 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

- We use **in** with:
  - years
  - months
  - seasons
  - most parts of the day
  - in 2008
  - in January
  - in the rainy season
  - in the morning
- We use **on** with:
  - days
  - dates
  - specific parts of the day
  - on Friday
  - on the 8th of June
  - on Tuesday evening
- 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.



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.

subject	auxiliary	past participle	
I/You/We/They	've haven't	cooked eaten finished	dinner.
She/He/It	's hasn't		

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.

base	past simple	past participle
be	was/were	been
bleed	bled	bled
do	did	done
fall	fell	fallen
see	saw	seen
fall	fell	fallen

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?~~

## 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.

possessive adjectives	possessive pronouns
This is <i>my</i> pen.	This pen is <i>mine</i> .
Those are <i>your</i> bags.	Those bags are <i>yours</i> .
This is <i>her</i> bicycle.	This bicycle is <i>hers</i> .
That is <i>his</i> drink.	That drink is <i>his</i> .
These are <i>our</i> children.	These children are <i>ours</i> .
That is <i>their</i> house.	That house is <i>theirs</i> .
This is <i>its</i> food.	

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.

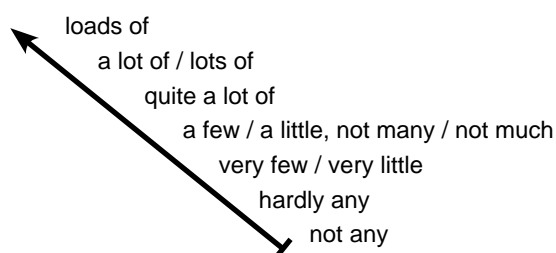
• I want some fruit. NOT: ~~I want four fruits.~~

## a/an, some and any

- 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.
- We use *a/an* in all kinds of sentences.
  - I need **a** box.
  - He hasn't got **a** bicycle.
  - Is there **an** airport?
- We use *some* in positive statements.
  - I'll get **some** sugar.
- We use *any* in negative statements and most questions.
  - There isn't **any** milk.
  - Is there **any** pork in the fridge?
- 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.



- 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.
- 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.
- Loads of* is very informal.

## much and many

- 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.
- We use *many* with countable nouns in questions and negative statements.
  - How **many** people died?
  - I can't see **many** psychology books.
- We can use *much* and *many* in formal positive statements.
  - Many people died in the cyclone.

## too and enough

- 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).
  - 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.)
- Enough* means 'the amount I want, or more'.
    - We have **enough** chairs. (We don't need more.)
  - 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

We use <b>for</b> with a period of time.	for a moment
	for nine years
	for a long time
We use <b>since</b> with a point of time.	since 1992
	since last week
	since one o'clock

- 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.
- 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

subject	modal	base
I		
He		
She	will	be.
It	can	dance.
We	should	come.
You		
They		

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*.

can't couldn't mustn't wouldn't

BUT: won't may not might not shan't  
NOT: ~~willn't mayn't mightn't shalln't~~

## 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*.

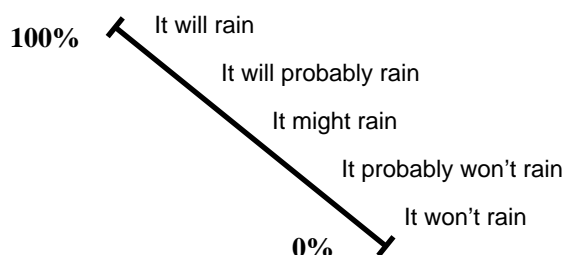
- I **could** ride a bike when I was four.

### 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



Note the word order:

- He **probably won't** die.
- NOT: ~~He won't probably~~ die.
- He **will probably** die.
- (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.

**condition clause** **main clause**

If you **pay** me, I **will be** happy.

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 *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.  
(The bus might be 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.

## 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

If the adjective ends in *-e*, just add *-r*.

large—larger      nice—nicer

If the adjective has one vowel and one consonant, double the consonant.

hot—hotter      big—bigger

2. For two-syllable adjectives ending in *-y*, remove the *-y* and add *-ier*.

busy—busier      easy—easier

3. For adjectives with two or more syllables (where the second syllable is not *-y*), put *more* before the adjective.

violent—more violent      intelligent—more intelligent

4. Some adjectives are irregular. There is no rule.

good—best      bad—worst      far—further

### 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 shoes than you.~~

4. We use *fewer* with countable nouns.

- You bought **fewer** oranges than me.

NOT: ~~You bought fewer rice 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.

NOT: I ~~have the least pens~~ in the class.

4. We use the *fewest* with countable nouns.

- You bought the fewest **oranges**.

NOT: You ~~bought the fewest curry~~.

## 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.

NOTE: With musical instruments, we use *play the* + the name of the instrument.

- I play the piano.
- He plays the guitar.

With sports and games, we use *play* without *the*.

- I play football.
- 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

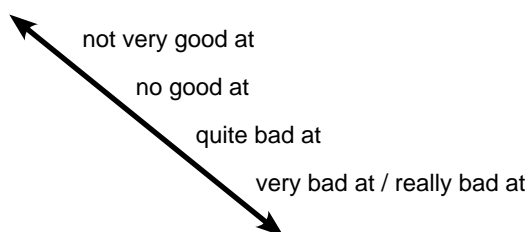
1. We use *good at* to say someone can do something well.

- 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.



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.

- 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).
- 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

I/You/We/They	have don't have	to	be there.
She/He/It	has doesn't have		work hard.

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

Do	I/you/we/they	have to	do it?
Does	she/he/it		leave?



## 2. Short answers

Yes,	I/you/we/they	do.	No,	I/you/we/they	don't.
	she/he/it	does.		she/he/it	doesn't.

## 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.

NOT: I think you shouldn't 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*.

# 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

subject	auxiliary	present participle
I	was	eating cake.
She/He/It	wasn't	
We/You/They	were	talking.
	weren't	

## 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.

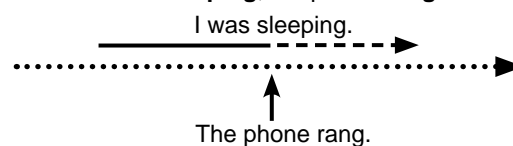
### 2. *wh*- questions

- What **was he** doing?
- Where **were you** waiting?

## Past simple or continuous?

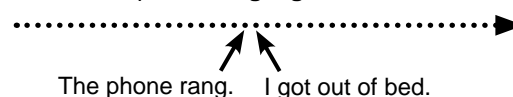
1. The past continuous describes an event in progress in the past.
  - I **was sleeping**.
2. The past simple shows a completed action or event in the past.
  - The phone **rang**.
3. We often use the past continuous and the past simple together. The past simple says what happened (the main event). The past continuous says what was happening around that time (the background situation).

While I **was sleeping**, the phone **rang**.



4. We use two past simple verbs when two things happened, one after the other.

When 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 **when** I was studying.
- = I lived in Mandalay **while** 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 during 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.

NOT: ~~I'm really boring.~~

- Tom was **confused** by the book.

NOT: ~~Tom was confusing 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.

NOT: ~~This teacher is really bored.~~

- Tom can't understand his book. It's **confusing**.

NOT: ~~It's confused~~

# 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.

## Statements

I	'm 'm not		like that.
She/He/It	's isn't	going to	be there.
We/You/They	're aren't		understand.

NOTE: We always use the base form of the verb after *going to*.

- Maung Maung is going to **have** a party.

NOT: ~~Maung Maung is going to has a party.~~

## Questions and answers

To make questions with *going to*, we put *am*, *is* or *are* before the subject.

### 1. yes/no questions and short answers.

STATEMENT: **She is** going to buy a bicycle.

QUESTION: **Is she** going to buy a bicycle?

- ANSWER:
- Yes, she is.
  - No, she isn't. / No, she's not.

### 2. wh- questions

- How **are they** going to get there?
- What **are you** going to do when you graduate?

## 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.)

NOTE: The negative forms of *I think so* and *I hope so* are:

- I don't think so.
- I hope not.

# 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. / No, it's not.

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

base	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

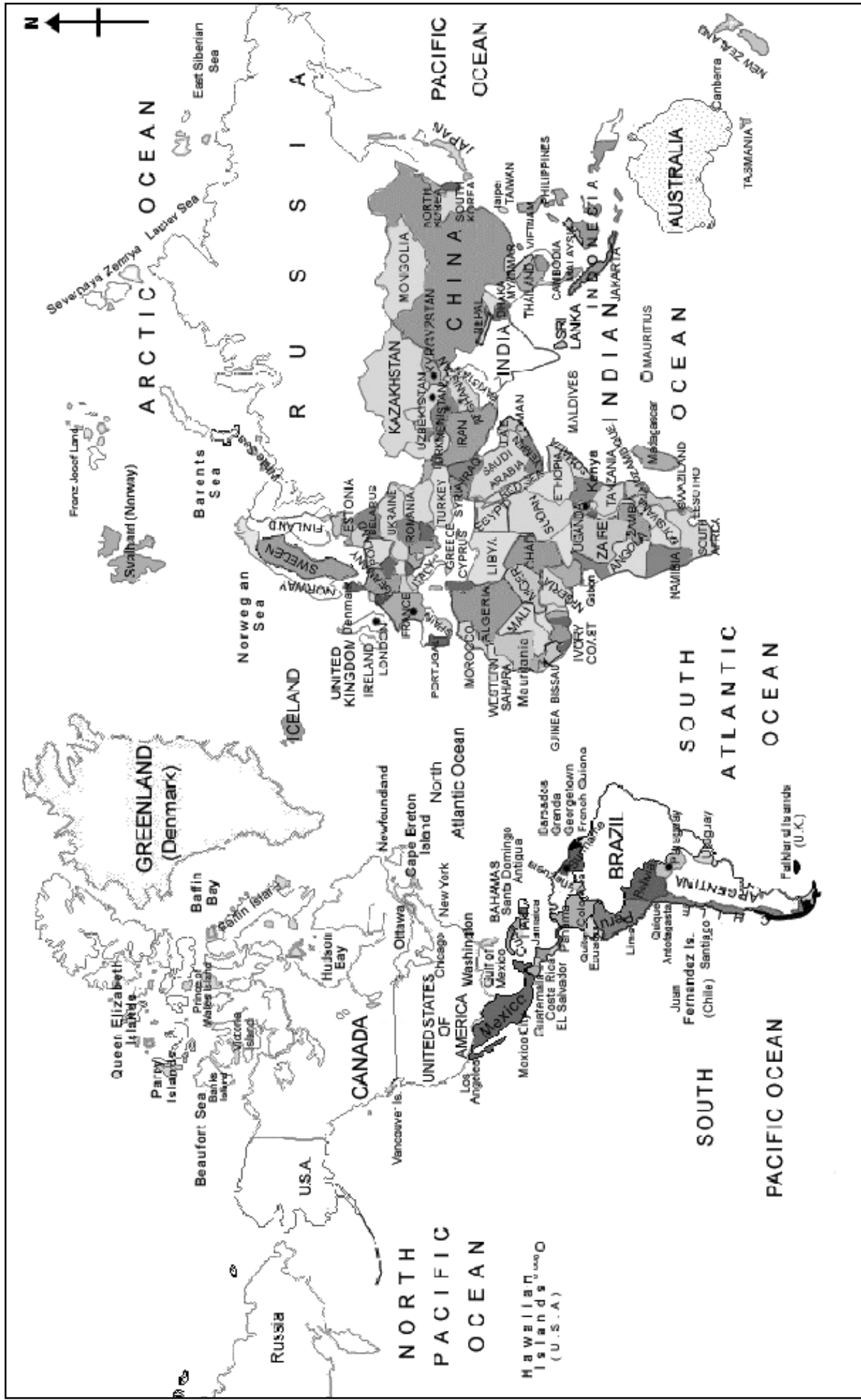
base	past simple	past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# Countries and Nationalities

Country	Nationality
Afghanistan	Afghan
Algeria	Algerian
Angola	Angolan
Argentina	Argentinian/Argentine
Australia	Australian
Austria	Austrian
Bangladesh	Bangladeshi
Belgium	Belgian
Bhutan	Bhutanese
Bolivia	Bolivian
Great Britain	British
Cambodia	Cambodian
Cameroon	Cameroon
Canada	Canadian
Chile	Chilean
China	Chinese
Congo	Congolese
Cuba	Cuban
Czech Republic	Czech
Denmark	Danish
Egypt	Egyptian
Ethiopia	Ethiopian
Fiji	Fijian
Finland	Finnish
France	French
Germany	German
Ghana	Ghanaian
Greece	Greek
Guatemala	Guatemalan
Hungary	Hungarian
Iceland	Icelandic
India	Indian
Indonesia	Indonesian
Iran	Iranian
Ireland	Irish
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Jordan	Jordanian
Kenya	Kenyan

Country	Nationality
Laos	Lao
Lebanon	Lebanese
Liberia	Liberian
Libya	Libyan
Malaysia	Malaysian
Mexico	Mexican
Mongolia	Mongolian
Morocco	Moroccan
Nepal	Nepalese
Netherlands	Dutch
Nigeria	Nigerian
North Korea	North Korean
Norway	Norwegian
Pakistan	Pakistani
Peru	Peruvian
Philippines	Filipino
Portugal	Portuguese
Romania	Romanian
Rwanda	Rwandan
Samoa	Samoa
Saudi Arabia	Saudi
Singapore	Singaporean
Somalia	Somali
South Africa	South African
South Korea	South Korean
Spain	Spanish
Sri Lanka	Sri Lanka
Sudan	Sudanese
Sweden	Swedish
Switzerland	Swiss
Syria	Syrian
Taiwan	Taiwanese
Tanzania	Tanzanian
Thailand	Thai
Tonga	Tongan
Turkey	Turkish
Uganda	Ugandan
USA	American
Venezuela	Venezuelan
Vietnam	Vietnamese
Zimbabwe	Zimbabwean





# Audioscripts

## 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.

**M:** How do you do? I'm David Johnson.

**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.

**Customer:** Thank you. Bye.

**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	we're	she's
that's	Aung Mon's	wasn't
you're	they've	can't
we'll	aren't	where's
won't	hasn't	I've
I'll	they're	she'll
here's	the house's	weren't
we've	you've	you'll
they'll	isn't	couldn't
haven't	didn't	

## 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.**

**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.**

**A.** 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.**

**A.** 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. လေးနာရီလေးဆယ်ငါး

**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

His hair is shinier than mine  
His habits are tidier than mine  
His eyes are bluer  
And his faults are fewer

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.

## 2 C

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, excuse me, 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, ahh, called, it is called, ah, Southeast Asia Outreach. But this project is... our objective is to help the young Cambodian people and ahh... 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, ahh, 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, ahh, 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, ahh, 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

How many times must a man look up  
before he can see the sky?  
Yes and how many years must one man have  
Before he can hear people cry?  
Yes and how many deaths will it take 'till he knows  
That too many people have died?

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 30<sup>th</sup>?

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 27<sup>th</sup> 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

You stay home, she goes out  
She says that long ago she knew someone but now he's gone  
She doesn't need him  
Your day breaks, your mind aches  
There will be times when all the things she said will fill your head  
You won't forget her

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. What about you, Caroline? You've lived in London. 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. Uhhh, 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...

**A:** Uh-huh. I like living in big cities. It's exciting.

**B:** So, what do you do 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.