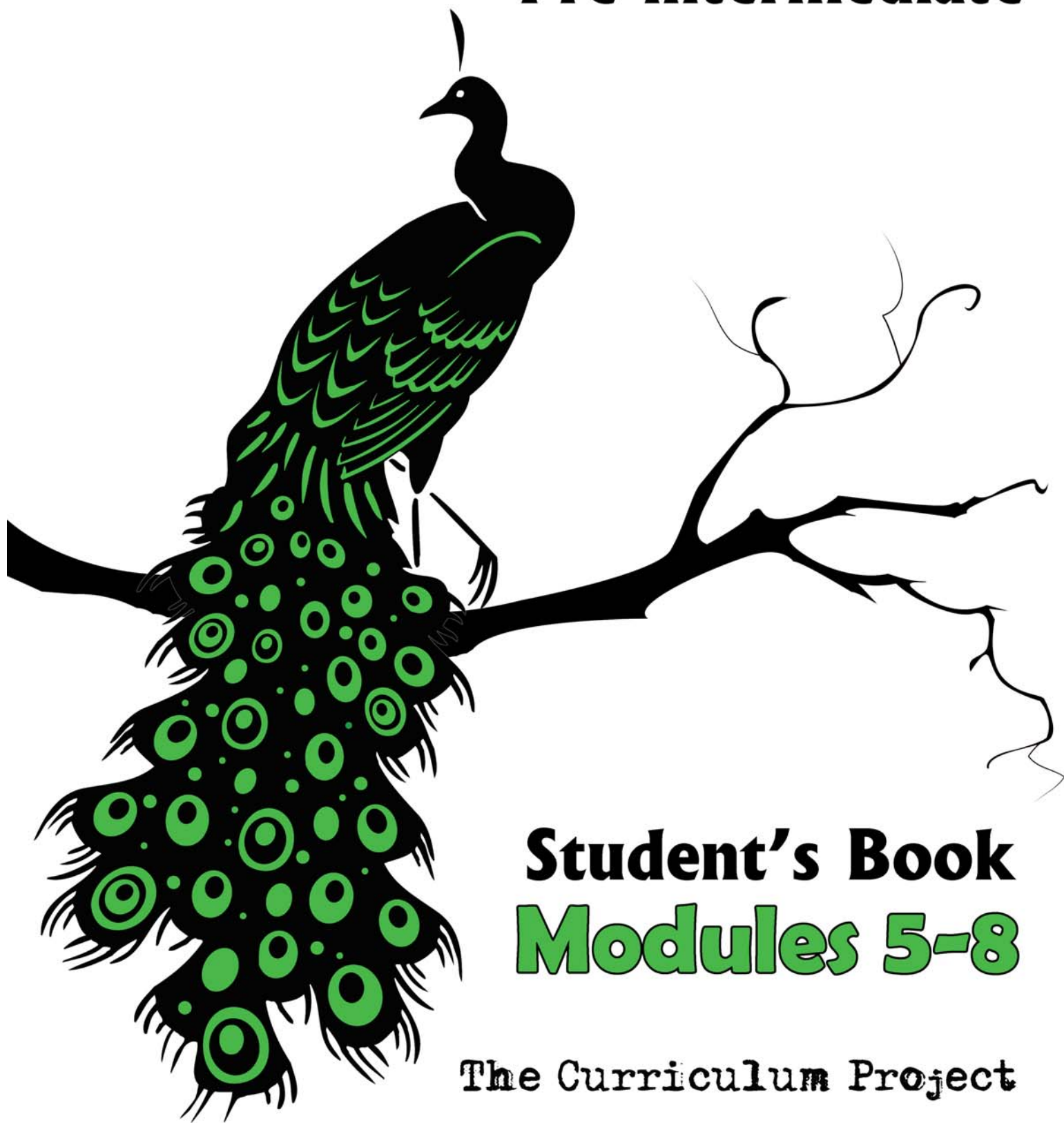


General English

An English language course for adult and post-10 learners

Pre-intermediate



Student's Book Modules 5-8

The Curriculum Project

Course Map

Module	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
5 p. 1	The present perfect (1) Possessives Short forms <i>yet and still</i>	Cause and effect Clothes Shopping	Speaking and listening: recent events; getting ready Pronunciation: short forms Reading: shopping around the world Writing: punctuation	Vocabulary (2): feelings about vocabulary; vocabulary learning strategies	Module 5 Practice
6 p. 17	Countable and uncountable nouns Quantifiers The present perfect (2) Zero conditional	Quantity and measurement Areas of study Health and the body Appointments	Speaking: offering and requesting Speaking and listening: complaints, making an appointment Listening: in a library Writing: informal letters and emails	Language awareness: native and non-native speakers; formal and informal learning	Module 6 Practice Modules 5-6 Test*
7 p. 33	<i>will</i> <i>might</i> The first conditional <i>if and when</i>	Prediction and probability Global warming Places and directions	Reading and listening: global warming Speaking and listening: directions and places Pronunciation: silent letters Speaking: contradicting Writing: formal letters and emails	Communication strategies	Module 7 Practice
8 p. 49	Comparatives Degrees of comparison Superlatives Comparing quantity <i>good at</i>	World records Free time Sports Ability	Reading and speaking: identifying missing information Listening: song: <i>A Bigger Heart</i> ; Buzkashi Pronunciation: sentence stress Writing: linking words	Listening strategies	Module 8 Practice Modules 5-8 Revision (p. 219) Modules 7-8 Test*

Module 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**?



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.

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!



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.

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

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

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

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

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

1.8 Positive and negative

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

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

a.



b.



c.



d.



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

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

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



1.9 I've already done it

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



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

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

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

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

Chuck: Have you bought your tickets yet?

Nang Seng: No, not yet.

A. Tick the things Nang Seng has got.

visa ___ suit ___ coat ___ tickets ___

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

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

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

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

cook food	✓
buy drink	
clean house	✓
light candles	

2. Present Perfect or Past Simple?

2.1 Which tense?

A. Read the conversation.

Gerry: What have you done to your hair?

Mi Mi: I've cut it short.

Gerry: Why did you do that?

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

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

B. I've cut it short.

I didn't like washing and combing it.

Which sentence focuses on *the situation now*?

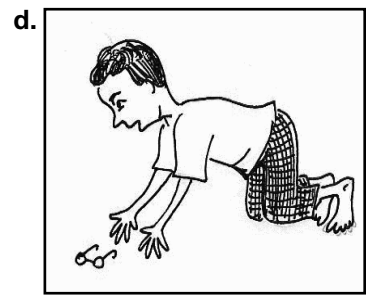
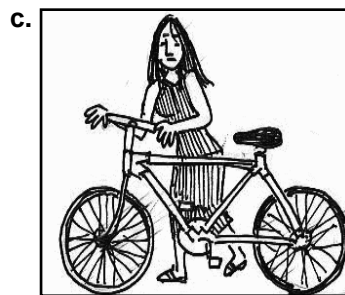
Which sentence focuses on *a past situation*?

C. Choose the present perfect or past simple.

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

2.2 Listening: What's the situation?

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



B. Answer the questions.

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

2.3 Find someone who...

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



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

- B. Tell your partner what you found out.



3. Clothes

3.1 Vocabulary: Casual and formal clothes

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

	casual clothes	both casual and formal	formal clothes

3.2 What are they wearing?

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



B. Read the information in the box.

When we talk about traditional clothes, we can describe their ethnicity, e.g. *a Karen 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 Karen 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?

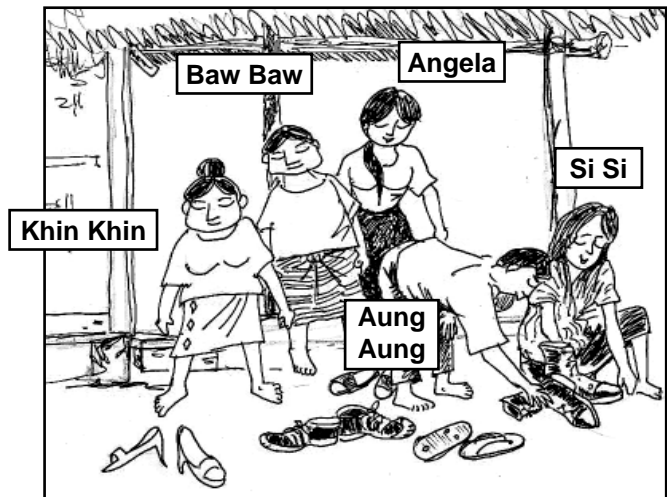
4. Possession

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 Sai Lek's coat? I need to borrow it.
- The blue coat is _____ (*his coat*). This one is Naw Moo's coat, I think.
- No, _____ (*her coat*) is green. Maybe this one is _____ (*the teacher's coat*).

4.3 Pronouncing the possessive 's

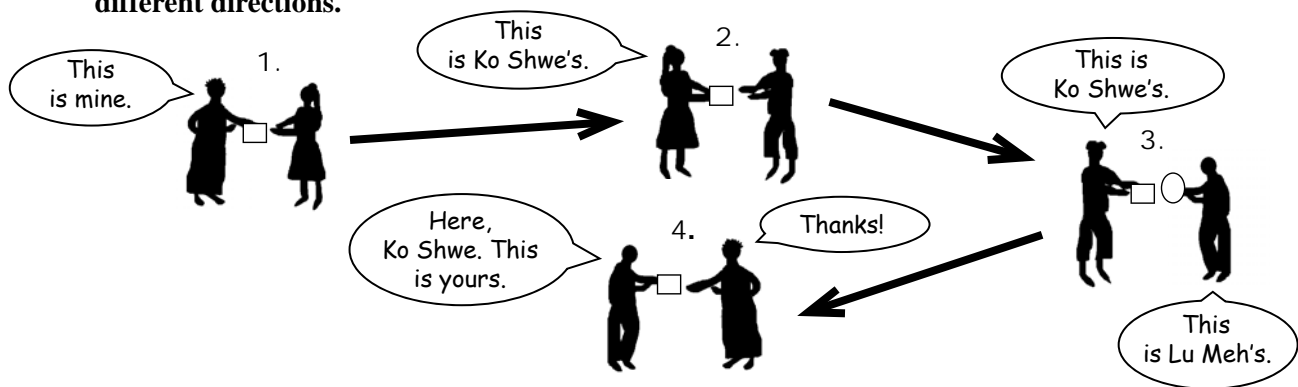
A. Look at these sentences. Practise saying them.

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

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

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

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



5. Pronunciation: Short Forms

5.1 Contractions

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

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

you
we
she
they
where
that
here
Aung Mon
the house

is
has
have
am
will
are

2. are aren't

is
was
were
will
have
has
did
can
could

not

5.8 B. Listen and check your answers.

5.8 C. Listen again and repeat.

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

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

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

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

5.2 Contractions in context

A. Rewrite this text, using contractions where possible.

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

5.9 B. Listen and check.

5.9 C. Listen again and repeat.

6. Shopping

6.1 Shopping around the world

A. When did you last buy something?

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

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

Shopping around the world

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

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

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

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

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

6.2 People buying things

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

Conversation 1: The _____ cost _____ baht.

Conversation 2: The _____ cost _____ dollars.

Conversation 3: The _____ cost _____ kyat.

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

- a kilo of bananas
- a buffalo
- two hats

7. Writing: Punctuation

7.1 Capital letters, commas, full stops and apostrophes

We use capital letters for:

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

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

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

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

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

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

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

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

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

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

i work for a small organisation it helps poor children some children can't go to school because their parents are poor my organisation pays school fees buys school uniforms and builds boarding houses some children can't go to school because there is no school in their village my friends have built four boarding houses in large towns they've built them in bharmo lashio shwebo and zizaw kachin 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 module. Which strategies do you prefer?

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

9. Practice

9.1 Exercises

A. What's the word?

Write the correct form of the verbs in the puzzle.

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

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

B. Make sentences

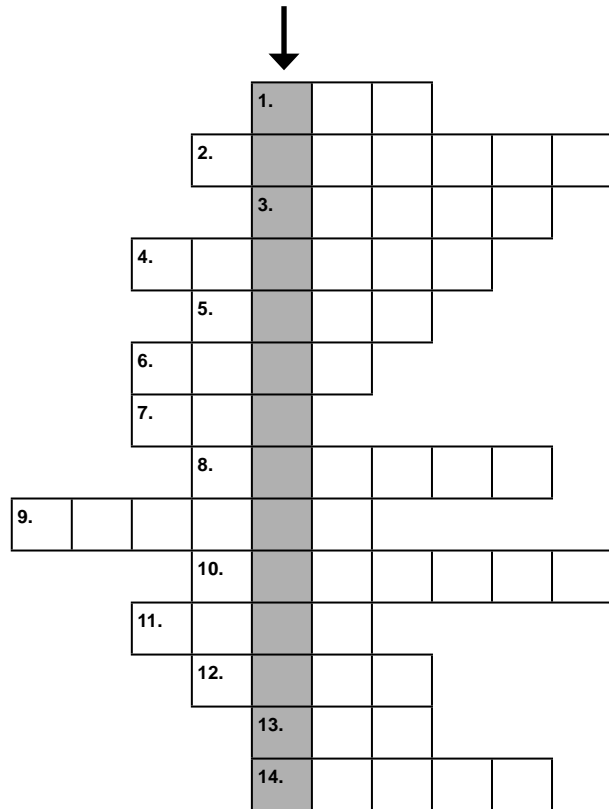
Make sentences using the present perfect. Use contractions where possible.

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

C. just and yet

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

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



D. Present perfect or past simple?

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

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

E. still, yet and already

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

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

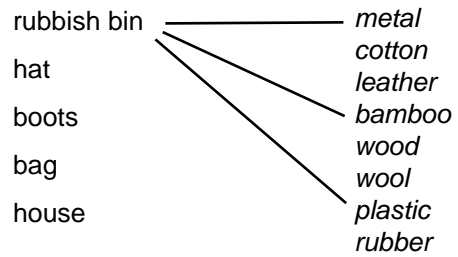
F. What are the clothes?

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

- 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.
- 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.
- You wear this around your waist to hold your trousers up. They are usually made of leather or plastic.
- People sometimes wear these under their shoes, especially when it is cold.
- Some people wear these to work. They are very formal.
- 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.

- That's my pen. *That pen is mine.*
- These are her books.
- The necklace belongs to Kyi Kyi.
- This is his shirt.
- Those are Saw Htoo's bags.
- That's their house.
- That's my father's coat.
- Those are my cakes.
- This is your cup of tea.
- This money belongs to him.
- These cows belong to my friend.
- That's our motorbike.

I. Write the reply

Write the other half of this conversation.

- How much is this?

2. 
3. 
4. 
5. 


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?

Module 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 Burma', I said.

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



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

1.3 some and any in questions

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

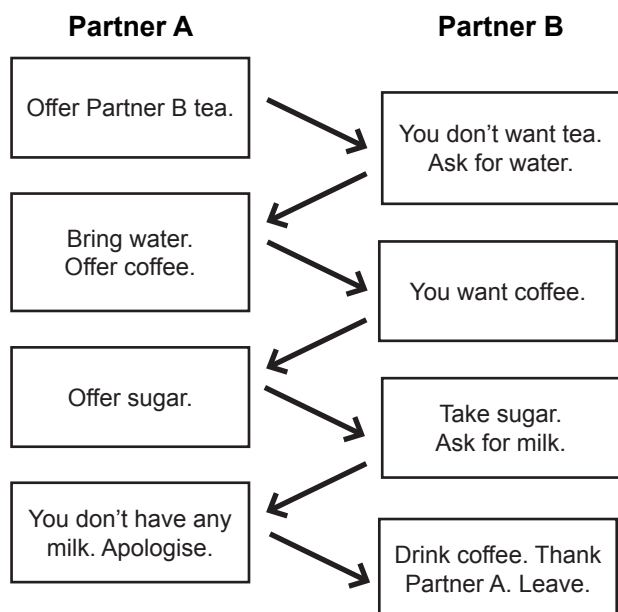
- Can I borrow some money?
- Do you want some cake?
- Are there any bananas?
- Do we have any water?
- Would you like some more sugar in your tea?
- Is there any coffee in the jar?
- Have you got any children?
- Do you need some more information?

B. Write questions for these situations.

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

C. Practise asking and answering in pairs.

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



E. Perform your dialogue to the class.

1.4 Quantity expressions

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



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

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

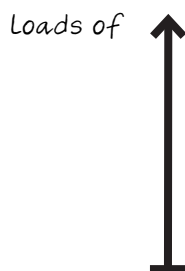
3. I like to eat lots of fruit and vegetables. I don't drink much alcohol, but sometimes I have a few glasses of beer in the evening.

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

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

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

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



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

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

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

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

F. Fill the gaps to complete the rules.

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

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

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

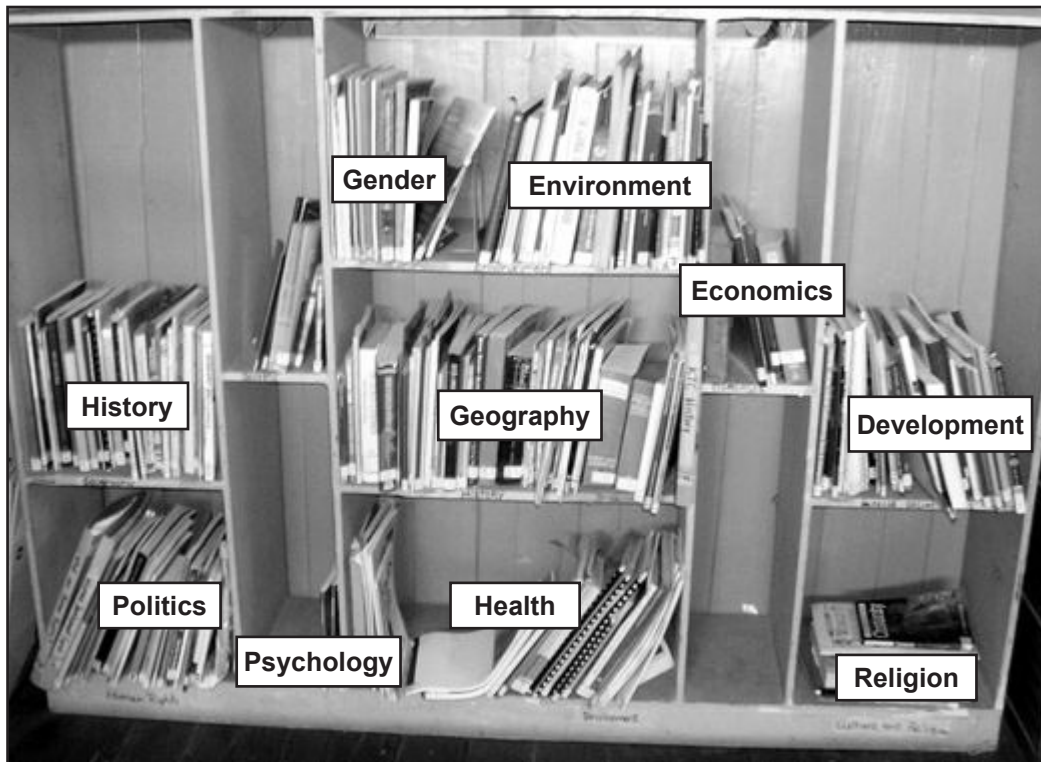
There aren't any giraffes in Burma.

- Very few* students want to attend university.
- There are *quite a lot of* people on the moon.
- There are *hardly any* mosquitoes in Burma.
- 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 D. Listen to the interview. Were you right?

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.

- There are a lot of _____.
- There are lots of _____.
- There isn't much _____.
- There are very few _____.
- There aren't many _____.
- There is quite a lot of _____.
- There are hardly any _____.
- There's very little _____.

C. Make questions to match these answers.

- How much water is there in the desert? Not much.
- _____? Quite a lot.
- _____? Hardly any.
- _____? Lots.
- _____? A lot.
- _____? Not many.
- _____? I haven't got any.

D. Ask and answer your questions in pairs.

2. Complaints

2.1 too and enough

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

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

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

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

6.3 C. Listen and check your answers.

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

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

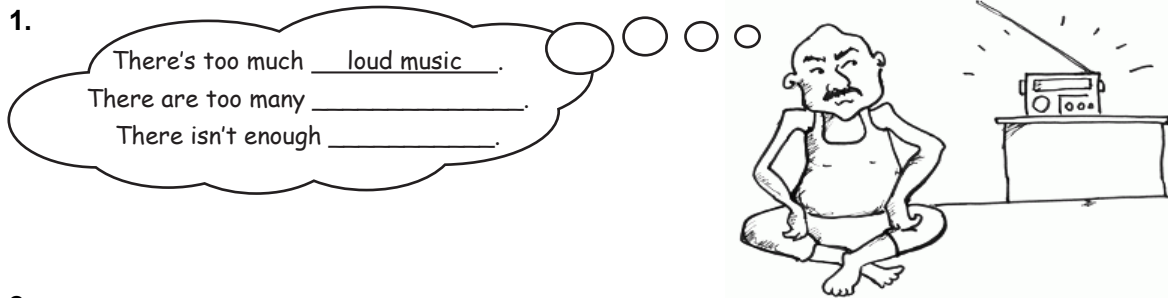


2.2 What are their problems?

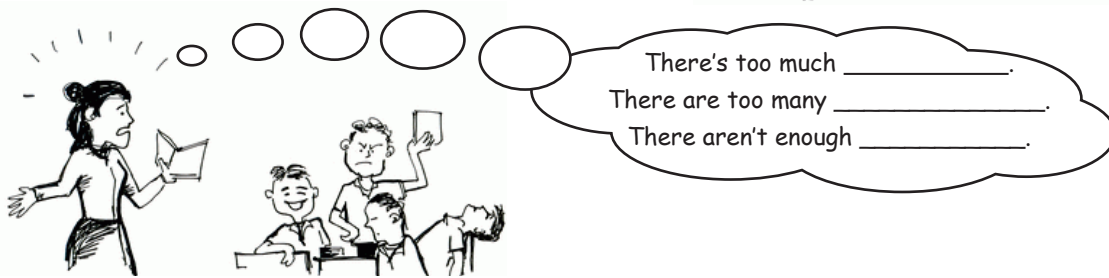
A. What are these people thinking?

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

1.



2.



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

2.3 Cause and effect

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

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

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

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

3. Measurement

3.1 Units of measurement

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

rice milk fishpaste coffee oil

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

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

What happens when you put uncountable things into a container?

C. The same happens when you measure them.

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

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

- | | |
|----------------------------|--------------------------------|
| 1. Two _____ of string. | 6. Two _____ of bananas. |
| 2. Half a _____ of oil. | 7. Half a _____ of onions. |
| 3. 200 _____ of tea. | 8. 200 _____ of chillies. |
| 4. A _____ of fruit juice. | 9. A _____ of biscuits. |
| 5. Ten _____ of pork. | 10. Ten _____ of yellow beans. |

D. Complete the sentences.

We measure weight using 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



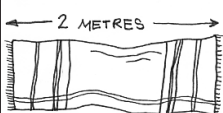


Work in pairs.

Partner A: look at these pictures.

Partner B: look at the pictures on page 68.

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

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

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

3.3 Gap-fill dictation: The shopping trip

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



I needed two PING of rice...

I needed two _____ of rice...

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

4. The Present Perfect (2)

4.1 How long?

A. Read about Elizabeth.

Where does she

- live?
- work?
- stay?

I've lived in Rangoon 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. Zau Phan '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 Rangoon 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 Rangoon?
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 Rangoon 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.

My stomach _____s.

I've got a _____ in my stomach.

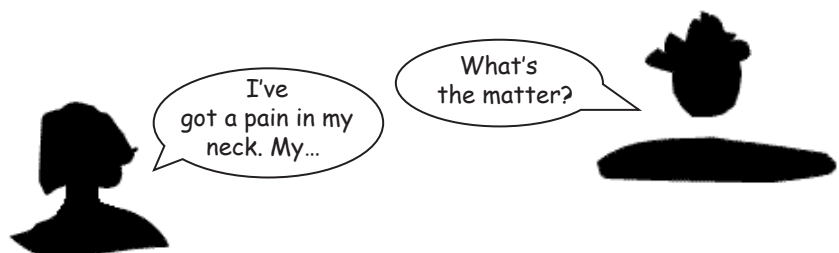
I've got a _____ stomach.

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

- malaria
- a cold
- a broken leg

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

Can your partner guess your problem?



5.3 Be careful!

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



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

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

5.4 Cures

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

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

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

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

Discuss these problems with a partner.

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

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

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

5.5 A healthy lifestyle

A. Brainstorm things you can do to stay healthy.

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

Health Survey

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

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

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

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

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

6. Making Appointments

6.1 Cho Cho's appointment

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

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

U Aung: Hello?

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

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

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

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

Cho Cho: That's fine.

U Aung: OK, _____ you then.

Cho Cho: Thank you. See you on Monday.

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

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

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

E. Practise your conversation in pairs.

6.2 An appointment with Ban Ki-moon

A. Ban Ki-moon, the Secretary-General of the United Nations, is coming to visit your town. You work for *Freedom* 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 Freedom magazine. I'd like to interview you when you are in _____.

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

You: _____?

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

You: _____?

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

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

7. Writing: Informal Letters and Emails

7.1 Informal letters

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

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

A. When do you send informal letters?

B. Label the parts of the letter.

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

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

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

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

June 21, 2009

Hi Htoo Aung!
How are you? I haven't heard from you for ages. I want to invite you and your family to my sister's birthday party on Saturday, July 9. It will start at 1pm. We want to have a barbecue, so I hope there isn't too much rain! Let us know if you can make it (Tel: 0813610095).
Hope to see you soon.
Neil

7.2 Emails

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

A. Look at this email and find:

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

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

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

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

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

8. Thinking about Learning: Language Awareness

8.1 Who's speaking?

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

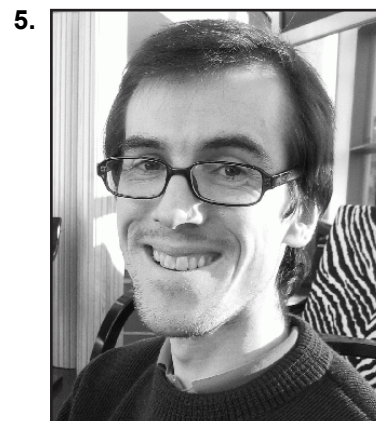
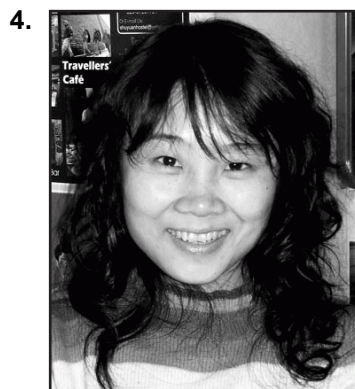
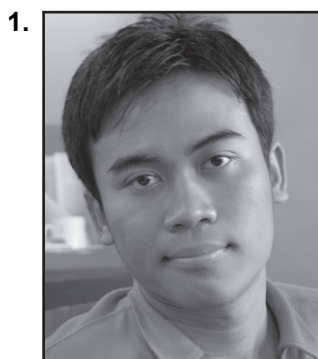
Nicolas _____

Ros _____

Tun Tun _____

Tze Ming _____

Tanny _____



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

8.2 Native speakers?

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

native speakers

non-native speakers

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

6.9 C. Listen to the audio. Two people will read out the same text. Speaker 1 is from New Zealand. Speaker 2 is from Burma. 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. Mahn Htun makes 80,000 baht a month 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 50 kyat left.
He's hardly got any / hasn't got any money left.
- I've seen some / a lot of good movies recently. I saw one on Saturday and two last week.
- I haven't got any / much petrol, so I can't start the car.

E. few and little

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

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

F. too much/many

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



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

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

G. not enough

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

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

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

For questions 5 and 6, use your own ideas:

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

H. Measurement

What measurements (not containers) do you use for:

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

I. Containers

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

e.g. oil *bottle*

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

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

e.g. sack *rice, potatoes*

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

J. for and since

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

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

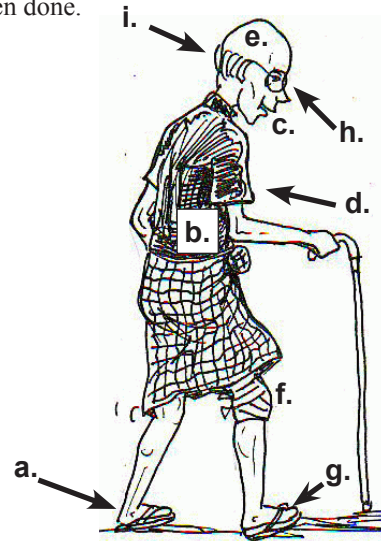
K. Making an appointment

Put this conversation in the correct order.

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

L. Body and health crossword

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



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

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

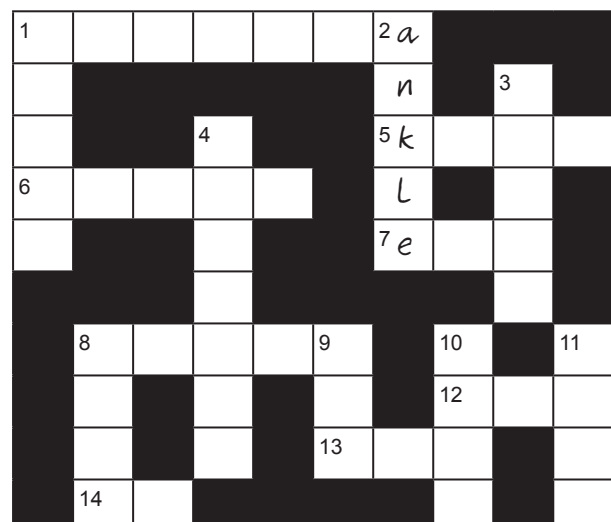
UZO: Yes, I feel really hot. My _____ (**b: 4 down**) hurts as well. Also, my _____ (**6 across**) ache – I haven't brushed them since last week. My _____ (**c: 1 down**) is bleeding. And I have a pain in my _____ (**d: 8 across**), and a _____ (**e: 8 down**) ache.

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

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

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

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



9.2 Vocabulary review

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

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

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

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

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

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

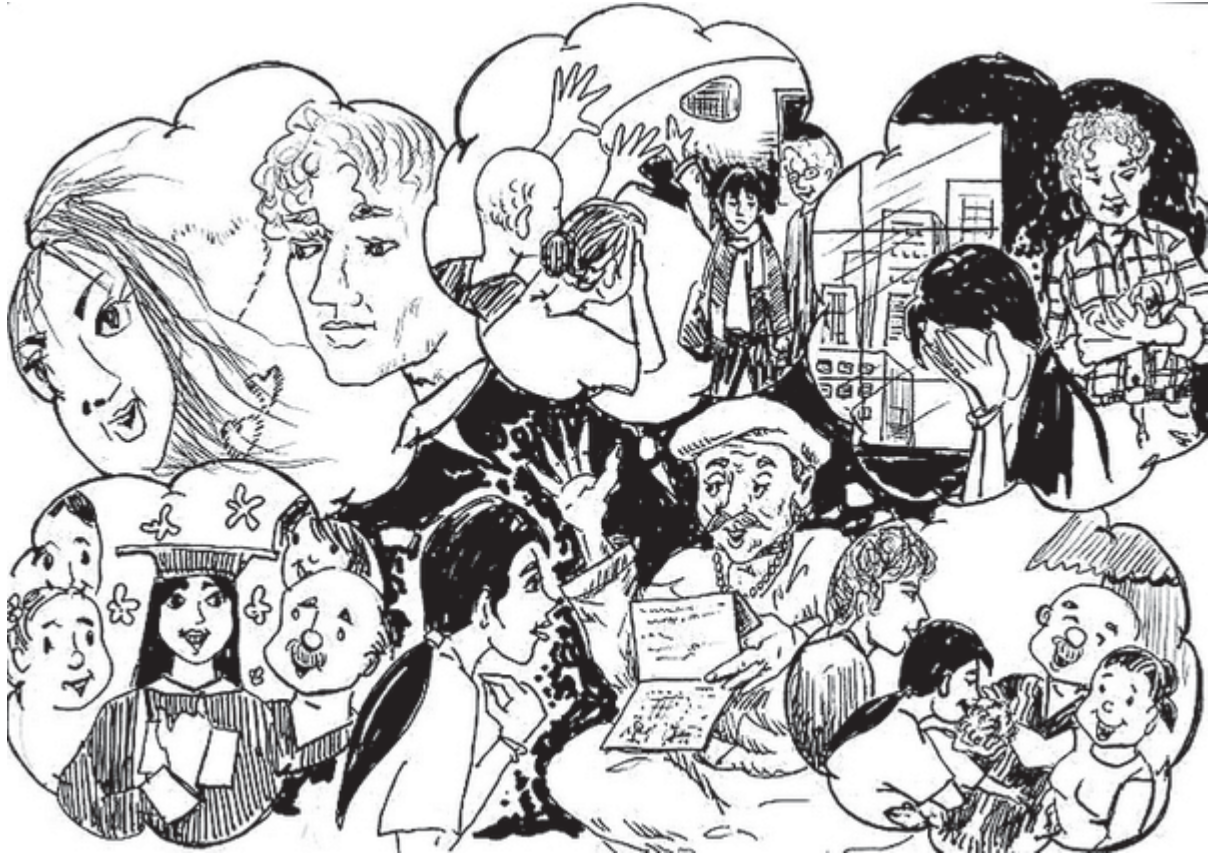
Module Seven

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

1. Predicting the Future

1.1 Fortune telling

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



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

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

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

base verb modal verb subject

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

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

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

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

Use the verbs in the box.

pass forget catch go miss stay go win fail lose

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

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

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

1.2 Questions with *will*

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

modal verb verb 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 68. 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 Burma have lots of money
I might	smoke cigarettes learn another language
I probably won't	get married buy a car
I won't	become famous work for an NGO

B. Make five predictions of your own.

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

C. Tell other students your predictions.

3. if...

3.1 Global warming

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

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



C. Read the text then match the sentence halves.

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

Here are some of the possible effects of global warming:

<u>Natural Disasters</u>	<u>Health</u>	<u>Plants and Animals</u>	<u>Food</u>
<ul style="list-style-type: none">• The sea level will rise. Many flat areas will be under water.• There will be more storms, floods and hurricanes.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Some plants and animals will not be able to live in hotter temperatures.• Many plants and animals will become extinct.	<ul style="list-style-type: none">• 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.

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

4. Places and Directions


4.1 Indoors and outdoors


indoors	outdoors	both


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

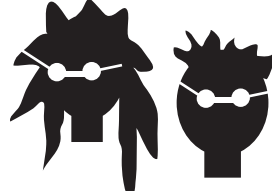
4.2 Around town

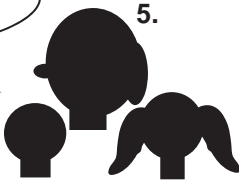
A. Here are some visitors:


- 

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

I just want to eat, drink and relax.
- 

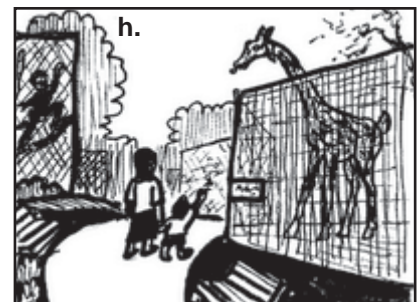
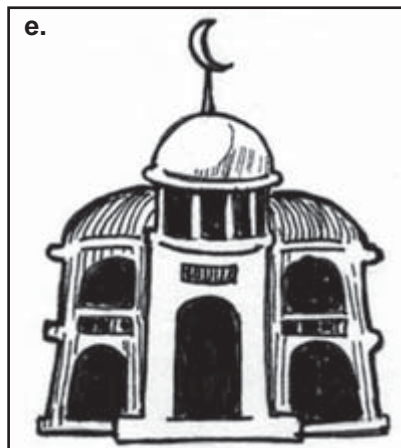
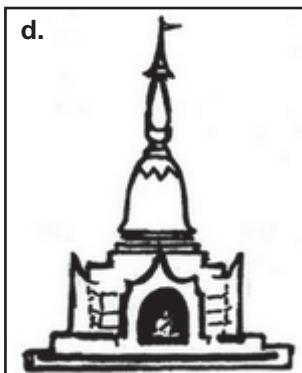
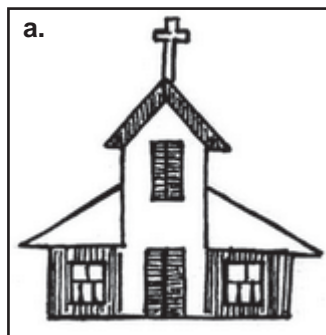
We're interested in sport. Where can we get some exercise?
- 

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

Where can I take the children?
- 

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

Here are some places. What are they?





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

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

4.3 Listening: Living in Chiang Mai

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

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

Put ticks in the correct boxes.

B. What do they say about each thing?

- 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.
- entertainment:
- food:

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

- security:
- pollution:
- education:

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

- cost of living:
- entertainment:
- food:
- security:
- pollution:
- education:

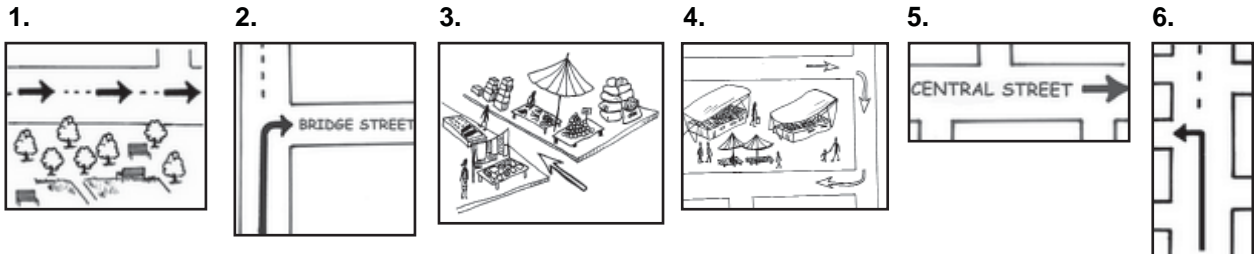
4.4 How do I get to...?

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?

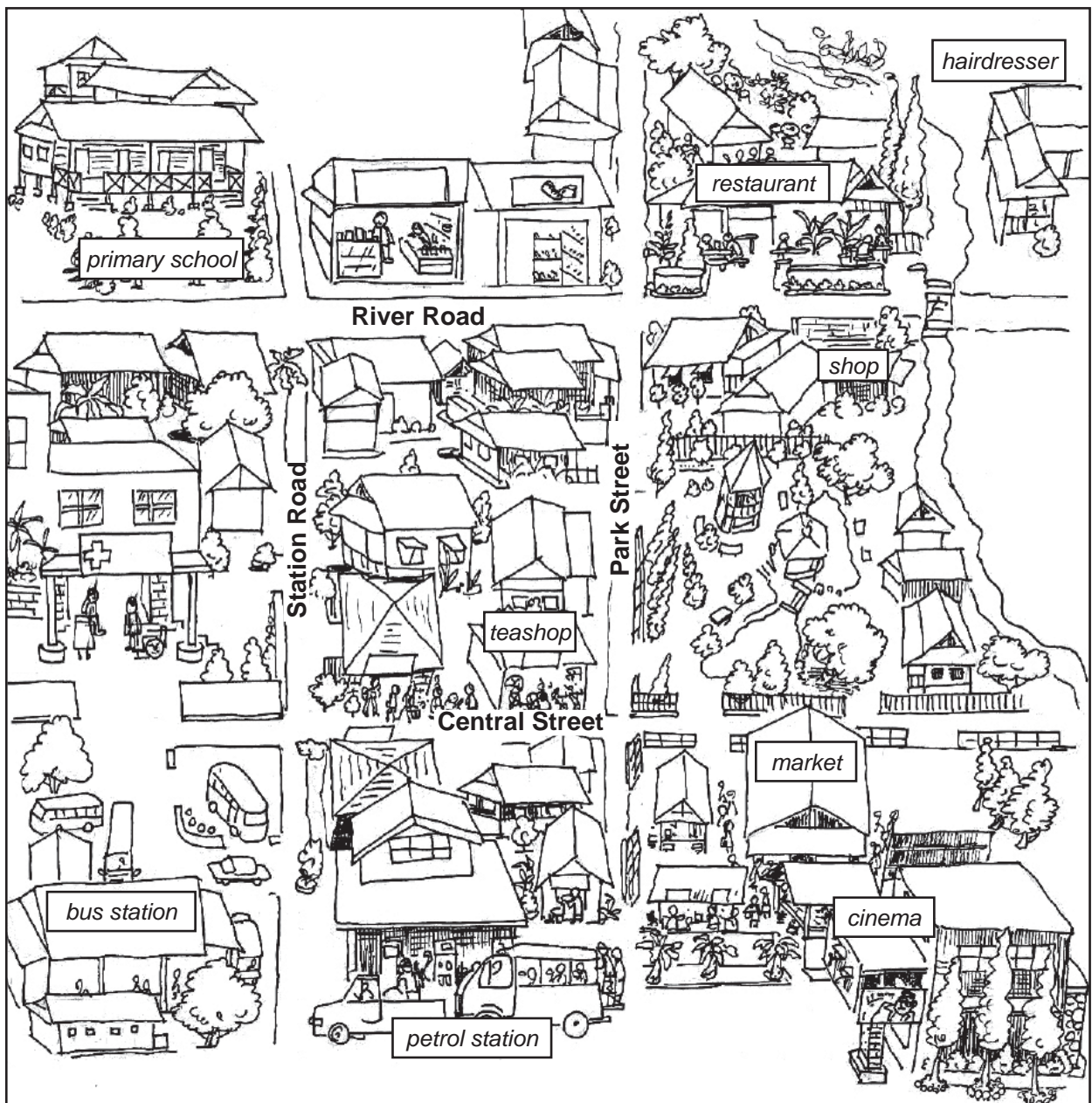
Is there a _____? Where's _____? How do you get to _____?

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



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



D. Follow the directions. Where are you?

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

E. Write the directions.

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

4.5 In your neighbourhood

A. Someone is visiting your English class.

They want to do these things:

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

Where can they go? Write some directions for them.

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

5. Pronunciation: Silent Letters

5.1 Code puzzle

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

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

7.6 B. Listen and check.

**C. Put the silent letters from the words in A into the gaps, and spell a message, e.g. HelLo
1**

You ₂ave nearly finis ₃ed Module Seven, ₅a ₇e
forty-t ₆o. Good uc ₄! 8

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

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

Who can get the highest score in five minutes?

5.2 Common silent letters

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

when	perhaps	white	hotel
whisky	honest	home	
whole	ache		

silent h	sounded h

- 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

- 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

- 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

- 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

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

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

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

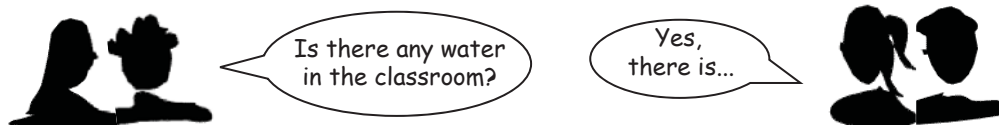
6. Contradicting

6.1 Listen and answer

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



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



6.2 Listen and contradict



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

Rabbits eat meat.

No they don't!



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



We're Mexican.

No you're not!



7. Writing: Formal Letters and Emails

7.1 Formal letters

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

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

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

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

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

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

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

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

26E Anawrahta Road
Rangoon
Burma

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 Rangoon 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.

E. *if* and *when*

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

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

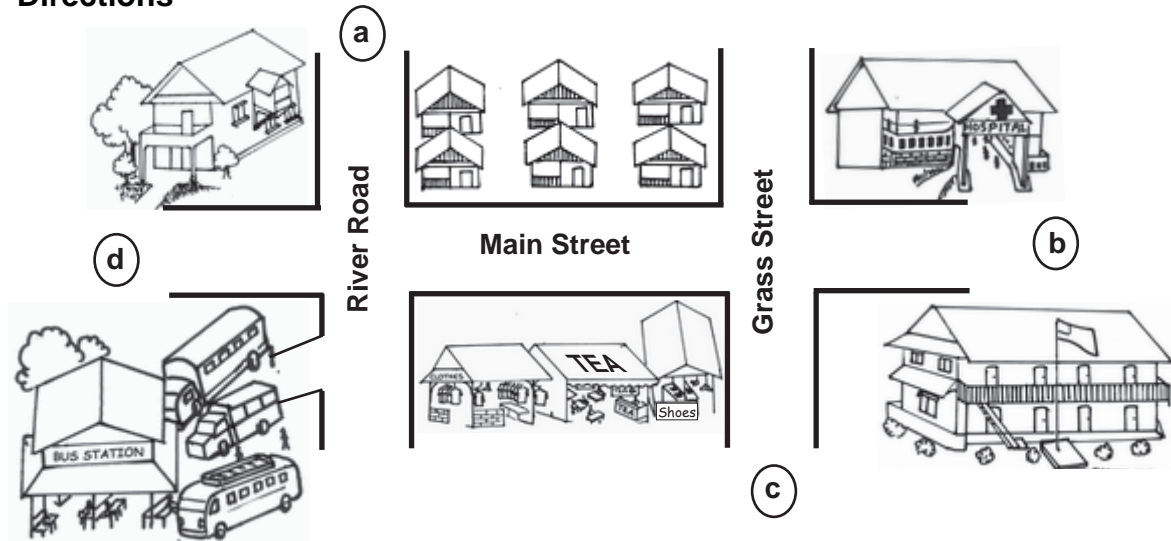
F. Conditionals and modals

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

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

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

G. Directions



Write directions:

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

H. Where are you?

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

I. Places

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

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

J. Contradicting

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

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

K. Silent letters

Circle the silent letters in this paragraph.

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

9.2 Vocabulary review

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

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

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

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

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



I suggest we move to another planet.

Module Eight

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

1. Comparing Things

1.1 Which is better?

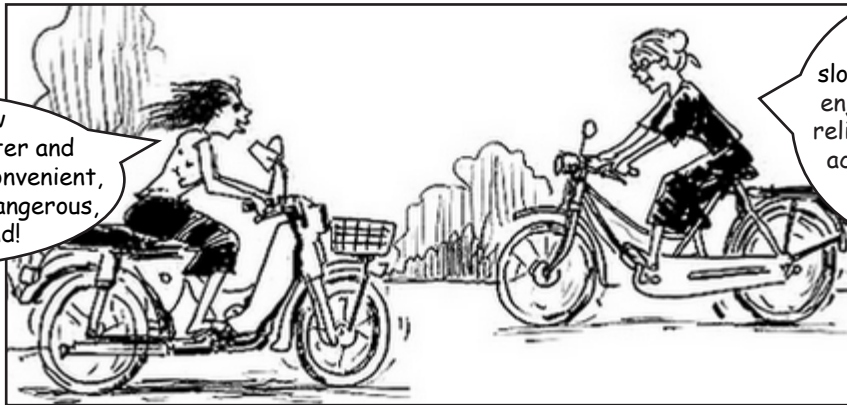
A. Look at the conversations. What are these people comparing?

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. Rangoon'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.

Rangoon's a big city, isn't it?

Yes, but Tokyo's bigger, and more crowded.

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 shoes are so much _____

But my heart is _____ his
And my love for you is _____ his
My love for you is _____

His hair is _____ mine
His habits are _____ mine
His eyes are _____
And his faults are _____

But my heart is _____ his
And my love for you is _____ his
My love for you is _____

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

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

But my heart is _____ his
And my love for you is _____ his
My love for you is _____

- E. Answer these questions.**

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

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

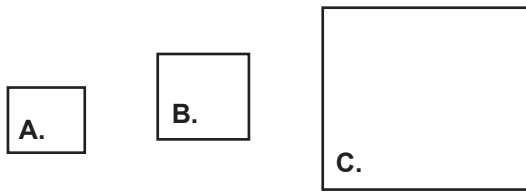
Think of some reasons to support your opinion, and tell others.

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

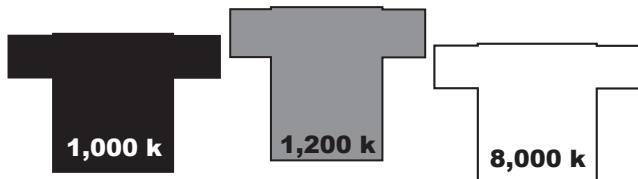


1.4 Degrees of comparison

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



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



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

B. Rewrite the example sentences using opposite adjectives.

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

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

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

- 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.
- Yesterday I felt very sick. Today I feel great!
- I can carry 50 kgs. My brother can only carry 48 kgs.
- U Tin Gyi is bald. Si Si has very long hair.
- 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 Rangoon. 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.
- Burmese 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 can speak the best English?
3. Who's got the largest family?
4. Who got the highest mark in the last English test?
5. Who lives the furthest from the school?
6. Who is the youngest?
7. 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 guitar player?

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 69.

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 Burmese 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.

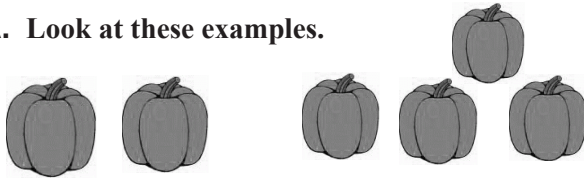
11 - Usain Bolt from _____ is the world's fastest man. In 2008 he ran 100 metres in 9.69 seconds.

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.

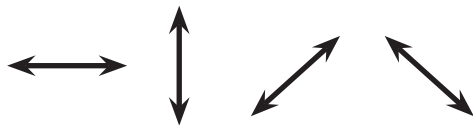
Join with another team.

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.

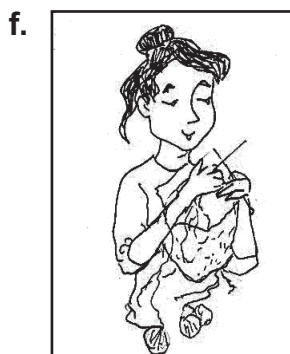
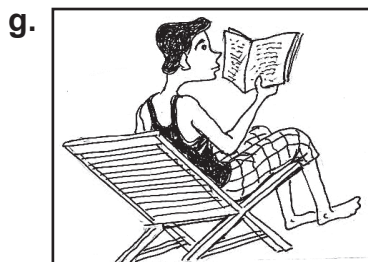


4.2 Things people do

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	stamps	chess	violin	cycling	poetry	caneball	theatre
	guitar	knit	crosswords	novels	concerts	shells	

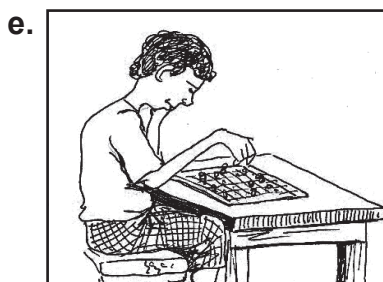


1. Nang Si loves collecting things. She collects shells and stamps. She also enjoys collecting old books.

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.

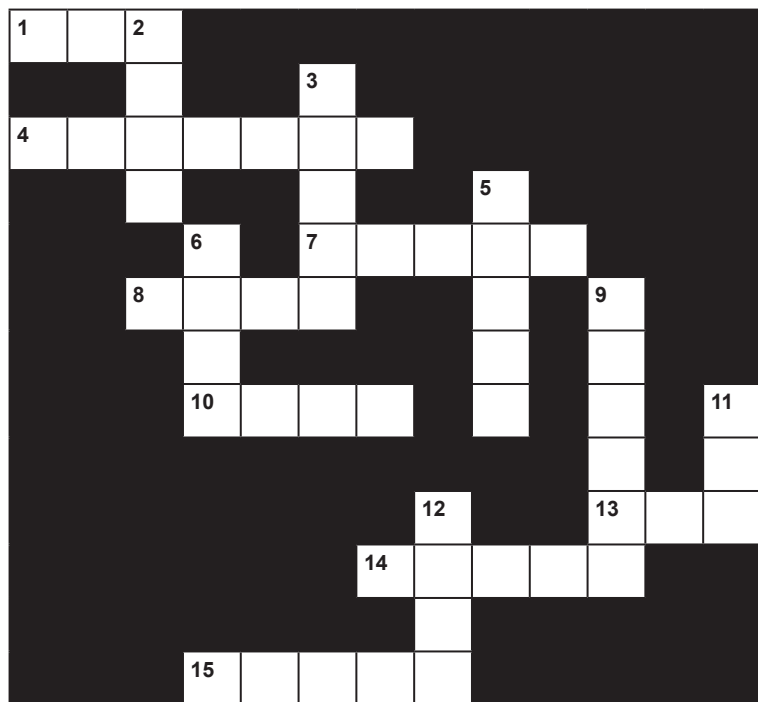
In table tennis, there are two or four 4. They play on a 15. They 1 the ball over a 13 with a 11.

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

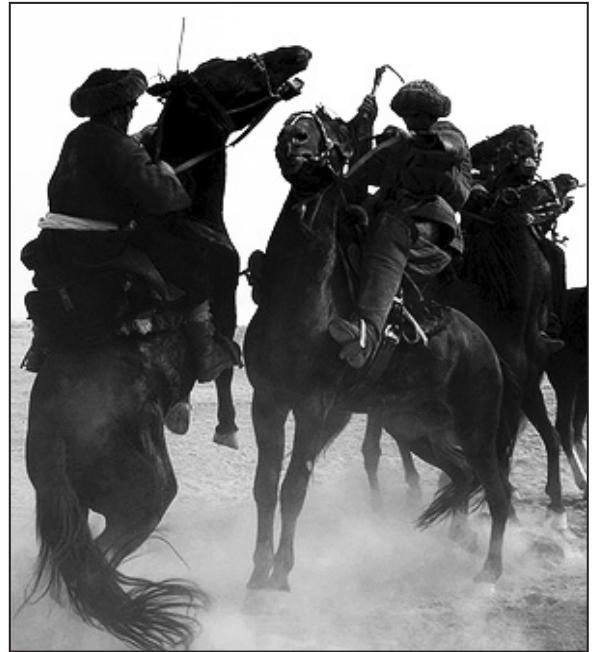
A. Look at the picture. What is happening?

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:

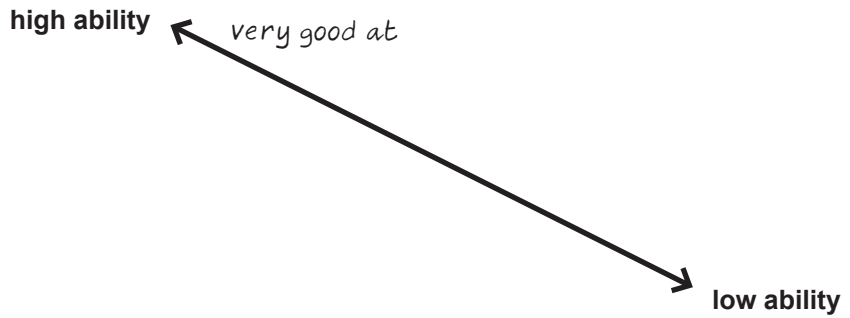
Aung Ko got 79% in his maths exam – he's good at maths – but only 32% in his English exam. Nu Nu got 83% in her Burmese exam, 77% in her English exam and 87% in her Japanese exam. However, she only got 35% in her maths exam – she's not very good at maths! Naing Naing's quite good at social studies –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

Complete the sentences, using information from the text.

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

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

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



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

5.2 Comparing ability

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

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

B. Think about your family.

Who is the best at the activities in the chart?

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

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



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



Compare your results with other students.

C. Complete these sentences.

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

D. Tell your partner about your ability.

Talk about:

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

6. Pronunciation: Sentence Stress

6.1 How many words?

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

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

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

B. Listen again, and write the sentences.

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

6.2 Stressed words

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

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

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

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

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

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

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

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

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

Practise saying the sentences with a partner.

7. Writing: Linking Words

7.1 Advantages and disadvantages

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

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

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

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

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



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

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

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

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

- F. Complete the sentences.

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

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

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

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

8. Thinking about Learning: Listening Strategies

8.1 How do you listen?

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

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



I don't mind if I don't understand everything. The main ideas are enough.
- Paul, The Netherlands

Who are you similar to?
How do you feel about listening to English? Write a sentence.
Discuss this in groups.
Choose one person in your group to report back to the class.

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.

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

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

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

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

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

What happens to the words between the stressed words?
What kind of words are stressed?

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

8.2 Listening for gist

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

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

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

a.



b.



c.



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

Part 1	Part 2	Part 3

8.3 Listening for detail and gist

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

Conversation 1: _____ Conversation 2: _____

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

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

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

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

Situation A:

Situation B:

Situation C:

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

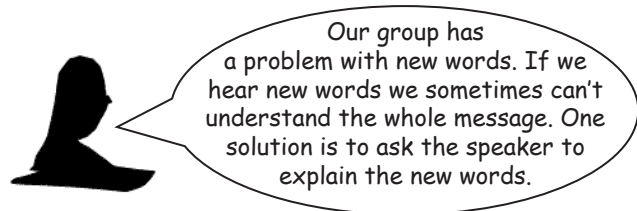
Listening for gist	Listening for detail

8.4 Listening problems

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

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

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



9. Practice

9.1 Exercises

A. Comparatives

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

Dogs are smaller than elephants

Elephants are bigger than dogs

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

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

- Mars is _____ than Venus.

B. More comparatives

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

Cats are more intelligent than dogs.

They're also friendlier and more reliable.

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

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

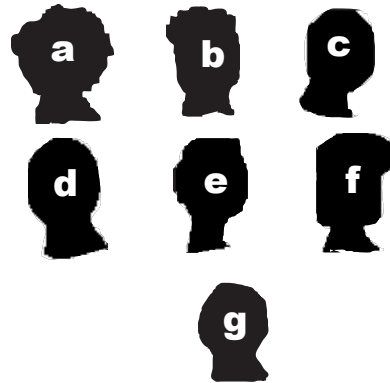
C. Degrees of comparison

Write a sentence about each of these situations.

- Bo Aung has 1,000,000 k. Mu Mu has 1,000 k.
Bo Aung is much richer than Mu Mu.
- My father is 1.85 m tall. My mother is 1.79 m tall.
- I'm very healthy. My friend has a fever, a sore throat and a broken leg.
- I'm quite intelligent. My teacher is very intelligent.
- Dogs are a little bit dangerous. Tigers are the most dangerous animals in the jungle.
- I think the Irrawaddy 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 Burma.
5. I'm not very good at sports.
6. My teacher is the best in the world!

9.2 Vocabulary review

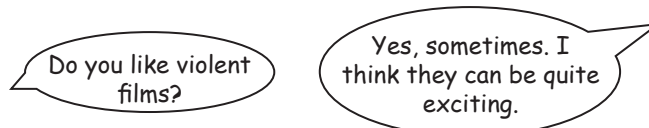
A. Do you know these words? Go through the list and tick the ones you know. Write a translation or explanation for the words you don't know.

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.



Additional Material

6.3.2 Pairwork: Listen and draw

from page 23

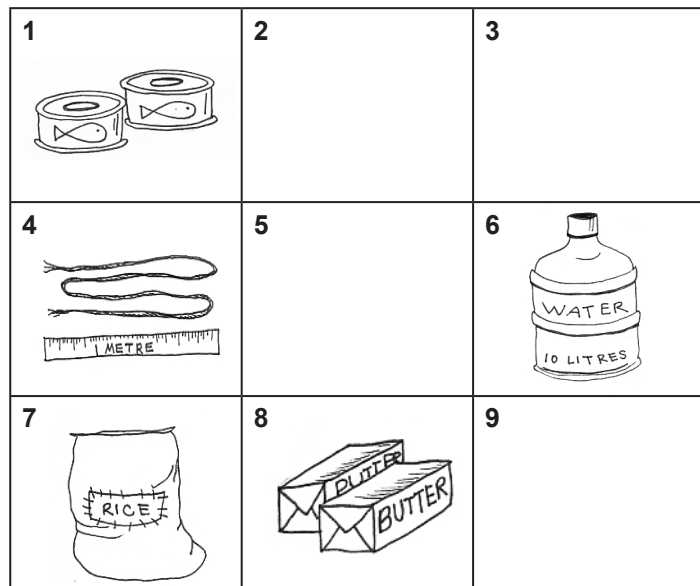
Work in pairs.

Partner B: look at these pictures.

Partner A: look at the pictures on page 23.

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 35

B. Work in pairs. Partner B: look at this page. Partner A: look at page 35.

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 54

Partner B: look at this page. Partner A: look at page 54.

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 Burmese 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: Modules 5-8

A. Present perfect and past simple

Complete the conversation with the past simple or present perfect form.

A: Have you ever lost (lose) anything important?

B: Yes, I ^{1.} _____ (lose) my English dictionary two weeks ago.

A: ^{2.} _____ you _____ (find) it yet?

B: No. So I ^{3.} _____ (buy) a new one yesterday. Look!

A: Wow! That's really nice. Where ^{4.} _____ you _____ (buy) it?

B: I ^{5.} _____ (get) it at the bookshop in town. What about you?

^{6.} _____ you ever _____ (lose) anything important?

A: Yes. I ^{7.} _____ (leave) my mobile phone in the movie theatre last month.

B: Oh! So that's why you ^{8.} _____ (not call) me for a long time!

A: Sorry - I ^{9.} _____ (lose) your number, so I couldn't call you.

B. Planning a party

Zaw Min and Ma Aye are planning a birthday party for Tin Maung. Fill the gaps to make correct sentences. There is more than one possible answer for some gaps.

Zaw Min: Have you invited all Tin Maung's friends?

Ma Aye: No, I haven't told them yet. I ^{1.} _____ do it tomorrow. But I've ^{2.} _____ a lot of my friends! What about a present? ^{3.} _____ 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 ^{4.} _____ come to the party?

Zaw Min: ^{5.} _____ of people will come. Tin Maung has a lot of friends.

Ma Aye: Yes, but it's raining a lot, so some people ^{6.} _____ not come.

Zaw Min: Who can make a cake?

Ma Aye: I ^{7.} _____ my cousin yesterday. He'll make one.

Zaw Min: Let's make a shopping list. What do we need to buy?

Ma Aye: OK, do we have ^{8.} _____ balloons left from the previous party?

Zaw Min: I think I've got ^{9.} _____ in my house.

Ma Aye: Good. I will make mohinga so we need to buy a few ^{10.} _____ of noodles, a ^{11.} _____ of onions, ^{12.} _____ cucumbers, and some bananas. Do you have any chillies in your ^{13.} _____?

Zaw Min: I don't have very ^{14.} _____, but I probably have some.

Ma Aye: Great! I think we have a good plan! What are you going to ^{15.} _____?

Zaw Min: I don't really like to wear formal clothes. I think I will just wear my ^{16.} _____ and a ^{17.} _____.

Ma Aye: Oh, really? I think I will wear my new ^{18.} _____ with big flowers and my new red high-heeled ^{19.} _____.

Zaw Min: OK, we don't have ^{20.} _____ work now. Just remember to invite Tin Maung's friends!

C. Possessive pronouns

Replace the words in brackets with a possessive pronoun.

- Your bicycle is faster than (my bicycle). mine
- Your house is bigger than (our house). _____
- Our teachers are friendlier than (their teachers). _____
- My cousin is more intelligent than (your cousin). _____
- Your food is more delicious than (his food). _____
- His job is easier than (her job). _____
- Your exams were harder than (my exams). _____

D. Clothing

Complete these sentences with information about yourself, your friends and your family.

1. I always wear _____ in... *I always wear flip-flops in the hot season.*
2. I usually pay _____ for...
3. I sometimes wear _____ when...
4. In my culture, a lot of people wear...
5. I never wear _____ because...
6. My best friend often wears _____ because...
7. My uncle doesn't wear _____ because...

E. Quantity: Find the mistakes

Find the mistakes in these sentences and correct them. There is one mistake in each.

1. How many furniture is there in your house? *How much furniture is there in your house?*
2. Can you give me an information about the bus to Mandalay?
3. Hurry! We don't have many time before the film starts.
4. This tabletop is made of a glass.
5. I have to write a letter. Can you give me a paper and an envelope.
6. I went to the shop and bought some packet of sugar.
7. There are too many traffics today, so it took a long time to get to work.

F. Too many problems

Write the other half of this conversation, describing the problems.

1. (too much) *There's too much rubbish!* 'Yes, there are dirty plastic bags everywhere.'
2. (too many) 'Yes, it's really crowded in the linecar.'
3. (not enough) 'So you can't buy it.'
4. (too many) 'Right - there are more tourists than local people!'
5. (not enough) 'Yes, everybody wants to go to university.'
6. (too much) 'Yes, the water is really dirty.'

G. for and since

Complete these sentences with *for* or *since*.

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. | Contradiction
<i>Yes he has.</i> |
| 2. (They / not / buy / food / yet.) <i>They haven't bought food yet.</i> | <i>Yes they have.</i> |
| 3. I think I have malaria! | |
| 4. (It / probably / rain / tonight.) | <i>No it won't.</i> |
| 5. Petrol is cheaper now. | |
| 6. (Your sister / very good at / singing.) | <i>Yes she is.</i> |
| 7. My friends are bad at writing in English. | |
| 8. (I / not very / good at / fishing). | <i>Yes you are.</i> |

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:

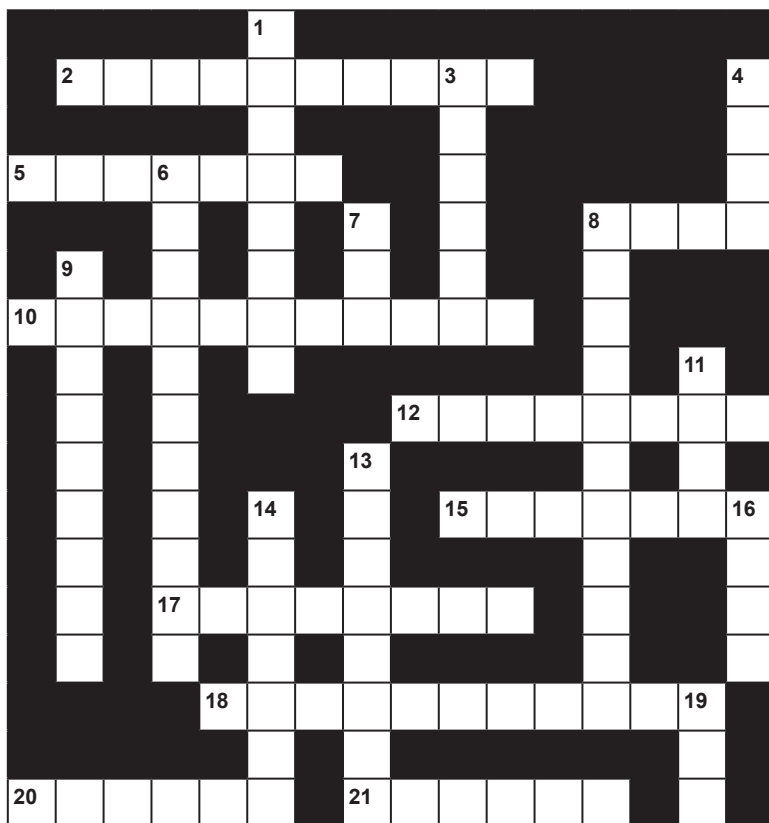
L. Crossword

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 Modules 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 Answers: Modules 5-8

A. Present perfect and past simple

Answers:

1. *lost*
2. *Have you found*
3. *bought*
4. *did you buy*
5. *got*
6. *Have you ever lost*
7. *left*
8. *didn't call*
9. *lost*

B. Planning a party

Some gaps have more than one correct answer.

Possible answers:

1. *will*
2. *invited*
3. *Have*
4. *will*
5. *loads*
6. *might*
7. *asked*
8. *any*
9. *some*
10. *packets*
11. *kilo*
12. *some*
13. *house*
14. *many*
15. *wear*
16. *longyi*
17. *T-shirt*
18. *dress*
19. *shoes*
20. *much*

C. Possessive pronouns

Answers:

2. *ours*
3. *theirs*
4. *yours*
5. *his*
6. *hers*
7. *mine*

D. Clothing

Possible answers:

2. *I usually pay a lot of money for my clothes.*
3. *I sometimes wear a suit and tie when I go to work.*
4. *In my culture, a lot of people wear longyis.*
5. *I never wear jeans because they are uncomfortable.*
6. *My best friend often wears high-heel shoes because she wants to look taller.*
7. *My uncle doesn't wear dresses because he is a man.*

E. Quantity: Find the mistakes

Answers:

2. *Can you give me information about the bus to Mandalay?*
3. *Hurry! We don't have much time before the film starts.*
4. *This tabletop is made of glass.*
5. *I have to write a letter. Can you give me some paper and an envelope?*
6. *I went to the shop and bought a packet of sugar. OR: I went to the shop and bought some packets of sugar.*
7. *There's too much traffic today, so it took a long time to get to work.*

F. Too many problems

Possible answers:

2. *There are too many people.*
3. *There is not enough pork in the shop.*
4. *There are too many tourists.*
5. *There are not enough places in university.*
6. *There is too much rubbish in the water.*

G. for and since

Answers:

2. *for*
3. *for*
4. *since*
5. *for*
6. *since*
7. *since*
8. *for*

H. Contradictions

Answers:

3. *No, you don't*
4. *It will probably rain tonight.*
5. *No, it isn't.*
6. *Your sister isn't very good at singing.*
7. *No, they aren't.*
8. *I am not very good at fishing.*

I. Small town and big city life

Possible answers:

- The cost of living is lower in a small town. It is higher in a big city.*
- People are more friendly in a small town. People are less friendly in a big city.*
- There is better food in a big city. A small town only has a few types of food.*
- There is more pollution in a big city than in a small town.*
- Security is usually better in a small town. A big city is often more dangerous.*
- Entertainment is better in a big city. There is usually less entertainment in a small town.*
- There are more jobs in a big city. There are fewer jobs in a small town.*
- There is better health care in a big city. health care in a small town is probably worse.*
- Shopping is better in a big city. Small towns don't have as many shops.*

J. Conditionals

Answers:

- d. I'll go to the cinema.*
- c. I might cook.*
- f. if they don't have any meat.*
- e. will you invite me?*
- b. when you don't have any money.*
- i. you should go to the clinic.*
- a. we don't have to cook!*
- g. if it rains.*
- h. you must visit me.*
- j. when I get a good job.*

K. Superlatives

Answers:

- What is the largest city you've been to?*
- Who is the most interesting person you've met?*
- What is the most unusual food you've eaten?*
- How much is the most expensive thing you've bought?*
- What is the worst illness you've had?*
- Where is the coldest place you've been?*
- 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.

Language Reference

Module 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 Module 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 82.

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 later for my appointment
- 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.

Module Six

Countable and uncountable nouns

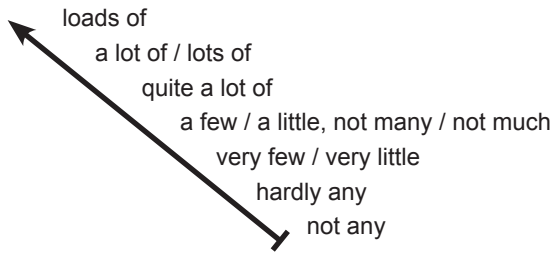
1. Some nouns are **countable**. We can count them.
 - three apples • seven bags • a thousand dollarsThey have a singular and plural form.
 - I want an **apple**. • I want four **apples**.
2. Some nouns are **uncountable**. We cannot count them.
 - ~~three fruits~~ • ~~seven oils~~ • ~~a thousand petrols~~They have only one form.
 - I want some fruit. NOT: ~~I want four fruits.~~

a/an, some and any

1. We use *a* before a consonant sound and *an* before a vowel sound.
 - It's **a** university, not **a** school.
 - Please pass me **an** apple.
2. We use *a/an* in all kinds of sentences.
 - I need a box.
 - He hasn't got a bicycle.
 - Is there an airport?
3. We use *some* in positive statements.
 - I'll get some sugar.
4. We use *any* in negative statements and most questions.
 - There isn't any milk.
 - Is there any pork in the fridge?
5. We use *some* in requests and offers.
 - Can you buy some oil, please?
 - Would you like some tea?

Quantity expressions

Quantity expressions tell us how much or how many of something there is.



1. We only use *a few* and *not many* with countable nouns, and *a little* and *not much* with uncountable nouns.
 - Pass me **a few onions**, please.
 - There's **a little oil** in the cupboard.
2. We use *loads of*, *a lot of*, *lots of*, *hardly any* and *not any* with both countable and uncountable nouns.
 - We've hardly got any carrots or sugar.
3. *Loads of* is very informal.

much and *many*

1. We use *much* with uncountable nouns in questions and negative statements.
 - How **much** orange juice have we got?
 - There isn't **much** furniture in the house.
2. We use *many* with countable nouns in questions and negative statements.
 - How **many** people died?
 - I can't see **many** psychology books.
3. We can use *much* and *many* in formal positive statements.
 - Many people died in the cyclone.

too and *enough*

1. We usually use *too* when there is a problem.
 - They're too young. (So they can't get married).
 - This coffee's too sweet. (So I don't like it).
 2. *Too much* / *too many* means 'more than I want' or 'more than is suitable for the situation'. There is a problem.
 - There is too much noise here. (So I can't read my book).
 - There's too much salt in the curry. (So it tastes bad).
- NOTE: *Too much* does not mean 'a lot'.
- I eat a lot of meat. (Maybe this is good, maybe bad.)
 - I eat too much meat. (This is bad.)
3. *Enough* means 'the amount I want, or more'.
 - We have enough chairs. (We don't need more.)
 4. *Not enough* means 'less than I want' or 'less than I need'. There is usually a problem.
 - There isn't enough chilli in the curry (so it doesn't taste very nice).
 - There isn't enough medicine (so people are sick).

Present perfect or past simple (2)

We sometimes use the present perfect for a continuing situation – when an action started in the past and continues to the present. We use the past simple when an action finished in the past.

- I've **lived** here for three years. (And I still live here now.)
- Before that, I **lived in Pegu**. (But I don't live there now.)

for and *since*

We use for with a period of time.	for a moment for nine years for a long time
We use since with a point of time.	since 1992 since last week since one o'clock

1. *For* and *since* are very common in the present perfect.
 - I've **lived** here **for** a really long time.
 - I've **been** sick **since** last Tuesday.
2. We can also use *for* in other tenses.
 - I **lived** in Thailand **for** two years, and then I moved to Malaysia.
 - I **play** football **for** an hour every weekend.

3. We cannot use *since* in the past simple or present simple because it means ‘from a point in the past until now’.

- I've been here since Tuesday.
= I arrived on Tuesday and I'm still here now.
- NOT: I was here since Tuesday.
- NOT: I am here since Tuesday.

Module 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	NOT: willn't
	may not	mayn't
	might not	mightn't
	shan'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*.

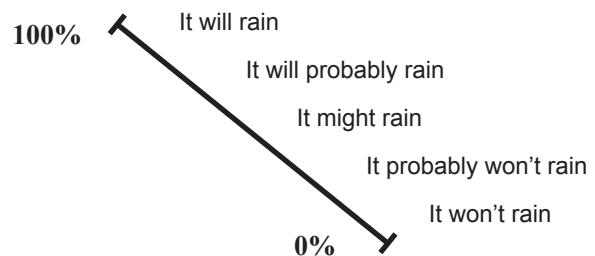
- I **could** ride a bike when I was four.

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.

Module Eight

Comparatives

1. We use comparatives to compare two people, places or things.

- Maung Aye is **taller** than Ma Thet.

2. We often use *than* after a comparative.

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 *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*.

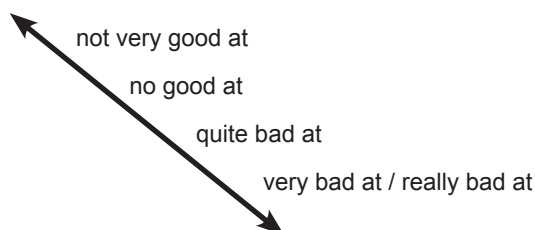
- I play football. • She plays chess.

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.



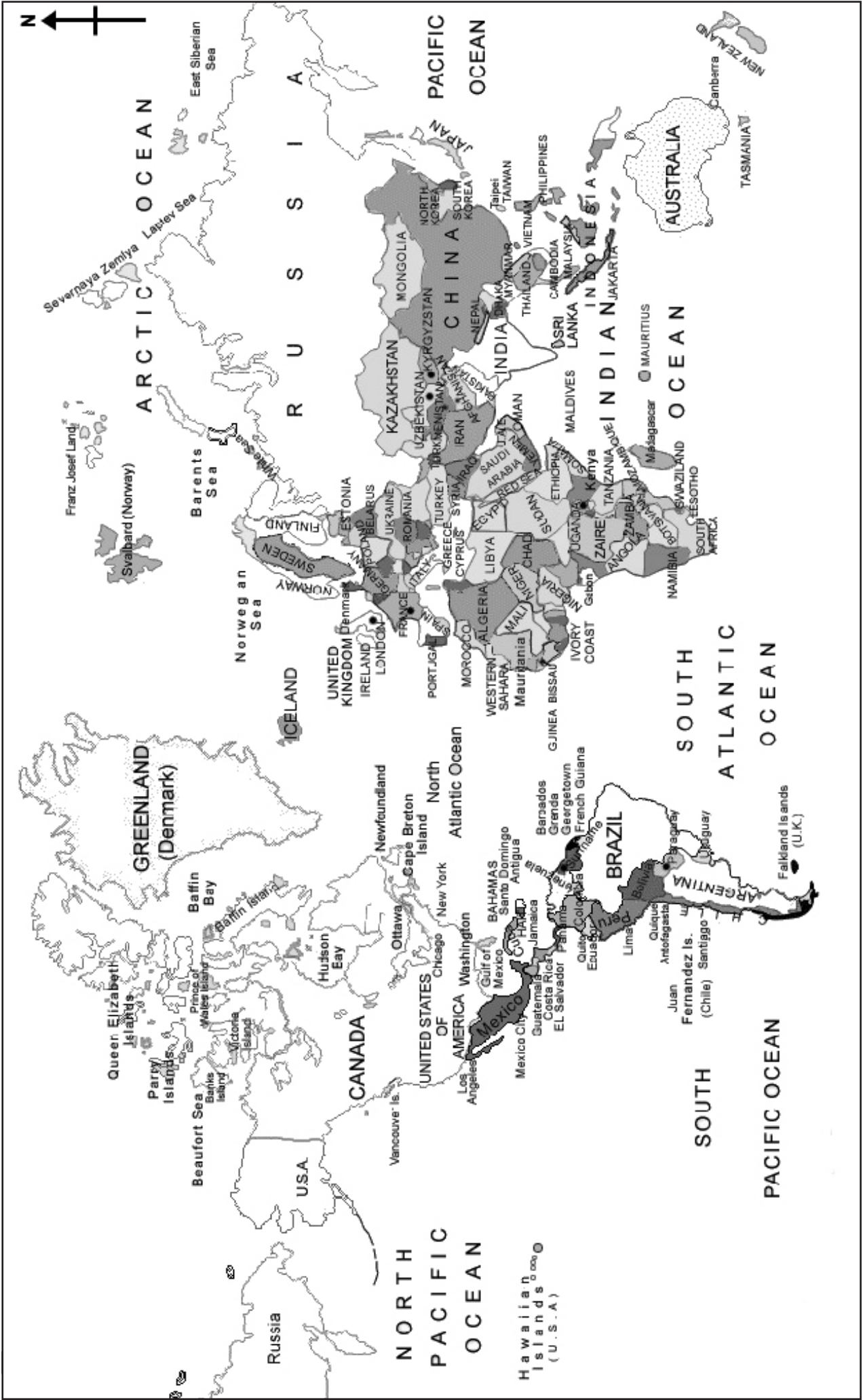
4. **Adjective + at** is always followed by a noun. Often we use a gerund (a present participle used as a noun).

- He's really good at knitting.
- I'm not very good at speaking English.

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



Audioscripts

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 7000 dollars. Is that the final price?

B: I'm afraid so. I bought it for 8000, and it's in very good condition.

A: I can give you 6500.

B: Sorry, it's 7000.

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... 6000 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? Hmm.

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 1000 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.

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