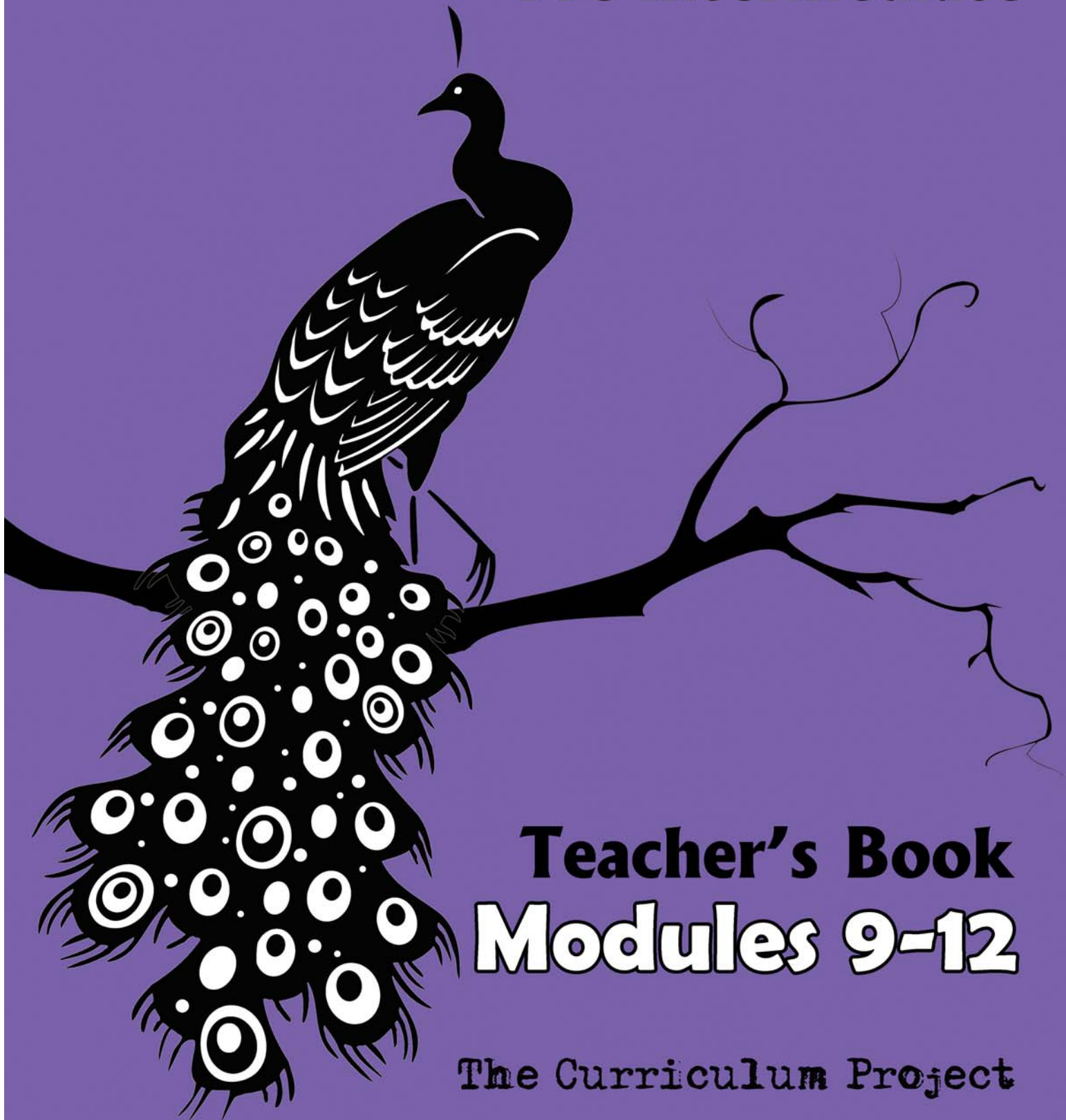


# General English

An English language course for adult and post-10 learners

**Pre-intermediate**



**Teacher's Book**  
**Modules 9-12**

The Curriculum Project

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# Introduction

## Welcome to General English Pre-intermediate

**General English** is designed for people from Burma who want to communicate in English.

It is useful for:

- people who work with English speakers
- university students who want to supplement their English studies
- high school graduates who want to improve their English
- adult education courses
- capacity development trainings
- teachers who want communicative teaching ideas for their classes
- people who travel
- teachers who want locally relevant material to supplement a commercial English course

It is designed for adult and young adult students of English (around 16+). Some of the topics and functions are **not** appropriate for primary, middle or high school students.

## What's different about General English?

**General English** is written for people from Burma. Most other commercially published courses are written for Europeans or Latin Americans who want to live or travel in the UK or North America. Teachers and learners in Burma, and throughout Asia, often find that the topics and functions in these materials have little in common with their lives, experiences and ambitions. **General English** focuses on the specific needs, context and learning environment of learners from Burma, while also including a lot of world knowledge content.

**General English** teaches mostly British English as this is more familiar to students from Burma. However, we highlight potentially confusing differences between British English and other dialects such as American and Australian English. A wide variety of accents, both native and non-native, is used in the audio recordings.

## Curriculum for YOUR context

We have developed **General English** with the needs of the Burmese classroom in mind.

- We focus on the language and skills that people from Burma need to communicate effectively in English.
- We do not assume that teachers or students are familiar with Western cultural norms. International settings are fully explained.
- **General English** has a world knowledge, social awareness and critical thinking focus. Topics include social, environmental and development issues. There is less about celebrities, holidays and teen lifestyles.
- We put a little more emphasis on speaking and listening than reading and writing. Middle and high schools in Burma tend to focus on reading and writing, so students' speaking and listening skills are often weaker and require more practice.
- We have included more structural detail about the English language than you may find in most communicative textbooks, as Burmese students (and teachers) are often interested in this.
- We have designed learning tasks for classrooms without many resources. The only equipment that teachers need is a board, pens or chalk and an audio CD or cassette player.
- **General English** is cheap to photocopy or print as there are no colour images inside. The student's material is all in one book (not separate classroom book and workbook) to reduce expense.
- We do not expect all teachers to be fluent in English. The Teacher's Book has clear instructions and explanations, without too much complicated language.
- The course is longer than other pre-intermediate courses. Many Burmese learners have few opportunities to practise English outside the classroom, so the course offers more opportunities to use the language within the course. For classes with less time, we provide guidance on what parts to skip.
- At the end of each module is a short, optional learner training section. This encourages students to reflect on their own language learning and suggests ideas on how to improve.

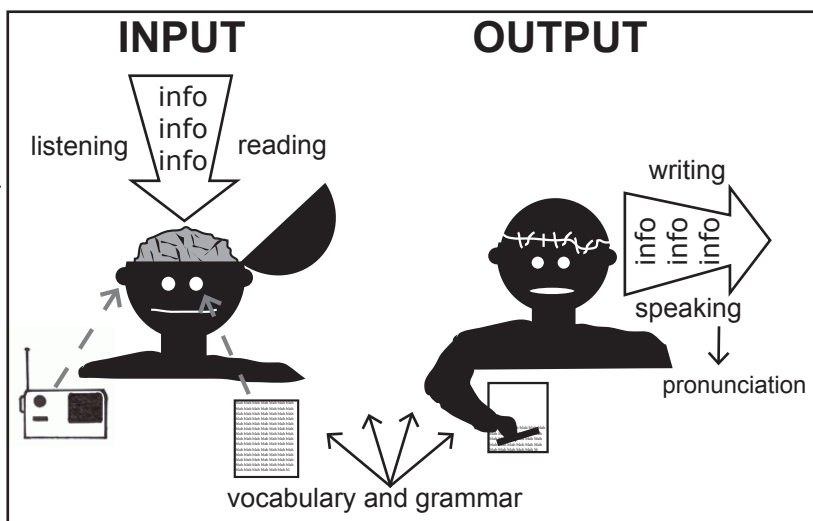
# Methodology

Learning a language requires both *input* (listening and reading) and *output* (speaking and writing). Vocabulary and grammar are part of these. Learners need to understand vocabulary and grammar when they listen and read, and use them when they speak and write.

We have included a lot of *interaction* activities, as many learners from Burma get few opportunities for English language interaction outside class. During interaction they get

both *exposure* to the new words and structures (reading and hearing them), and practice using them (speaking and writing). This makes it easier for them to learn language.

Many Burmese teachers are familiar with a more traditional approach to teaching English that focuses on grammar, translation and memorisation. This is a communicative course, focusing on the skills and language needed for real-life communication. However, communicative activities are explained step-by-step for teachers without much experience of communicative classrooms, and we provide opportunities to use more traditional learning methods where appropriate.



## Components of General English

**General English** consists of a Student's Book, a Teacher's Book and audio recordings for the listening activities. Additional material is on the CD accompanying the Teacher's Book and can also be downloaded from our website, [www.curriculumproject.org](http://www.curriculumproject.org).

### 1. Student's Books

The Student's Books comprise twelve modules - organised into Modules 1-4, 5-8 and 9-12 - each with a structural, functional and skills focus, plus a learner training section where students look at ways they can improve their own language learning. The last section of each module is a **Practice** section covering language studied in that module. At the back of the book there are:

- three **Revision** sections where students review the language covered in Modules 1-4, 5-8 and 9-12
- a **Language Reference** containing information about the structures taught in each module, a list of irregular verbs, and a world map
- **Additional Material** for use in pairwork activities
- **Audioscripts**

### 2. Teacher's Books

The Teacher's Books contain detailed teaching instructions and answers to exercises interleaved with pages from the Student's Books. At appropriate points, **Language/Culture Notes** explain specific linguistic and cultural features of English-speaking countries, and **Extra Ideas** boxes suggest activities for further practice. In addition, Teacher's Books feature:

- an **Introduction** with advice on how to use the course most effectively: ways to adapt it to suit your class; ideas for extra practice exercises and activities; explanations of frequently-used terms; and suggested extra materials to supplement the course.
- **Progress Tests**, one for every two modules, to let you know how well students can understand and use the language and skills practised in the book. There is a **Final Test** at the end of Module 12.
- Teacher's Book 1-4 has a **Placement Test** to check whether **General English Pre-intermediate** is at the right level for your students. The back of the book is a CD including audio recordings in MP3 format, Adobe PDF versions of the Student's Book and Teacher's Book, and some additional resources that you may find useful. The audio is also available on cassette.

# How do I use General English Pre-intermediate?

## 1. Is it the right level for my students?

This edition of **General English** is a *pre-intermediate* course. It starts at a high elementary level, and the final few modules are at an early intermediate level. If you are not sure whether students are at the right level to study this, give them the **Placement Test** (pages 1X-XIV).

If it is much too difficult, students should study an *elementary* or *beginner* course. If it is much too easy, students should study an *intermediate* or *upper-intermediate* course.

## 2. My students find this quite easy, but they are not ready to study an intermediate course.

- Before you start teaching a part of the book, you can give students the **Progress Test**, **Practice** section or **Review** section, to find out what they are good at and what they are not so good at. Then you can focus on the language and skills they most need to improve and skip the rest.
- Teach it quickly. Skip activities that take a lot of time, and sections covering language that your students already know well.
- Supplement the material in the book with more difficult material (see **Supplementary Resources**, page VII).

## 3. My students find this quite difficult, but they don't need an elementary course.

- Teach it slowly. Explain points carefully, and give detailed feedback on common errors.
- As you teach, add extra exercises and activities, both in class and for homework. There is more information on this on pages IV and VI.
- Supplement the course with other materials. Use graded readers, vocabulary and grammar books, and other skills-focused material to help students understand and use the language they are looking at. There is more information on supplementary materials on page VIII.

## 4. I have a mixed-level class. Some students are elementary, and some are intermediate level. Most are pre-intermediate.

- In the classroom, use pairwork. Pair a weak student with a strong one for some tasks, and pair stronger and weaker students together for other tasks.
- Give weaker students extra material (see pages V and VI) providing simple practice of target structures and functions.
- Give stronger students extra, harder, material (see pages V and VI) that builds on the target structures and functions to extend their knowledge.

## 5. I don't have a tape player / CD player / electricity.

- Most of the listening exercises are easy to make into reading exercises, using the **Audioscripts**.
- You can read out the scripts yourself, or get students to read them to the rest of the class.

## 6. How can I check that they are learning?

- As you are teaching, ask students questions using the functions and structures they have been studying (see point 3 above).
- Observe students' performance of the activities in the book. See if they are mostly getting exercises correct, and are completing tasks without difficulty. Pay particular attention to how well they complete the **Practice** exercises at the end of each module, and the **Review** exercises after every two modules.
- Use the six **Progress Tests**. These test understanding and use of the language from Modules 1/2, 3/4, 5/6, 7/8, 9/10 and 11/12.

## 7. I do not have much time. This course is too long.

- Teach it quickly, skipping sections and exercises that are time-consuming, too easy, too hard or not very useful for your class. Use the **Progress Tests** and **Practice** and **Review** sections to decide what to focus on.



# Extra activities and exercises

## Vocabulary and Grammar Exercises

Below are some basic exercises you can use to provide more practice with vocabulary or grammar items. You can use these to review language covered previously and to check students' understanding of language, either in class or as homework.

At the back of the Student's Book there is a **Language Reference** section. This outlines the form and use of the language covered in each module. At the end of each module there is also a **Vocabulary review** page listing key vocabulary from the module. You can use the following simple exercises with your class to check students' understanding and provide extra practice with this language.

### 1. Gap-fill

These are exercises where students write missing words in a sentence or paragraph.

1. My sister \_\_\_\_\_ in a factory.
2. I \_\_\_\_\_ bananas.
3. Ali and Saw Htoo don't \_\_\_\_\_ pork.

To make it easier and more controlled, give students clues, e.g.

like   eat   work
-------------------

or 1. My sister \_\_\_\_\_ in a factory. (*work*)

To make it harder, have gaps where there are a lot of choices:

My sister \_\_\_\_\_ in a factory. She \_\_\_\_\_ like her job. She gets up at 5am every \_\_\_\_\_ and takes a \_\_\_\_\_ to the city. She \_\_\_\_\_ home at 9pm. She \_\_\_\_\_ always very tired.

This can focus on grammar and/or vocabulary.

### 2. Matching

These are exercises where students match questions and answers or sentence halves.

- |               |                  |
|---------------|------------------|
| 1. Cows       | don't eat meat   |
| 2. My parents | doesn't eat meat |
| 3. Lu Meh     | don't eat meat   |

Or vocabulary with definitions.

- |           |                               |
|-----------|-------------------------------|
| 1. big    | liquid that makes motors work |
| 2. petrol | to cook in water              |
| 3. boil   | large                         |

### 3. Order the sentence

This exercise gives practice in sentence structure.

1. doesn't bicycle Daw Lay a have
2. Japanese speak don't I
3. chickens bedroom the sleep in my

### 4. Word snake

Prepare a list of words you want students to remember. Write them down without gaps or punctuation. Students have to find the words.

comfortablefryborrowpacketattendslowly

### 5. Substitution drill

Students practise using grammar structures. Write a sentence on the board using the target structure:

I don't like swimming.

Students repeat. Write a word on the board (or say it) so the students have to change the sentence:

dogs                      I don't like dogs

Students repeat. Continue providing new words so students can change the sentence. You can change the target structure too:

eat                      I don't eat dogs  
My mother            My mother doesn't eat dogs.

### 6. Correct the sentence

Students identify mistakes, and write correct sentences. This can focus on a grammar point:

1. My father does a teacher.
2. I gets up at 6am.

or vocabulary items:

1. Gold is very cheap.
2. My niece is an intelligent boy.

### 7. Answer the question

This can be highly controlled (few possible answers):

1. Do you speak English?
2. Do tigers live in the ocean?

or low controlled (many possible answers).

1. Where do you live?
2. What do you eat for breakfast?

### 8. Write the question

Students write the question to answers supplied.

- |           |                |
|-----------|----------------|
| 1. _____? | In Mandalay.   |
| 2. _____? | Yes, she does. |

### 9. Complete the sentence

Students finish a sentence.

1. I want \_\_\_\_\_.
2. My teacher doesn't go \_\_\_\_\_.

Or provide students with a list of words, and they write a sentences using them correctly.

## Extra Class Activities

Here are some additional activities you can use in class to provide students with more speaking and listening practice. Some of these are already mentioned in the book, and some are different.

### 1. Speaking stick

Think of some questions that use the language you want to review, check or practise.

Pass a stick (or pen) to a student at the front of the class, and ask a question. If the student answers the question correctly, give them the stick. Then that student asks the same question to the student next to them, who answers and takes the stick. While that stick is going around the class, get another stick, and ask the first student a different question. Eventually, there should be several sticks going around the class, with students asking and answering different questions.

### 2. Whispers

Think of a sentence that uses the language you want to review, check or practise.

Divide students into two teams, who stand in lines. Write the sentence on a piece of paper. The first person in each group reads the sentence silently. They whisper it to the next person in their group, who whispers it to the third person, and so on. The last person in each group writes the sentence they hear on the board. Is it the same as the one you wrote?

### 3. Race to write

Think of a list of questions that use the language you want to review, check or practise.

Divide the class into two teams. Get one member of each team to come to the board, and give them a board pen or piece of chalk each. Ask the first question (loudly). The two team members write the answer on the board. The first one to write the correct answer gets a point for their team. Then the next two team members get a question, and so on.

### 4. Matching sentence halves

Write a list of sentences that use the language you want to review, check or practise. Cut them in half.

Give each student half a sentence. They walk around the class saying their half-sentence until they find the student with the other half. They then come to you to check they are correct.

You can also use questions and answers for this activity. You can make it more difficult by getting students to memorise their sentence half or question or answer, and then give the paper back to you. Then they have to go round the class saying it from memory.

### 5. Backs to the board

Think of a list of words or phrases you want to review, check or practise.

Divide the class into two teams. The teams face the board. One member of each team stands with their backs to the board (facing their teams). Write a word (or phrase) on the board, so that everyone except for the two team members can read it. The teams have to communicate the word to the member *without saying the word*. They can explain or define it, or they can mime or act it, but they are not allowed to say the word (or a translation). The first team member to correctly guess the word gets a point for their team.

### 6. Disappearing paragraph

Think of a paragraph of around 3-6 sentences that uses the language you want to review, check or practise. This could be from a text the students have just studied.

Write the paragraph clearly on the board, so that all students can see it. Students read it out loud together. Erase about 10% of the words. Students read it out loud again, saying the missing words from memory. Erase another 10% of the words. Students read it again. Continue erasing, bit by bit, until students are reciting the entire paragraph from memory.

### 7. Pair dictation

Write two paragraphs using the language you want to review, check or practise. They could be taken from a text they have just studied. Make enough copies of *each paragraph* for half the class.

Students work in pairs. Partner A reads the first paragraph to Partner B, who writes it. Then Partner B reads the second paragraph to Partner A, who writes it. When they have finished, they check the original paragraphs and correct any mistakes.

### 8. Quiz

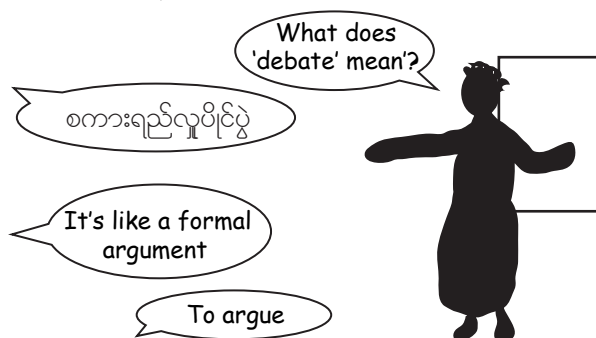
Divide students into groups of four to six. Give them ten minutes to think of five questions using language they need to practise. Groups must think of questions which have clear, factual answers – no opinion questions.

Groups read their questions, and other groups try to answer. The first group to get an answer right gets a point for their team.

# Some terms used in the Teacher's Book

Although we have tried to reduce the amount of complicated language, there are a few terms we've used a lot in this Teacher's Guide:

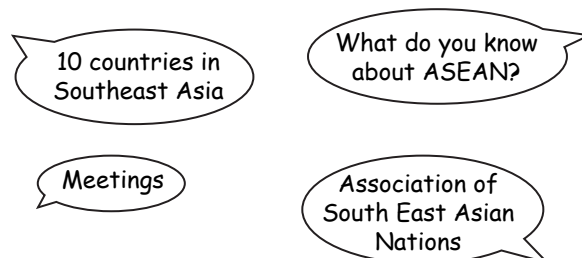
**Elicit** means to get students to provide answers, opinions or ideas (instead of the teacher giving these to the students).



**Pre-teach** means to introduce new vocabulary before students read or listen to a new text. You can do this by providing background information, translation, or eliciting definitions from the students.

**Demonstrate** means to perform a new task in front of the class before getting students to do it. This way students have a model to base their tasks on – they can see what they are supposed to do.

**Brainstorm** is similar to **elicit**. Students think of as much as possible about a topic, or as many examples as possible of something, or a list of items.



You can do this as a class, writing students' ideas on the board as they say them. Alternatively, put students into groups, and encourage groups to compete to list the most points or items.

A variation is a **Group Brainstorm Competition**. Divide the class into groups, who list items within a category, e.g. *types of transport* or *ways to learn vocabulary*. Give them a time limit. The group with the most items on their list wins.

## Using students' first language (L1)

Sometimes you might need to use L1 to:

- give detailed instructions
- clarify and check understanding of key ideas or language
- discuss complex ideas

However, as the objective is for students to improve their language skills, English should be used in the classroom as much as possible. It is best if you try to explain something in English first, and only use L1 if the meaning is still not clear.

In group and pairwork activities, students should normally use English. For some activities, the teacher's instructions in this book are to make sure students use only English. For a few activities, where the ideas are more important than the language practice, we have suggested that students use L1.



# Supplementary resources

**General English** provides broad, general coverage of pre-intermediate level structures, skills and vocabulary. If your students want extra practice in one of these areas, there are other resources available.

**Graded readers** are books written in simplified English. Some are original stories, and others are easy versions of famous stories. Students will enjoy reading in English, and learn faster, if they can understand most of it. At pre-intermediate level most newspapers, magazines and books in English are much too difficult.

Curriculum Project's **Reading and Writing Modules** focus specifically on reading and writing skills. As of June 2009 CP have produced **Writing Journals and Book Reviews**, **Describing People and Pictures** and **Narrating Past Events**. These are available from [www.curriculumproject.org](http://www.curriculumproject.org).

**Films** provide practice listening to English speakers, and can also be the basis for further activities such as debates and film reviews. Several **movie modules** are available containing comprehension exercises and opportunities for reflection on key issues, complete with a teacher's guide. They are best used with students who have at least a high pre-intermediate level of English. The modules can be downloaded from our website, and copies of the films are available on request.

Books are available that focus on specific **skills** such as reading, writing, speaking, pronunciation or listening. There are also books targeting **grammar** and **vocabulary**.

**The internet** has many useful English learning resources, from easy news items to pronunciation practice. See [www.curriculumproject.org](http://www.curriculumproject.org) for links to some of these sites.

**Local and international radio stations** often have English language learning programmes.

**Teachers' resource books** contain information about teaching techniques and/or activities you can use in the classroom. Some are practical in focus, while others are more theoretical.

## A few last words...

**General English** was developed to match the needs of adult learners from Burma. Priority was given to students at a *pre-intermediate* level of English because high school graduates, on average, are at about this proficiency level. *Beginner* and *elementary* level materials are under development, and should be available by 2010-2012. A more academic English course with a reading/writing and study skills focus is also planned, at *intermediate* level.

We value your feedback. Please let us know if you have any corrections, comments or suggestions for improvement that we can use in the next edition

Also, if you have experience writing teaching materials and would like to contribute to our project, please get in touch with us.

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For more information, and to download any of our resources free of charge, please visit our website:

**[www.curriculumproject.org](http://www.curriculumproject.org)**



# Module Nine

## 1. Permission, Necessity and Prohibition

This section focuses on the modal verbs *can* and *must*, and the modal-like structure *have to*. They are used here to give permission (*can*) or refuse permission (*can't*), talk about things that are necessary (*must*, *have to*) and unnecessary (*don't have to*), and things that are prohibited (*mustn't*). These structures are used when talking about rules and guidelines.

Before you start, **elicit** or **pre-teach** *permission*, *necessity* and *prohibition*.

### 1.1 In the dormitory

- A.** Establish the situation: a boy is moving into a dormitory of a new school, and he is asking about the rules for living in the dormitory. **Elicit** some questions Nyi Nyi might ask, and write them on the board:

Can I	...study after the lights go off?
	...smoke cheroots in the dormitory?
Do I have to	...cook breakfast?
	...share a mosquito net with other boys?

**Elicit** students' predictions about the answers to these questions.

- B.** Pre-teach *roster*, *disturb*, *share*, *go off* (as in 'the light/the electricity goes off') and *generator*.  
Play audio 9.1. Students listen. Were their predictions correct? Students complete the sentences.

**Answers:**

He can *study after the lights go off*.  
He can't *smoke cheroots in the dormitory*.  
He has to *cook breakfast sometimes*.  
He doesn't have to *share a mosquito net with other boys*.

- C.** If you are teaching in a school with a dormitory, make a class list of the rules.  
If not, discuss these rules. Are they similar or different to other dormitories the students know?  
What rules have the students experienced? Make a class list.
- D.** Students work in groups of 4 or 5. Think of a list of questions Nyi Nyi could ask about rules for living in the dormitory. Encourage groups to think of as many questions as possible, using the ideas in the book, and their own ideas.
- E.** Students **roleplay** this situation. In pairs, they ask and answer questions about the dormitory rules.  
Get a few pairs to perform their roleplays to the class.

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

- A.** Students write questions requesting permission to do things, using *Can I...?*

**Answers:**

2. *Can I use / borrow your bicycle?*
3. *Can I see / look at your notes?*
4. *Can I go to the meeting?*
5. *Can I use your toilet?*
6. *Can I smoke a cigarette?*

- B.** **Elicit** from students how to make the requests more polite.

**Possible answers:**

- By adding 'please' at the beginning, before the verb or at the end, e.g. *Please can I borrow your bicycle? Can I please see your notes? Can I use your toilet, please?*
- By using *could* instead of *can*, e.g. *Could I borrow your bicycle? This makes it a little more formal.*

- C.** Students look at the situations, decide whether to give or refuse permission, and write sentences. Encourage them to use *I'm sorry* when refusing permission, as it makes the refusal more polite.

**Answers:**

2. *You can use/borrow my pen.*
3. *I'm sorry, you can't borrow my motorbike. It's broken.*
4. *You can use my bag.*
5. *I'm sorry, you can't wear shoes in here.*

Tell students to read the **can** section of the **Language Reference**.

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

Students read the explanation of *have to* and *don't have to*. Check that they understand the explanation but don't worry if they find it confusing, as there are some demonstration examples following it.

- A.** Establish that Nyi Nyi has underlined the very important things in his diary. The other things are less important. Students write sentences about Nyi Nyi's day, using *has to* for the important things, and *doesn't have to* for the things that are less important.

**Answers:**

- He has to meet his maths teacher at 9am.*  
*He has to read pages 24-32 of his economics book.*  
*He has to wash his white shirt.*  
*He has to meet Mary at 2.30 and get the library keys (OR: At 2.30, he has to meet Mary and get the library keys. OR: He has to meet Mary and get the library keys at 2.30).*  
*He doesn't have to invite Mary for coffee.*  
*He doesn't have to do his science homework.*  
*He doesn't have to play football.*

Point out that with the *don't have to* sentences, he can do these things if he wants to. However, it is not necessary that he does them.

- B.** Students fill the gaps in the conversation with things Nyi Nyi has to do, and things he can choose not to do.

**Answers:**

2. ...so *I have to wash my white shirt*.
3. ...so *I have to read pages 24-32 of my economics book*.
4. I *don't have to do my science homework*.
5. I have to *meet Mary and get the library keys at 2.30*.
6. Well, I *don't have to invite Mary for coffee*.
7. No, *I don't have to play football*.

### 1.4 **Children's questions**

- A.** Students imagine they are small children, who disagree with their parents. They look at the situations, and write sentences asking if they can do other things, using *can* and *have to*.

**Answers:**

2. *Do I have to eat rice and vegetables? Can I eat sweets and biscuits?*
3. *Do they have to go home? Can they stay here?*
4. *Do we have to go to school? Can we sleep?*
5. *Do I have to wash? Can I play this game?*
6. *Do I have to wear a jacket? Can I wear a T-shirt?*

- B.** Students write the parent's answers to these questions.

**Answers:**

2. *Yes, you have to eat rice and vegetables. No, you can't eat sweets and biscuits.*
3. *Yes, they have to go home. No, they can't stay here.*
4. *Yes, you have to go to school. No, you can't sleep.*
5. *Yes, you have to wash. No, you can't play that game.*
6. *Yes, you have to wear a jacket. No, you can't wear a T-shirt.*

- C.** Students work in pairs. Partner A is a parent, Partner B is a small child. They ask and answer the questions. Encourage them to act – the child should sound like a complaining child, and the parent should like a strict parent.

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

- A.** Look at the picture, and establish the situation.

**Elicit** students' ideas about what is happening. (*It's the child's first day of school. The mother is explaining school rules to the child.*)

Copy this chart onto the board, and explain that *must* and *have to* have a similar meaning, but *mustn't* and *don't have to* are different.

You must go	Go!
You have to go	
You mustn't go	Don't go!
You don't have to go	Don't go if you don't want to.

- B.** Tell students to read the ***must and have to*** section of the **Language Reference**. Alternatively, get them to do the exercises first, check the answers, then get them to read the **Language Reference** and correct their mistakes.

Students look at the situations, and write sentences using *have to*, *don't have to* and *mustn't*. You might want to do the first exercise, 'On a small boat', together on the blackboard as an example.

**Answers:**

**1. On a small boat**

*You mustn't jump up and down.*

*You have to/must be careful getting on and off.*

*You mustn't throw rubbish into the river.*

*You don't have to wear a hat.*

**2. On a bus**

*You have to buy a ticket.*

*You mustn't smoke cigarettes.*

*You don't have to talk to the other passengers.*

*You don't have to tell the driver your name and address.*

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

*You don't have to wear a tie.*

*You (usually) have to take off your shoes.*  
(less common in a church)

*You mustn't fight with other people.*

*You mustn't drink alcohol.*

## 1.6 Signs

*This activity is optional. If your students don't need more practice with must, can and have to, you can skip this, although it is a useful thinking exercise.*

This activity looks at the messages behind signs. Some signs will be familiar and obvious, but others will require students to use their imaginations, and some creative thinking!

- A.** Look at the example sign: *No Right Turn*, and the example sentence, *You mustn't turn right here*.

**Elicit** alternative sentences, e.g. *You can't turn right, You can turn left, Don't turn right!*

In pairs or individually, students write sentences about the signs.

Build a class list on the board.

**Possible answers:**

1. *Stop! You must stop. You have to stop. You can't go. You mustn't go.*

2. *You can't come here. You mustn't enter here.*

3. *Go this way. You must turn right. You have to turn right. You can't turn left.*

4. *You must be careful here. You can't enter here. Be careful!*

5. *There's a school, so children might be nearby – drive slowly! You have to drive slowly.*

- B.** These signs have no fixed meanings. The exercise is designed to get students to use their imaginations.

In groups, students **brainstorm** possible meanings for these signs. Make class lists on the board.

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

*This section reviews forms of modals and modal-like structures. If your students are already confident with forming these structures, or you don't have much time, skip this section.*

- A.** Students complete the chart with information on whether it is a modal or not, and an example of the structure in use. The table looks at positive and negative forms separately, so they need to fill in separate boxes for each.

**Possible answers:**

structure	modal?	example
can't	yes	You can't borrow my bike, I need it.
have to	no	<i>I have to write an essay for social studies class.</i>
can	yes	<i>You can watch the videos tonight.</i>
don't have to	no	<i>She doesn't have to marry him if she doesn't want to.</i>
must	yes	<i>You must finish that book before tomorrow.</i>
mustn't	yes	<i>The cows mustn't come into the garden.</i>

- B.** Students fill the gaps.

**Answers:**

Can / can't and must / mustn't are modal verbs. We use the base form of the main verb after these. When we express necessity with have to, or non-necessity with don't have to, we also use the base.

- C.** Students identify and correct the mistakes in the sentences. If necessary, they can look again at the **Language Reference**.

**Answers:** 1. I don't have to cook dinner tonight.

2. She ~~musts~~ go to Bangkok.

3. They can't ~~to~~ leave yet.

4. Can we ~~reading~~ these books?

5. He has to ~~writes~~ his essay quickly.

6. Do we ~~must~~ have to go to bed now? OR

~~Do~~ Must we ~~must~~ go to bed now? (less common)

- D.** Students complete the sentences, using their own ideas. Check that they are using the correct modal or modal-like structures.

## 2. Advice

This section looks at the functions of advising, recommending and giving opinions, using the modal verb *should*. It introduces the commonly used *I think you should...* / *I don't think you should....* There are a lot of activities that involve finding solutions to problems, and making suggestions about how to solve them.

### 2.1 What should I do?

Establish the situation. This is a radio show where people ring the show, and tell their personal problems to two counsellors. The counsellors give their advice. **Elicit** a definition of *counsellor*:

**Answer:** *A counsellor gives advice, and helps people find solutions to their problems.*

- A. Pre-teach** *graduate, long-term, advantages, compromise.*

Play audio 9.2 once or twice. Students listen to Khaing Khaing's problem. They rewrite the paragraph so the information is correct. You might want to do this as a class: copy the paragraph on the board and get students to come up and change the information.

**Possible answers:**

Khaing Khaing wants to get married later. She is a university student, and she wants to finish her education. Her parents live in the countryside, and they want her to come home and get married. Her boyfriend is a medic. He wants her to go with him to the countryside.



- B.** Play audio 9.3. Two counsellors are giving advice to Khaing Khaing. Students listen, and decide which counsellor gives each piece of advice. Students write **1** (*Counsellor 1*), **2** (*Counsellor 2*), **N** (*neither*) or **B** (*both*)

**Answers:** a. 1 b. 2 c. N d. 2 e. N f. 1 g. B

Ask the students their opinions. What should Khaing Khaing do?

- C. Pre-teach** *as much as possible, clearly and shy.*

Students complete the sentences with useful advice. They should use two ideas from the box, and think of one more piece of advice for themselves.

**Possible answers:**

2. If you go to an important meeting, *you should speak clearly, and you shouldn't shout at people. You should listen to other people's ideas.*
3. If you learn English, *you shouldn't be shy to speak, you should read as much as possible, and you should try to review after each lesson.*
4. If you want a healthy heart, *you shouldn't smoke. You should do lots of exercise, and eat healthy food.*
5. If you go to a job interview, *you should bring your CV. You shouldn't arrive late, and you should bring your certificates.*

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

- A.** Students read the sentences and decide if there are any differences.

**Answer:**

*Using 'I think' shows that the statement is your personal opinion, not an objective fact. Using 'I think' also makes it sound more polite.*

- B.** Students rephrase the statements adding *I think* or *I don't think*. They can use the sentences in **A** as models. If necessary, refer them to the **should** section of the **Language Reference**, or discuss the box under **B**, before they start.

**Answers:**

1. *I don't think children should drink alcohol.*
2. *I think people should sleep under mosquito nets.*
3. *I think university education should be free.*
4. *I don't think people should be rude.*

Go through the information in the box, and clarify anything students don't understand.

- C.** Discuss the statements in **A** and **B**. Which opinions do students agree with? Which do they disagree with? Students write their opinions on these issues, using the *I think + should* structure. Encourage them to give more details and expand their answers.
- D.** Students write opinions on these situations, using *I think + should*. Again, encourage students to give detail in their opinions.

## 2.3 Giving advice

**A. Pre-teach** *literacy, support, recently, run away.*

Students read the problems. Students think of some advice for these people.

**B.** In pairs, students discuss their solutions. They should agree on some advice for each problem.

**C.** Pairs combine to form larger groups, perhaps four to eight, depending on class size. Groups agree on some advice for each problem. (If you are short of time, get each group to present only one problem.) Get groups to present their advice to the class. Is there a variety of different advice, or do most groups recommend the same things?

### Extra Idea

Do this activity as a **debate**. Choose one of the situations, and divide the class into two teams (or four/six/eight teams in pairs of teams). Each team chooses a different solution to a situation. Team members take turns to argue the advantages of their advice, e.g for teams of three:

Team A, Student 1 explains their team's ideas.

Team B, Student 1 explains their team's ideas, and argues against Team A's ideas.

Team A, Student 2 explains their team's ideas, and argues against Team B's ideas.

Team B, Student 2 explains their team's ideas, and argues against Team A's ideas.

Team A, Student 3 concludes their team's argument, makes their main points again.

Team B, Student 3 concludes their team's argument, makes their main points again.

This is a formal way to hold a debate. A less formal way is to ask students to divide into who supports and who is against a particular issue, and allow them to argue freely.

## 2.4 Have you got any problems?

**A. Pre-teach** *housework* (work in the house, e.g. cooking and cleaning).

Students think of problems in their lives. They can use important problems that they would like some advice on, or they can use minor problems.

Students write their problem on a piece of paper.

- B.** Students read each other's notes and write some advice.
- C.** Students read the advice written for them. Is it good advice? Will they follow it?  
If possible, ask some students to tell the class about the advice given to them. Do they think it is good advice? Will they follow it? Why or why not?

## 2.5 From local to global

- A. Pre-teach *mistrust*.** Students complete the sentences, using *should (not)*, *must (not)* or *have to*.  
You might want to make some examples on the board, e.g.  
*I want to be the best person I can be. Therefore, I should learn as much as I can about the world.*
- B.** In groups, students discuss these issues and decide on some solutions.
- C.** Groups present their ideas to the class. When each group presents their ideas, get feedback from other students. Are these ideas *practical* (possible, sensible, likely to succeed)?

### Extra Idea

This activity would make a good competition – who can write the best ideas?  
Either you can decide, or get students to vote on the best ideas.

## 3. Jobs

This section looks at language to do with jobs and working:

- work vocabulary
- what specific jobs involve
- applying for jobs and trainings
- the process of getting and losing jobs

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

- A.** Put students in groups and give them two minutes to think of jobs. Which group got the most?  
Write all the jobs the class thought of on the board. Make sure the following are included:  
*scientist, gardener, miner, mechanic, builder, carpenter, office worker, sailor, electrician, artist, doctor, medic, nurse, butcher, pilot, waiter, teacher, cook, cleaner, musician, maid, firefighter, photographer, soldier, journalist, nanny, manager, accountant, tour guide, driver.*
- B.** *This activity could take a long time, so skip it if you like.*  
Choose five jobs that are not very similar to each other. Circle them on the board. Students rank them in order: most to least interesting; most to least useful (in your community); and highest to lowest paid. Discuss these rankings as a class. Try to encourage students to do this using only English. Do most people agree on the top and bottom rankings, or are there wide differences of opinion?

### 3.2 What do these people do?

- A.** Students complete next four rows of the chart about the four occupations provided.

Possible answers:

Occupation	<i>have to</i>	<i>should</i>	<i>mustn't</i>	<i>don't have to</i>
teachers	<i>mark lessons</i>	<i>be kind to their students</i>	<i>kill their students</i>	<i>wear hats</i>
soldiers	<i>wear a uniform</i>	<i>be healthy and strong</i>	<i>hurt civilians</i>	<i>write reports</i>
nurses	<i>look after sick people</i>	<i>be kind to patients</i>	<i>give patients the wrong medicine</i>	<i>work in an office</i>
monks	<i>wear robes</i>	<i>know about the life of Buddha</i>	<i>eat after 12pm</i>	<i>drive cars</i>
journalists	<i>get information</i>	<i>be able to type</i>	<i>tell lies</i>	<i>lift heavy things</i>

### 3.2 What do these people do?

- B.** Students choose two other jobs they know about, and complete the bottom two rows of the chart.
- C.** Students write the information on the bottom two rows of the chart as a paragraph.

### 3.3 Aung Mon's career

- A.** Look at the words in the box, and make sure the students are familiar with them.
- B.** Read the text about Aung Mon's career history.  
The parts in *italics* are in the wrong word order. Students sort them out.

**Answers:**

1. *he wanted to be a lawyer.*
2. *in 1996, he started studying law at university*    OR  
*he started studying law at university in 1996.*
3. *He got a job in a clothing factory.*
4. *He got the job and he enjoyed teaching.*
5. *He wanted a better job.*

- C.** Students complete the chart about why Aung Mon left each job.

**Answers:**

job	reason he left or changed
student	He quit because he had to support his family
dishwasher	<i>He left his home town</i>
<i>factory worker</i>	He was fired because he came to work late.
gardener	<i>He quit because his employer didn't pay him</i>
teacher	He was promoted to head teacher.
head teacher	<i>The school's funding ran out</i>
translator	<i>These jobs were only part-time and temporary.</i>

**D. Pre-teach** *successful, applicant, legal rights.*

Students read the job advertisement. They decide what he *must* have (necessary things) to get the job, and what would be useful (but not necessary).

**Answers:**

- essential* - *fluent spoken and written Burmese and English*  
- *management experience*  
- *computer experience*
- useful* - *legal qualifications*  
- *other language skills*

**E. Pre-teach** *laptop, translation.*

Play audio 9.4. Students listen, and complete the chart.

**Answers:**

Burmese language	<i>yes</i>
English language	<i>yes</i>
Management experience	<i>yes</i>
Computer experience	<i>yes</i>
Legal qualifications	<i>no</i>
Other language(s)	<i>yes</i>

Students decide whether they think Aung Mon will get this job or not, and explain their reasons to the class.

### 3.4 Jobs and training

**A. Pre-teach** *essential*. Students read the job advertisements. Clarify anything they don't understand.

Ask a few comprehension questions about each job or training, e.g.

- What languages does the weaving trainer need?*  
*Why do you think the trainer needs these languages?*  
*What does the teaching job involve?*  
*How long does the management training last?*  
*Etc.*

Ask students which of these they might like to apply for.

**B.** Students complete the table with *essential* and *useful* skills. This is similar to exercise 3.3 D.

**Answers:**

	<b>essential</b>	<b>useful</b>
<b>Weaving Trainer</b>	- <i>over 35</i> - <i>expert weaver</i> - <i>speak Mon and Burmese</i>	- <i>experience as a trainer</i> - <i>Thai language skills</i>
<b>Maths Teacher</b>	- <i>university degree (maths)</i> - <i>speak and write English and Burmese</i>	- <i>teaching certificate</i> - <i>other language skills</i> - <i>teaching experience</i>
<b>Management Trainee</b>	- <i>two years' experience in a community organisation</i>	- <i>be a community leader, teacher, member of a women's or youth organisation</i>



- C.** Here are three responses to the advertisements. Students read through the letters. Clarify anything they don't understand. Will any of these applicants succeed?  
In groups, students discuss each application. Groups present their ideas to the class.  
Students match the numbers and sentence parts.

**Possible answers:**

*2 will probably get the job, because she has all the right skills.*

*1 might get the job, if there are no better applicants.*

*3 probably won't get into the training, because she doesn't have enough experience.*

- D. Brainstorm** a list of questions you might ask at a job interview, and write these questions on the board.  
Students work in pairs, and select one of the jobs or trainings.  
Partner A is applying for this job or training. Partner B is the boss, and is going to interview the applicant. Give them a few minutes to prepare what they are going to say. Then students **roleplay** a job interview.  
If you have time, get a few students to perform their roleplay to the class.

**Extra Idea**

Students do a **research assignment**. Individually or in pairs they interview someone in their community about their job: what duties it involves, if the working conditions and pay are good, why they decided to do this job, etc. You might like to **brainstorm** possible questions they could ask first. Students present their findings to the class.

### 3.5 Story from pictures

**A.** Students look at the pictures. **Elicit** what is happening in each picture.

**Answers:**

1. *A job interview scene. The boss is interviewing the applicant.*
2. *The woman is ringing the boss to make an appointment. She's writing her CV.*
3. *The woman is working on a computer (she has got the job).*
4. *The boss is angry. He's firing the woman.*
5. *The woman is looking at a job advertisement for office staff.*

**B.** Students order the pictures.

**Answer:** 5, 2, 1, 3, 4

**C.** Do a **Collaborative Chain Story** with the class using these pictures.

One student says the first sentence of the story, the next student says the next sentence, etc., etc.

Keep doing this, telling the story many times if necessary, until all students in the class have contributed once or twice. Encourage students to add extra details, and use their imaginations.

If you have a big class, you might like to divide the students into groups for this activity.

**D.** Look at the 'Six months later' picture. **Elicit** a description.

*Same office, the woman is now in charge, and the former boss is cleaning.*

In groups, students think of a story that explains this process – what happened between Picture 4 (*The woman is fired*) and this picture (*The woman is in charge*).

Each group presents their story to the class.

### 3.6 Sabay's job

**A. Brainstorm** about Cambodia. What do students know about Cambodia? Write their ideas on the board. Look at the photos. **Elicit** descriptions of each photo.

What, and who, are in the photos? (The top left photo is Sabay.)

Ask the students what they think Sabay's job is, what type of organisation Rajana is, and what Rajana does.

**B.** Students look at the photos and identify these items. Some items are in more than one picture. Encourage them to use their dictionaries, or **pre-teach** the vocabulary.

**Answers:**

a gong – *Picture 4*

some silk – *Picture 3* (these are silk scarves)

some handicrafts – *all the pictures have some: in the background behind Sabay in Picture 1, inside the shop in Pictures 2, 3 and 4, and the people in Pictures 5 and 6 are making them. (Handicrafts are traditional items that people make with their hands or only using simple tools.)*

some tools – *Picture 6* (the man is using them)

a landmine – *Picture 4* (the gong is made from a landmine)

some scarves – *Picture 3, and Picture 1 behind Sabay.*

a silversmith – *Picture 6* (this man is a silversmith)

a customer – *Picture 2* (in the shop)

some cards – *Picture 2, Picture 3 and Picture 5* (these women are making cards)

- C.** In pairs, students guess the answers to the questions.

**Pre-teach** the vocabulary in the box. (*Design* can be a noun or verb, a *General Manager* is the person in charge, and *market research* is when people gather information about whether people would want to buy something.)

*This recording may be quite difficult for the students to understand because:*

- *it is a real interview, not written first, or rehearsed. Therefore there are many pauses, repetitions and 'ahh... ummm... er...' , and a lot of grammar mistakes.*
- *Sabay's English is good, but not completely fluent, and he has a strong Cambodian accent.*

*However, it is important to expose students to authentic (real) English. When people speak to each other, they don't always use correct grammar, and they often pause, repeat and say 'um... er... ah...' Students need to learn to speak and understand English with many different people, from different countries, with different levels of English.*

- D. Pre-teach** sort (n) (kind, type), former, provide. Play audio 9.5 two or three times. Were students' predictions correct? Students answer the new questions.

**Possible answers to all the questions:**

- |  |  |
|--|--|
| 1. Traditional Cambodian handicrafts:<br>silver jewellery, silk scarves, palm leaf<br>boxes, cards, bamboo crafts, gongs | 5. They make them into gongs.  |
| 2. Villagers, and young Cambodian people<br>working at the shop.   | 6. Yes, there are.   |
| 3. He's the General Manager of Rajana.   | 7. Yes, the workers are happy because they<br>get fair wages, and can help their families.                 |
| 4. An NGO called Southeast Asia Outreach.  | 8. No, Rajana have been independent since<br>2000. They don't receive any funds or<br>donations from NGOs. |

- E.** Play the last part of the audio again. Students make notes about Sabay's duties.

**Answers:**

- do the accounts   - market research   - design   - sometimes he has to help in the shop  
(Sabay doesn't say in the interview, but he also has to manage the staff in the shop, and the workers who make the handicrafts in the shop.)  
Discuss with students whether they would like to do Sabay's job. Why or why not?

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

In this section, students focus on the pronouns *someone*, *something*, *somewhere*, *anyone*, *anything*, and *anywhere* to describe non-specific people, things and places.

### 4.1 Guess

- A. Pre-teach** giant (adj) (very big). Students look at the pictures. Point out that the place where the woman has left her key in 1, the woman the man is looking at in 2, and the thing in the pot in 3, are unknown. Look at the pictures and use them to present *someone*, *something* and *somewhere*.

*somewhere* – The woman doesn't know where her keys are.

*someone* – The man isn't sure who the woman looks like.

*something* – The boy doesn't know what is in the pot.

- B.** Students read the descriptions, and identify the thing, place and person.

**Answers:**

1. spoon      2. hospital / clinic      3. uncle

- C.** Students write the sentences with the correct word.

**Answers:**

2. Someone is at the door.

3. I'm buying something for my teacher's birthday.

4. Put your coat somewhere.

5. She's going somewhere to meet her friend.

6. I'm trying to contact someone from the youth group.

## 4.2 anyone, anywhere, anything

- A.** Establish the situation: Tin Tin Mya is studying in Australia, and her friend Nan Htwe is writing to her, wanting to know about Tin Tin Mya's life in Australia.

Students read the letters, and fill the gaps in Nan Htwe's reply with *anywhere*, *anyone* and *anything*.

**Answers:** *anything, anywhere, anyone*

- B.** Students complete the table.

**Answers:**

	positive	negative	question
person	someone	anyone	anyone/someone
place	somewhere	anywhere	anywhere/somewhere
thing	something	anything	something/anything

Make or **elicit** these points:

- The rules for the positive, negative and question structures are the same as for some and any. We use someone, something, and somewhere in positive sentences, offers and requests and anyone, anything and anywhere in other questions and negative sentences.
- There is no difference between someone and somebody.

If you like, give or **elicit** some more examples, e.g. *I went somewhere interesting yesterday. Did you go anywhere interesting? He didn't go anywhere interesting. Would you like something to eat? I don't want anything to eat. Can you see anything? I can see something.* etc.

## 4.3 Where's the calculator?

- A.** Play audio 9.6. **Elicit** the situation, and the problem.

**Answer:** *Sayama Win can't find her calculator. Saya Seng Li is helping her look for it.*

- B.** Play the audio again. Students answer the questions. Tell students that some questions don't have *yes/no* answers – *I/We don't know* is also an answer!

**Answers:**

1. *Someone – we don't know exactly.*
2. *We don't know.*
3. *We don't know.*
4. *It is very untidy.*

- C.** Students read the text, and fill the gaps with someone, anyone, somewhere, anywhere, something or anything.

**Answers:**

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

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

## 4.4 Questions and answers

- A.** Students write true answers to the questions. Encourage them to give extra information, e.g.

*Yes, I went to the cinema. OR No, I didn't. I stayed at home.*

- B.** In pairs, students ask and answer the questions.

- C.** In groups of four or five, students make lists of questions to ask about last weekend, using *any + thing/one/where*.

If you like, do this as a **Group Brainstorm Competition**: give the class three minutes to write as many questions as possible. The group with the biggest list is the winner.

- D.** Students get into pairs with a person from outside their group. They ask and answer their group's questions. Get a few students to report back to the class about their partner.



## 5. Pronunciation: -er and -or

This section focuses on pronunciation of *-er* and *-or* word endings. These endings are commonly used to make nouns out of verbs, especially for people and jobs, e.g. *to drive / driver*, *to visit / visitor*. They are also quite common noun endings generally. They are usually pronounced with a schwa in British English (students may recall the schwa sound from Module 2). American speakers usually sound the *r* as well: /ər/

### 5.1 People, jobs and things

- A.** Students look at the list of words, and circle the jobs. Write some of the words on the board, point to them, and **elicit** pronunciation. Play audio 9.7. The audio lists the jobs and non-jobs.

**Answers:**

**Jobs** – *ambassador, director, builder, miner, farmer, lawyer, doctor, counsellor, sailor, actor, footballer, coordinator*

**Non-jobs** – *tractor, villager, newspaper, cooker, passenger, folder, stapler, dinner, prisoner, paper, helicopter, minor, winner, foreigner, generator, container, customer, member, shower, typewriter, visitor*

The endings of all these words are schwas.

Play the audio again: students repeat.

- B.** Students select eight words from the box, or fewer if you don't have much time. They make sentences explaining the meanings of these words using *someone* or *something*.
- C.** In pairs, students read their definitions to their partners. The partner checks the accuracy of both the pronunciation and the definitions, and corrects them if necessary. If you have time, get a few students to read some definitions to the class.

#### Language/Culture Notes

A **cooker** is a machine used for cooking. A **cook** is a person who cooks.

A **miner** is a person who gets coal, metals or gems out of the ground. A **minor** is a person under the age of full legal responsibility (or an adjective meaning 'not important').

### 5.2 Sentence dictation

*This section gives extra practice of words ending in -er and -or. If you don't have much time, or do not think it is very useful for your students, you can skip it.*

- A.** Individually or in pairs or groups, students **brainstorm** a list of words ending in *-er* and *-or*. Give them a time limit, such as two minutes.
- B.** Students write five sentences (or fewer if you are short of time) using the words from their lists and/or from the box in 5.1. The sentences should each use at least two of the words. Encourage students to use three, four or five words in one sentence, if they can.
- C.** Students do a **pair dictation**. Partner A reads her/his sentences aloud: Partner B writes. Then swap roles.
- D.** Students check each others' sentences.

## 6. Listening Fluency: How Many?

This is a listening fluency section: it provides general listening practice for students. The song 'Blowing in the Wind' is about peace. The exercises encourage analysis of meaning, rather than learning new language structures. Metaphor is introduced – students might find this quite difficult, depending on their prior learning experience.

### 6.1 Song: Blowing in the Wind

- A.** Ask students if any of them have heard of Bob Dylan. What do they know about him?
- B.** Play audio 9.8. Students listen to the song, and count the questions.

**Answer:** 9 questions.

#### Language/Culture Notes

**Bob Dylan** (born May 24, 1941) is an American singer-songwriter, musician and poet. He is one of America's most famous musicians. Much of Dylan's best-known work is from the 1960s, when his music became popular with American political activists. 'Blowing in the Wind' became an anthem of the anti-war and civil rights movements. He remains an influential artist; his most recent album, *Love and Theft*, was very popular in the US. He likes to sing traditional folk tunes and country/blues. Many of his songs have political themes: injustice, racism, war and other social issues.

**C.** Play audio 9.8 again. Students listen, and match the question halves.

**Answers:**

- How many roads must a man walk down *before you can call him a man?*
- How many seas must a white dove sail *before she sleeps in the sand?*
- Yes and how many times must the cannonballs fly *before they are forever banned?*
- Yes and how many years can a mountain exist *before it is washed to the sea?*
- Yes and how many years can some people exist *before they're allowed to be free?*
- Yes and how many times can a man turn his head *and pretend that he just doesn't see?*
- How many times must a man look up *before he can see the sky?*
- Yes and how many years must one man have *before he can hear people cry?*
- Yes and how many deaths will it take 'till he knows *that too many people have died?*

**D.** Students look up the meanings of the words in their dictionaries if necessary, and use them to fill the gaps in the sentences.

**Answers:** 1. sail 2. banned 3. exist 4. dove 5. allowed 6. cannonballs

## 6.2 Metaphor and meaning

**A.** What does Bob Dylan mean when he says 'the answer is blowing in the wind'? Discuss this question as a class, preferably in students' first language. There is no exact right or wrong answer to this; it depends on students' opinions.

**Possible answers:**

- *These questions cannot be answered.*
- *The answers are in the air; always moving, not possible to see them clearly or catch them.*
- *The answers are everywhere, all around us.*

**B.** **Elicit** or explain *metaphor* [met-a-for]. Use the information in the box below. If you like, **elicit** some examples of metaphor in students' L1.

### Language/Culture Notes

Sometimes we explain one thing by comparing it to another. This kind of phrase is called a **metaphor**. When you speak metaphorically, people understand that you mean something different from what you say. Here are some examples of metaphorical language:

- She cried a river of tears when her parents died.
- The clouds at sunset are a rainbow of colour.
- You are a horrible monster and I will never marry you!

There is no direct translation for the noun 'metaphor' in Burmese. However, 'to speak metaphorically' is တင်စားပြောတယ် (it also means 'to exaggerate using figurative language'). Below are some common examples of metaphors in Burmese.

- အညွန့်ချိုး ('to break off the shoots', i.e. to rob someone's future, destroy their prospects)
- The sangkha, dhamma and scriptures are often called ရတနာသုံးပါး ('The Three Gems')
- အသည်းလေး ('little liver', i.e. sweetheart, beloved)

Divide the students into groups, and give each group one of these questions from the song:

- *How many times can a man turn his head and pretend that he just doesn't see?*
- *How many times must a man look up before he can see the sky?*
- *How many years must one man have before he can hear people cry?*

In groups, students try to think of the real meaning of these metaphorical questions. There may be more than one possible answer. The aim is to get students to think as imaginatively as possible.

**C.** Once groups have decided on the meaning (or meanings) of their question, they should think of some possible answers to it. Groups then present their questions and answers to the class.

## 7. Writing: CVs

This section looks at CVs – Curriculum Vitae [vee-tayz] – the formal document people need to write in order to apply for many jobs, training courses and scholarships. It covers both content and format of CVs.

### 7.1 What's in a CV?

- A.** Discuss CVs (a list of a person's education, work experience, and other achievements, used to apply for jobs and sometimes training courses). Students read Yan Naing's CV. Clarify anything they don't understand. Individually, or in pairs or groups, students answer the questions.

**Answers:**

1. To summarise information about you, so that people can decide if you are the right person for a job or course.
2. The most important things on a CV are your contact information, education, qualifications and work experience. It's a good idea to add any interests or special skills you have, including language skills, and any awards or publications you have. See the **Language/Culture Notes** for advice on biographical details.
3. Not a lot.
4. High school graduation certificate, BSc (Bachelor of Science) degree, a two-week teacher training certificate.
5. 2000
6. Trainee teacher

#### Language/Culture Notes

In some countries it is inappropriate to put **biographical information** such as *age/date of birth, marital status, ethnicity or religion* in a CV. If you are applying to a Western organisation, you don't need to include these details.

- B.** Students look at the information about Aung Mon on page 140, and fill in the information for him. Some information is not available, so students should use their own ideas.

**Answers:**

1. Rangoon (students can think of an address, phone number and/or email)
2. High school certificate (probably 1996), 1 year of a BA in Law (1996)
3. 1999-2001: Head teacher, 1998-1999: Teacher, 1998: Gardener, 1997-1998: Factory worker, 1996-1997: Dishwasher
4. Management, teaching, some knowledge of the law
5. Burmese, English, Mon

- C.** Students read Nang Si's and Zainab's CVs. Clarify anything they don't understand.

**Answers:**

#### Nang Si's CV

- There are no contact details (address, phone number or email address).
- There is no logical order to headings. Usually we put the more important categories (education and experience) first, and optional extras (interests) towards the end.
- When including details of work experience, such as job responsibilities, we don't usually write in complete sentences – you don't need to start with 'I'. It is also a good idea to make these phrases the same style: all starting with a past tense verb (i.e. 'helped', 'hired', 'checked', etc.), or a present tense verb, like in Zainab's CV, or all using gerunds ('writing', 'hiring', etc.).

**Zainab's CV** is much better, because it lists all the information in logical order. It is clear and easy to read, and has all the essential contact information.

- D.** Students answer the questions.

**Answers:**

1. No (see C above).
2. We usually use reverse chronological order, i.e. the most recent goes at the top, then the earlier ones after that in reverse chronological order (most recent to earliest).
3. Some people include a photo, or biographical information (see the **Language/Culture Notes**).

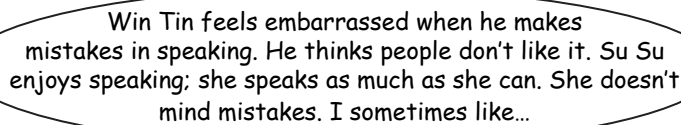
- E.** Students write their own CVs. Before they start, they should write out all the CV categories and note the information for each category. Get them to think about the details of any jobs they have done. How will they phrase them? Point out to the students that even if you don't have much education or work experience that would look important on a CV, it doesn't mean you can't write a good CV. It is important to present whatever information you have clearly and in logical order. Students should follow the format of Zainab's CV.

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

This section reviews and expands on spoken communication techniques from previous modules, with a strong focus on communication repair. It also provides a list of key phrases that are useful when communication breaks down. (Speaking Strategies 2 is in Module 10.)

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

- A.** These four people have different feelings about speaking English. Read what they think. Clarify anything students don't understand.
- B.** In groups, students discuss each view. Do students feel the same as any of these people? How do they feel? Each student thinks of a short sentence to describe their feelings about speaking. One member from each group summarises to the class.



Win Tin feels embarrassed when he makes mistakes in speaking. He thinks people don't like it. Su Su enjoys speaking; she speaks as much as she can. She doesn't mind mistakes. I sometimes like...

### 8.2 Situations and strategies

- A.** Students read through the situation and decide what they would do. Discuss the situations as a class. How would they communicate the message? **Elicit** ideas of ways to communicate the message.
- B.** Students work in groups of 4 or 5. Give one member from each group the phrase *fry eggs*. Make sure other group members can't hear or see the phrase. These students go back to their groups and try to communicate this phrase without saying or writing the words *fry* or *eggs*. They can draw, mime or write / talk using other words. When the group guesses the phrase, another group member comes to get a new phrase. Which group can get five phrases first? Here are some ideas for more phrases, or make up your own.
- The bus station at three o'clock*
  - My grandmother's table*
  - A pregnant buffalo*
  - Science exam*
  - The teacher is late*
- C.** This quiz looks at different communication strategies. The aim is for students to think about the strategies they already use, and to give them new ideas. Students read the quiz. Clarify anything they don't understand. Then they complete the quiz, circling *yes*, *sometimes* or *no*, depending on how frequently they use these strategies. Discuss the quiz with the class. Which strategies do they use most often? Which do they use less often? If you like, ask students what other strategies they find effective, and write them on the board so other students can learn about them.
- D.** Students look at the strategies they don't use and decide which ones they should try to use. If possible, get students to make a plan for improving their speaking and listening. For example, if they said 'no' to **6**, they can think about ways they can use English outside the classroom, e.g.
- Meet Ko Shwe and Naw Moon on Monday and Thursday evenings for English conversations.
  - Listen to an English language radio programme every morning.
  - Watch English language movies twice a week.

## 9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the module
- a vocabulary review where students can focus on new words from the module

### 9.1 Exercises

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

Answers:

1. *Do I have to work on Saturdays?*
2. *Can I leave early to pick up my daughter?*
3. *Do I have to wear a uniform?*
4. *Do I have to go out for lunch?*
5. *Can I take time off when my wife has her baby?*
6. *Can I have a holiday on Christmas Day?*
7. *Do I have to bring my own coffee?*
8. *Do I have to have a passport?*

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

Answers:

1. *You don't have to work on Saturdays.*
2. *You can't leave early to pick up your daughter from school.*
3. *You don't have to wear a uniform.*
4. *You don't have to go out for lunch.*
5. *You can't take time off when your wife has her baby.*
6. *You can't have a holiday on Christmas Day.*
7. *You don't have to bring your own coffee.*
8. *You don't have to have a passport.*

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

Answers:

1. *mustn't*
2. *don't have to*
3. *doesn't have to*
4. *don't have to*
5. *mustn't*
6. *mustn't*
7. *don't have to*
8. *don't have to*

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

Answers:

1. *You shouldn't drink a lot of whisky.*
2. *You should eat a lot of fruit and vegetables.*
3. *You shouldn't have a lot of children. OR  
You should have a lot of children.*
4. *You shouldn't get angry.*

#### E. Advice and opinions

There are many possible answers to these.

Possible answers:

1. *I think you should get a part-time job while you study.  
I don't think you should leave school.*
2. *I think you should discuss this with your parents.  
I don't think you should get married if you don't want to.*
3. *I think you should stop drinking.  
I don't think you should drink.*
4. *I think you should be careful.  
I don't think you should walk to the village.*



## F. Complete the sentences

### Possible answers:

1. Students don't have to *drive a tractor*.
2. A good medic must *be kind and helpful*.
3. Teachers have to *work very hard*.
4. Members of the village committee must *know all about their communities*.
5. A good father should *look after his children*.
6. Soldiers mustn't *steal people's chickens*.
7. Secretaries have to *type letters*.
8. A politician shouldn't *be corrupt*.
9. Farmers don't have to *wear a uniform*.
10. Small children can *wear no clothes*, but adults can't.

## G. somewhere, anyone, etc.

### Answers:

1. *anyone*
2. *somewhere*
3. *anything*
4. *anywhere, somewhere*
5. *anyone, someone*
6. *something*

## H. Jobs crossword

### Answers – across

1. *mechanic*
6. *nurse*
7. *soldier*
8. *clever*
9. *part*
12. *fired*
13. *medic*
14. *tour*
18. *artist*
20. *farmer*
22. *rich*
23. *news*

### Answers – down

1. *manager*
2. *carpenter*
3. *cook*
4. *gardener*
5. *firefighter*
10. *accountant*
11. *time*
15. *office*
16. *career*
17. *salary*
19. *teach*
21. *man*

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Nine. Not all of the words used in the module are here. If a word is very easy or not very useful, we haven't included it.

- A.** Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

**B. Answers:**

1. *trainee*
2. *ambassador, coordinator, firefighter, tour guide, maid, pilot, secretary, trainer*
3. *banned*
4. *nearby*
5. *career*
6. *temporary*
7. *essential*
8. *fund*
9. *colleague*
10. *volunteer*
11. *pilot, passenger*
12. *literacy*

- C.** Students take one word from the wordlist, and make a **mind map** around it. They should try to include as many other words from the list as possible, and any other words they know.

You can also do some activities from the **Vocabulary review** sections of Modules 1-8.

# Module Ten

## 1. The Past Continuous

This section focuses on narrating events in the past. It introduces the past continuous tense, and examines the relationship between events (what happened) and things that were going on at the time (what was happening):

- forming and using the past simple and past continuous tenses
- using *when*, *while* and *during*

### 1.1 What were you doing?

The setting for this listening exercise is a fictional country (Northopia) that won the Football World Cup two years ago. On the audio, five different people talk about what they were doing when they heard the news.

- A.** Pre-teach *newsreader*, *radio operator*, *pleased*, *hammock*, *celebrate*.  
Play audio 10.1, and listen to the five people talking.  
Students match the listening texts with the pictures.

**Answers:**

1. *The newsreader*
2. *The forestry worker*
3. *The radio operator*
4. *The radio operator's daughter*
5. *The teacher*

**B. Elicit or pre-teach** *spread the news* (tell lots of people the news). Play audio 10.1 again. Students fill the gaps.

**Answers:**

First, the newsreader spread the news over the radio. The forestry worker was listening, and he went to tell the radio operator. He told his wife, the next village and his daughters. Then his daughter went to tell the teacher.

**C.** Play audio 10.1 again. Students complete the table.

**Answers:**

	What were they doing?	What did they do?
<b>The newsreader</b>	- He was reading the news	- He thought about his friend
<b>The forestry worker</b>	- He was lying in a hammock - He was listening to the radio - He was trying to ignore the mosquitoes	- He ran to tell the radio operator
<b>The radio operator</b>	- He was cooking some soup - He was smoking a cheroot	- He dropped the cheroot into the soup - He told his wife and daughters - He sent a message to the next village
<b>The radio operator's daughter</b>	- She was playing with her sister - She was playing with some stones	- She went to tell her teacher
<b>The teacher</b>	- She was marking essays - She was listening to cassettes	- She went outside and joined the celebrations

## 1.2 Forming the past continuous

**A.** Students fill the gaps with the correct form of the auxiliary verb.

**Answers:** 1. was 2. were 3. were 4. was 5. were

**B.** Students complete the chart. If necessary, refer them to the **Past continuous** section of the **Language Reference**.

**Answers:**

	structure	example
<b>positive statements</b>	subject + was/were + v-ing	<i>I was leaving.</i>
<b>negative statements</b>	subject + was/were + not + v-ing	<i>He wasn't coming.</i>
<b>yes/no questions</b>	<i>Was/Were</i> + subject + v-ing	<i>Was he writing?</i>
<b>wh- questions</b>	wh- question word + was/were + subject + v-ing	<i>How were they travelling?</i>

**C.** Students write sentences responding to the accusations of bad behaviour.

Get a few students to perform their sentences in pairs as dialogues. One student accuses; the other says what they were doing at that time.

**D.** Students answer the questions.

**Possible answers:**

- I was (talking to my friends).*
- I was (sleeping).*
- S/he was (writing on the blackboard).*
- I was thinking about (my house).*
- I was writing (answers to these questions).*

**E.** Students complete the questions.

**Possible answers:**

- Was your brother reading at 9pm last night?
- What were you doing when I rang?
- Why were the children crying last night?
- Where was Lu Meh going when I saw her this morning?
- When you heard the gunshots, were you still sleeping?

### Extra Idea

**Throw the Sentence.** Throw a ball to a student and say an activity, e.g. Climb a tree. The student has to reply, I was climbing a tree. They throw the ball to another student. While they are throwing it, you say another activity. The student who catches it forms a sentence in the past continuous. If a student makes a mistake, they sit down. Keep playing until only one student is left.

## 1.3 Past simple or continuous?

- A.** Students complete the rule for using past simple and continuous. Check they understand *in progress* (still happening; not finished).

**Answers:**

- We use the past simple tense to talk about completed events in the past.
- We use the past continuous tense to talk about events in progress in the past.

- B.** Ask students if they can identify the woman in the picture. (*Benazir Bhutto*)

Do they know when she died? (*December 27, 2007*)

Look at the example sentences. **Elicit** whether there is any difference between them.

**Answer:** *No, there is no difference; the meaning is the same.*

Tell students to read the **Past continuous or simple?** section of the **Language Reference**.

### Language/Culture Notes

**Benazir Bhutto** was Prime Minister of Pakistan from 1988-1990 and again from 1993-96. She was running for Prime Minister for a third time when she was assassinated, just before the general election.

- C.** In this exercise, students describe what these people were doing when they heard the news.

Students identify the activity in the pictures, and write sentences. There are many possible answers.

**Possible answers:**

1. Myint Myint San *was burning a letter*.
2. Ko Lwin *was carrying a sack of rice*.
3. Saw Htoo *was climbing a tree*.
4. Jill and Bill *were dancing*.
5. Daw Thandar *was teaching / looking after her children*.

- D.** In pairs, students talk about what the people were doing when they heard the news.

If you like, you can vary it by having students make dialogues about the people, disagreeing on what they were doing, e.g.

**Partner A:** What was Myint Myint San doing?

**Partner B:** She was having dinner.

**Partner A:** No, she wasn't! She was burning some envelopes.

- E.** Students describe what these people were doing when something happened. The activity they were doing is in the picture. The event that happened is written in the exercises. Students use all this information to make sentences. There is more than one possible answer for some of them.

**Possible answers:**

1. *U Maung Maung was getting dressed/was dressing when the thieves robbed the bank.*
2. *Aung Ko was looking for his glasses when the car crashed into his garden..*
3. *Hla Hla was working in a factory / drilling when the earthquake hit.*
4. *Nang Seng was packing her clothes when the war started.*
5. *Jack and Thiha were arguing when the police found them.*

**F.** Students try to think of a famous person from the past who is dead. If they have older relatives nearby, they can ask them what they were doing when they heard that person was dead. Otherwise, can they remember their relatives talking about this?

**G.** Students fill the gaps with the correct form of the verb.

**Answers:**

1. *phoned* 2. *was visiting* 3. *was looking* 4. *was studying* 5. *had* 6. *passed*

## 1.4 Listening: Reading on the bus

**A. Pre-teach** *terrified, obey, act* (make an action, do something), *grab*.

Students read the text. Clarify anything they don't understand.

**Elicit** students' predictions about what will happen next, and write them on the board.

Play audio 10.2.

**B.** Play audio 10.2 again. Students listen, and fill the gaps.

**Answer:** 1. *while* 2. *during* 3. *while* 4. *while* 5. *During* 6. *While*

**C. Pre-teach** *expect, overpower, actually, event, hijacker*. Students read the end of the story.

Ask a few comprehension questions, e.g.

- *How did the passengers catch the man with the gun?*

- *Why couldn't the narrator answer the police's questions?*

- *Why didn't the narrator see the action?*

**D. Elicit** or explain when we use *when, while* and *during* in past tenses.

**Answers:**

1. *During* is a preposition. We use it before a noun or noun phrase.

2. *When* is a conjunction. We can use it before a past simple or past continuous clause.

3. *While* is a conjunction. We usually use it before a past continuous clause.

Tell students to read the ***when, while and during*** section of the **Language Reference**.

**E.** Students fill the gaps with their own words. There are many possible answers, but they must follow the grammatical rules in **D**.

**Possible answers:**

1. When *I was in town*, I saw my mother.

2. While *I was watching a video*, the phone rang.

3. During *the fight*, I was in bed.



## 2. Describing People

This section looks at ways to describe people:

- adjectives to describe feelings
- adjectives to describe character (personality)
- adjectives to describe appearance (how someone looks)
- different ways to talk about someone's age

### 2.1 Feelings

- A.** Working individually or in pairs, students match the adjectives with the faces. They can use their dictionaries if necessary.

**Answers:**

1. *nervous* 2. *excited* 3. *confused* 4. *drunk* 5. *annoyed* 6. *depressed*  
7. *terrified* 8. *angry* 9. *amused* 10. *pleased*

Ask some questions about the adjectives:

- Which word means 'a little afraid'? (*nervous*)
- Which word means 'very afraid'? (*terrified*)
- Which word means 'a little angry'? (*annoyed*)

- B. Brainstorm** other adjectives that describe feelings, e.g. *worried, frightened/scared, sad, jealous, embarrassed, ashamed, surprised, bored, disappointed, upset, heartbroken, fed up, homesick, lonely*. If you like, get students to draw faces to match these new adjectives.

#### Extra Idea

Do a **Speaking Stick** activity. Get some sticks (or pens). Use these pictures, and say a sentence about one of the people, e.g. 'I think 4 looks happy', passing the stick to a student. The student says a different sentence and passes the stick, etc. Get a few sticks going around the room at the same time.

### 2.2 Character

- A.** Using their dictionaries, students match the pictures with the adjectives.

**Answers:**

- a. *friendly*  
b. *hard-working*  
c. *sleazy*  
d. *lazy*  
e. *generous*  
f. *vain*

**B.** Students match the adjectives with the descriptions.

**Answers:**

- |  |                      |
|--|----------------------|
| 2. <i>stingy</i> (pronounced <i>stin-jee</i> ) | 9. <i>generous</i>   |
| 3. <i>bad-tempered</i>                         | 10. <i>sleazy</i>    |
| 4. <i>shy</i>                                  | 11. <i>arrogant</i>  |
| 5. <i>hard-working</i>                         | 12. <i>forgetful</i> |
| 6. <i>honest</i>                               | 13. <i>corrupt</i>   |
| 7. <i>easy-going</i>                           | 14. <i>selfish</i>   |
| 8. <i>lazy</i>                                 |                      |

**C.** Students think of three people they know who can be described using the adjectives in A. They write a sentence about each, but don't include any adjectives. They then memorise these sentences. One student says her/his sentences to their partner, and their partner tries to guess the adjectives. Then they change roles.

Go around the class checking correct grammar and pronunciation.

Get a few students to say their sentences to the class.

## 2.3 Appearance

**A.** Elicit students' guesses about the identity of the leaders in the pictures.

If they can't get them quickly, you can write the names on the board in the wrong order, and students try to match the names with the pictures.

**Answers:**

1. *Mao Zedong (Chairman of the Chinese Communist Party, 1949-1976)*
2. *Gloria Arroyo (President of the Philippines 2001-?)*
3. *Helen Clark (Prime Minister of New Zealand 1999-2008)*
4. *Fidel Castro (President of Cuba 1959-2008)*
5. *Joseph Stalin (President of the Soviet Union, 1924-1953)*
6. *Sonia Ghandi (Leader of India's Congress Party, 1998-?)*
7. *George W. Bush (President of the USA 2002-2009)*

**B. Pre-teach** this useful vocabulary – adjectives and nouns – to describe peoples' appearance. Write it on the board.

**Bodies:** *tall, short, fat, thin, slim, well-built* (fit and muscular)

**Faces:** *moustache, beard, eyebrows, small/large/hooded/straight/pointed nose, square/round/long/narrow face, fair/pale/dark skin, pointed chin*

**Hair:** *long, short, fair, dark, grey, straight, curly, wavy, bald*

Students look at the phrases in the box, and match each phrase with a leader from A.

C. Play audio 10.3. Students check their phrases.

Answers:

partly bald 1      short grey hair 7      a large beard 4      thick eyebrows 5  
a round face 1      a square face 6      a big, black moustache 5  
a pointed nose 7      short, straight hair 3      long, dark, wavy hair 6

D. Students try to think of someone they know who looks like one of the leaders. They tell the class about them, and why they look similar. (They don't have to look exactly alike, just have some common features, like a beard, or baldness, or curly hair.)

E. Write all the students' names on small pieces of paper.

Give one name to each student. They write a short description of that student. One by one, students read their descriptions to the class. The class tries to identify the person.

## 2.4 Age

A. Students match the people with the expressions.

Answers: *Kyi Kyi – she's in her early 20s.*

*Johnny – he's middle-aged.*

*Daw Myint – she's elderly.*

*Zaw Aye – he's in his late teens.*

*Khaing Win and Mi Lwin – they're in their mid-60s.*

After checking answers, **elicit** or explain the meaning of the expressions: *late teens* means 17, 18 or 19.

*Early 20s* (pronounced *twenties*) means she's 21,

22 or 23. *Mid-40s* (*forties*) means he's about 44-46.

*Middle-aged* means approximately 40-60. *Elderly* is a polite way of saying 'old'.

B. Students estimate the ages of the people in the

descriptions using phrases like the ones in A, with *early*, *mid-*, *late*, *middle-aged* and *elderly*. Make sure they know that they can vary the phrases: *early teens*, *mid-20s*, etc.

Possible answers:

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. <i>early teens or mid-teens</i> | 4. <i>mid-teens or late teens</i>  |
| 2. <i>mid-eighties or older</i>    | 5. <i>early forties or older</i>   |
| 3. <i>late forties</i>             | 6. <i>early thirties (in 2008)</i> |

C. Students estimate the ages of the world leaders from 2.3 A.

Possible answers:

- |                                       |  |
|---------------------------------------|--|
| 1. <i>Mao Zedong – late fifties</i>   | 4. <i>Fidel Castro – early seventies</i> |
| 2. <i>Gloria Arroyo – mid-forties</i> | 5. <i>Joseph Stalin – early fifties</i>  |
| 3. <i>Helen Clark – mid-fifties</i>   | 6. <i>Sonia Ghandi – early fifties</i>   |
|                                       | 7. <i>George W. Bush – mid-fifties</i>   |

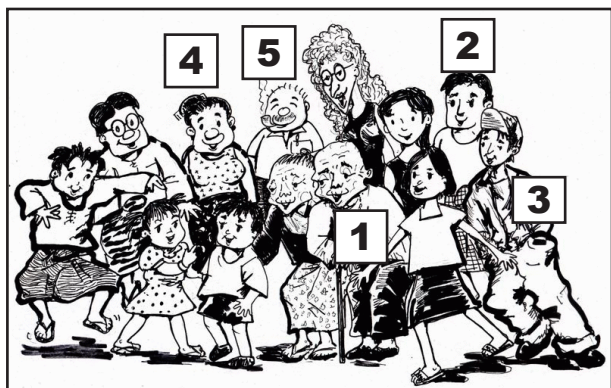
D. Students use the expressions to describe the age of themselves, their parents and their teacher.

## 2.5 Listening: Family photo

A. **Pre-teach** *creative*, *naughty*, *strict*, *pipe*, *trendy* (fashionable and modern).

Play audio 10.4. Students listen, and identify the people.

Answers:



B. Students write descriptions of three other people from the picture.

### 3. Identifying People and Things

This section looks at ways to identify specific people or things using the preposition *with*. There is also further practice with describing people.

#### 3.1 Who's who?

**A. Pre-teach** *energetic*. Students identify the people from the picture in 2.5.

**Answers:**

- The energetic boy with the longyi *is on the left of the picture*
- The little girl with the spotted dress *is in the front row, in front of the man with the glasses.*
- The woman with the comb in her hair *is behind the small boy at the front.*

Point out the use of *with* to identify people.

**B.** Students join the descriptions and identify the people. Encourage them to find the one combination that uses all descriptions.

**Answers:**

The small boy *with black shorts*

The young woman *with long dark hair*

The old woman *with the dark shirt*

The teenage girl *with the short skirt*

The middle-aged man *with glasses*

The tall woman *with blonde hair*

**C. Pre-teach** *aggressive* and *personality*. Students join the sentences using *with*.

**Answers:**

1. *She's a kind, friendly woman with short fair hair.*
2. *I've got a very ugly dog with no tail.*
3. *I don't like the tall man with a gold necklace and an aggressive personality.*
4. *In town, there's a beautiful park with lovely flowers and a lot of rare birds.*

**D.** Students write a sentence or two about a classmate of their choice, using *with*. They should try to make their description unique – if many people are wearing white shirts, 'The girl with the white shirt' is not very useful. Students read the descriptions to the class. Students try to identify the person.

#### 3.2 Pairwork: Can you please pick up my friends?

**A.** Read the background information, and clarify anything students don't understand.

Students look at the pictures and choose a man and a woman – it doesn't matter which ones. They should give them names and spend a couple of minutes deciding how to describe them. They must think of full sentences, not just phrases.

- B.** In pairs, students describe their friends to their partner, and their partner identifies the friends.  
*If the descriptions are accurate, the partner should be able to identify the friends easily.  
 Otherwise, the partner will be walking around the bus stop saying, 'Excuse me, are you (Maung Maung)?' until the correct person is identified!*
- C.** Discuss what would happen if this was a real situation – students have to identify some people they have never met. What would they say? Build up a list of possible phrases on the board.

**Possible answers:**

*Excuse me, are you \_\_\_\_\_? (This is polite and easy.)*

*Hello, I'm \_\_\_\_\_, \_\_\_\_\_'s friend. Are you \_\_\_\_\_?*

## 4. Grammar: More about Adjectives

This section takes a closer look at adjectives:

- the difference between adjectives of state and adjectives of manner
- adjectives formed from participles (-ed and -ing forms)

### 4.1 Manner and state adjectives

Read the introduction, and clarify anything students don't understand.

- A.** Students look at the adjectives in the box and classify them into manner and state adjectives.

**Answers:**

**Manner:** *angry, drunk, annoyed, terrified, confused, pleased, nervous, bored*

**State:** *intelligent, selfish, corrupt, honest, unreliable, interesting, handsome, friendly*

Point out that character and appearance adjectives are usually state adjectives, as your appearance and character don't change that quickly (with some exceptions). Adjectives expressing feelings are normally adjectives of manner.

- B.** Students think of four adjectives of state that could describe a good or bad leader or student. They can use the words in **A** and also different ones.
- C.** Each student thinks about good and bad leaders they know, or good and bad students. They tell their partner about them (they don't have to say their name). They can use the adjectives in **A** but they can also use other adjectives, and other information.  
 Get a few students to tell the class.

### 4.2 Husbands and wives

*This section provides extra practice of adjectives and speaking fluency. If you are short of time, you can skip it.*

- A.** Students make two lists: one list of the five most important qualities in a wife, one for the five most important qualities in a husband. They don't have to use only adjectives – there are some examples of other structures in the module.

*With this activity, it is useful to make sure students are only using English.*

- B.** Students work in pairs, and negotiate lists for their pair.
- C.** Each pair joins with another pair, to form groups of four. Groups negotiate group lists.
- D.** Have a class discussion. Negotiate a class list. Discuss the differences and similarities in the lists for wives and husbands.

### 4.3 -ed and -ing adjectives

**A.** Students look at the picture and read the text.

They use the example to figure out the rules

**Answers:**

-ing adjectives describe causes. (people, things, situations)

-ed adjectives describe effects. (feelings)

Tell students to read the **Adjectives with -ing and -ed** section of the **Language Reference**.

**B.** Students look at these pictures, and fill the gaps with an -ed or -ing adjective.

**Possible answers:**

1. Nang Seng is bored. She's sitting in a boring meeting, and she wants to go home and sleep.
2. Maung Lay has just met a frightening dog. Maung Lay is frightened of dogs, and this dog is bigger, louder and more aggressive than other dogs.
3. Htwe Htwe is reading an interesting book. She's been reading it for 3 hours now. She doesn't want to stop reading to eat or wash. Htwe Htwe is very interested in this book.

**C. Pre-teach embarrass.** Students fill each gap with a word from the box plus -ed or -ing. Sometimes they have to remove the -e from the end of the word before adding -ed or -ing.

**Answers:**

2. Walking up the mountain is tiring.
3. I can't understand the instructions for this machine. They are confusing.
4. She was disappointed when she didn't get a scholarship. She was expecting to get one.
5. We heard a very amusing joke. We laughed for ages.
6. I love lying on a hammock in the sun with a good book. It's so relaxing.
7. My most embarrassing experience was in 1999. I got up to make an important speech and saw I had a large hole in the front of my trousers.

Go over the answers by checking that students understand what is being described, e.g.

In **1** *he* is depressed. This is describing an effect – someone's feelings.

In **2** *walking up the mountain* is tiring. This is describing a cause – a situation.

And so on.

**D.** Students write sentences using the unused adjectives from **C**:

*depressing, tired, confused, disappointing, amused, relaxed, embarrassed.*

Check that students describe feelings for *confused, tired, amused, relaxed* and *embarrassed*, and things or situations for *depressing* and *disappointing*.

**E.** Students do a **pair dictation**. Partner A reads her/his sentences to Partner B, who listens and writes them down. Then Partner B reads her/his sentences to Partner A. They check each other's use of -ed and -ing adjectives and make any necessary corrections.



## 5. Pronunciation: Countries and Nationalities

In this section, students look at nationality. A major focus is the pronunciation of countries and their adjectives of nationality. It also discusses the idea of nationality, and its different meanings. There is a list of countries and nationalities in the **Language Reference**.

### 5.1 Word stress

- A.** If you have a large world map, get students to locate each of these countries and mark them on their world maps at the back of the module. Individually or in pairs, students decide on the correct word stress for each country, and write them in the correct columns.

**Answers:**

●	● ●	● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ● ●
France Laos	Nepal Brazil Japan Iraq Iran Tibet	China Norway Turkey Russia Egypt	England Israel Cuba Thailand	Korea Malaysia	Italy Switzerland Canada Germany India Philippines	Vietnam Singapore Pakistan Bangladesh	Cambodia Australia Afghanistan America Indonesia

- B.** Play audio 10.5. Students check their answers.
- C.** Play audio 10.5 again. Students repeat. Practise the difficult words again.
- D.** Individually or in pairs, students decide on the nationality words for these countries, and write them in the correct columns.

**Answers:**

-ese	-ish	-an				-i	other
Nepalese Japanese Chinese Vietnamese	Turkish English	Brazilian Iranian Tibetan Malaysian Italian	Norwegian Russian Egyptian German Indian	Korean Australian Canadian Cuban Singaporean	Cambodian Afghan American Indonesian	Iraqi Israeli Pakistani Bangladeshi	French Lao Thai Swiss Filipino

- E.** Play audio 10.6. Students check their answers.
- F.** Play audio 10.6 again. Students repeat.  
Discuss which words are easy and difficult to pronounce. Practice the difficult ones again.
- G.** Students circle the words where the stress is on a **different** syllable in the country and the nationality.  
**Answers:** *Japanese*, *Chinese*, *Vietnamese*, *Italian*, *Norwegian*, *Egyptian*, *Canadian*, *Afghan*
- H.** In pairs, students make sentences using the nationality words from D and any other nationality words that they know and tell their partner. Encourage them to use a variety of different sentences.

### 5.2 General knowledge

- A.** Students work in groups. Each group appoints one person to do the writing. Give groups three minutes to list as many countries as they can. They are not allowed to include countries from exercise 5.1.
- B.** Groups write the nationality words to these countries. Write a group list on the board. You can check them using the list in the **Language Reference**.
- C. Pre-teach permanent.** Groups answer the questions. Give them 10 minutes, then check/**elicit** the answers.  
Which group has the most points?

**Answers:**

1. *Indonesia, Malaysia, Singapore, Thailand, Burma, Cambodia, Laos, Vietnam, the Philippines, Brunei*
2. *There are 27: Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, The Netherlands, Greece, Hungary, Irish Republic, Italy, Latvia, Lithuania, Luxembourg, Malta, Bulgaria, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, United Kingdom, Germany, Romania*
3. *India, Thailand, Bangladesh, Laos, China*
4. *Russia, China, the USA, Britain, France*

### 5.3 What does *nationality* mean?

- A. Read the information about nationality. Clarify anything the students don't understand. In groups, students answer the questions from the point of view of the people in the example.

Answers:

1. *Pa-O woman* – 'I'm Burmese'      *Zulu man* – 'I'm South African'  
*Vietnamese family* – 'We're Australian'
2. *Pa-O woman* – 'I'm Pa-O'      *Zulu man* – 'I'm Zulu'  
*Vietnamese family* – 'We're Vietnamese'
3. *Pa-O woman* – 'I'm Pa-O, from Burma'      *Zulu man* – 'I'm Zulu, from South Africa'  
*Vietnamese family* – 'We're Vietnamese, but we live in Australia now'

- B. Discuss this situation in groups.

Possible answers:

1. '*I'm Mon*' – to other Mon people, to people from Thailand or Burma, to friendly people who are interested in his nationality and want more information.
2. '*I'm Thai*' – to people who know nothing about Mon people and he doesn't want to spend a long time explaining his background.
3. '*I'm British*' – to officials.

#### Language/Culture Notes

**Nationality** can mean being a citizen of a country, or a member of an ethnic group. **Ethnicity** only refers to membership of an ethnic group.

**Race** usually only refers to common physical characteristics of a group of people, such as skin colour, hair type, and nose shape.

### 5.4 Interrogation

- A. **Pre-teach** *interrogation, fake*. Copy and cut out the fake ID cards on page 109 of the Teacher's Book. Give one to each student. If you can't copy the page, tell students to make up the following false information about themselves and write it down: *name, date of birth, place of birth (city and country), nationality, place their visa was issued, and date of entry into the country*. Give students one or two minutes to memorise their new identities.
- B. Play audio 10.7. Students answer the questions according to their new information. Not all the information they need is on the ID card, so they will have to think quickly, and make up answers to some questions. Repeat this activity two or three times. They should count how many times they make a mistake!
- C. In pairs, students **roleplay** this situation. One person is interrogator (the person asking questions), trying to get the other to make a mistake. Get a few pairs to perform their interrogation to the class.

## 6. Reading: An Indian Poet

This section provides reading comprehension and critical thinking exercises, based on the life and works of Rabindranath Tagore, India's most famous poet.

### 6.1 Background information

- A. **Brainstorm** about Indian history. Write students' ideas on the board. Point out that:  
*The British started to colonise India in the 17th century, and controlled the whole country by 1857. India gained its independence in 1947.*
- B. Students look up the new vocabulary in their dictionaries, or **elicit** meanings from students and write them on the board. Some of the vocabulary items can have more than one meaning.  
NOTE: Men and women can be *knighted* by the King or Queen of England for their achievements or service. If you are awarded a *knighthood* you can use the title *Sir* (male) or *Dame* (female). *Fire on* means 'shoot at'. A *gathering* is a group of people together in one place.
- C. Discuss the phrases with the class. As a class or in groups, student think of reasons why these phrases might relate to Tagore and be in text. Give the example of *Nobel Prize for Literature*. Ask students why this phrase might be in the text, and elicit or suggest that Tagore probably won this prize. Some background information you can explain to the students:  
*The Nobel Prize for Literature* is awarded every year to a person who has written an important book or books. The *Amritsar Massacre* in 1919 was when the British Army killed hundreds of unarmed civilians, who were protesting against British colonial rule in India. *Albert Einstein* was a physicist, most famous for the theory of relativity. A country's *national anthem* is its official song or piece of music.
- D. Students read the text. Go through their predictions in B – point out the phrases in the text and clarify anything they don't understand.

## 6.2 Comprehension

**A.** Students match the paragraphs with the summaries.

**Answers:**

2. 3    3. 1    4. 4    5. 2

**B.** Students answer the questions.

**Answers:**

1. *He was more interested in writing.*
2. *Translated it into English, and visited Britain.*
3. *To protest against the Amritsar Massacre.*
4. *He used a mixture of Hindu and Western ideas.*
5. *Many things, including philosophy, religion, education and social topics.*

**C.** In groups of 4-5, students think of questions about Tagore from the text. They have to know the answer themselves; they can't use questions that they can't answer.

Then each group reads out their questions, and the other groups write down the answers.

After all the questions have been asked, get groups to give the answers.

**D.** Groups discuss the meanings of the quotes. Groups rephrase each quote. Write each group's rephrasing on the board, and get the class to vote for the best one.

**Possible answers:**

*'Those who own much have much to fear': people who have a lot of money and possessions have more reason to be afraid because they have a lot to lose.*

*'Don't limit a child to your own learning, for he was born in another time': If parents and teachers only teach children what they learned, that child won't get an education that is suitable for the present time.*

## 6.3 Poem: The Wicked Postman

**A.** Discuss the title of the poem with the class. Explain that *wicked* means *very bad*. Get students' ideas on what the postman might have done.

**B. Pre-teach** *single* (in this context it means *only one*), *rule* (to make straight lines with a ruler), *foolish* (stupid) and *horrid* (an old-fashioned word meaning *horrible*). Students read the poem and think about why the mother is unhappy.

**Possible answer:**

*She is unhappy because the father of her child (probably her husband) is not there. The poem is not clear about where he is, or even if he is alive.*

**C.** Students read the sentences and decide if they are true, false or the information is not in the poem. Go through the answers and get students to explain why they decided on this.

**Answers:**

1. *T – the gong is striking four (line 3)*
2. *NI – we know the speaker is young, but there is no information about their gender.*
3. *F – the speaker has at least one brother, who is mentioned in line 3*
4. *T – the speaker refers to 'your maid' in line 9.*
5. *NI – the speaker doesn't say where Father is, or if Father is alive.*
6. *F – the speaker can write from A-K.*
7. *T – the speaker thinks the postman is keeping Father's letters to Mother.*
8. *NI – the speaker doesn't mention this.*

**D.** Students answer the questions. Go through the answers and get students to explain why they decided on this.

**Answers:**

1. *Probably between 4 and 6, as they are just learning to write the alphabet.*
2. *No, they live in a village. We know this because the speaker refers to 'the next village' in line 9.*
3. *No, as they employ a maid. They might be middle class, or very rich.*
4. *To write letters, pretending they are from Father, and give them to Mother.*
5. *Because everyone else is getting letters except Mother. The speaker thinks Father must have written to Mother. As the postman doesn't deliver any, the speaker thinks the postman must keep them himself.*

**E.** Students choose the summary that best covers the main point of the poem.

**Answer:** *c*

**F.** In their groups, students decide on a background to this poem. Encourage them to be as creative as they can.

If possible, groups explain their backgrounds to the rest of the class, or to another group if your class is very big.

If you like, get students to write their background stories for homework.

## 7. Writing: An Autobiography

### 7.1 What's in an autobiography?

**A.** Discuss autobiographies. Make or **elicit** these points:

- *An autobiography is a story that you write about your own life.*
- *Some people write whole books about their lives (usually when they are old). Some people write shorter articles about their lives for magazines. We often need to write a short autobiography when we apply for an education or training course.*
- *It's up to the writer what information to include. Some suggestions are: something about your family and childhood; some interesting or important events that have happened in your life; something about people who are important to you and have influenced your life (your family, friends, teachers, etc.); something about a place where you grew up or where you have lived; something about your interests. The autobiography included in this section is only one example. Autobiographies can be very different, as they are written for different audiences.*

**B. Pre-teach** *prize, icon* (a greatly respected person who becomes a symbol for a movement or belief), *patriotism, conservative, policy*. Students read and make brief notes.

**Possible answers:**

Main events	People	Feelings and beliefs
- born in Bengal in 1961	- family	- not interested in law
- went to England to study	- private teachers	- wanted to be a writer
- returned to India	- Indians	- respected Gandhi but disagreed
- wrote poems and stories	- non-Indians	- supported independence
- started writing in English	- King George	- maybe angry at British
- translated early writing	- friends	- disliked colonialism
- went to Britain aged 51	- the British	- respected Western culture
- Nobel Prize for Lit. 1913	- Gandhi	- liked Western art and literature
- knighthood 1915		
- helped organise independence movement		
- returned knighthood		
- got involved in education		

### 7.2 Writing an autobiography

**A.** Students decide whether these are good advice for writing an autobiography.

**Answers:**

3. Yes.
4. No – *you should never copy other people's writing.*
5. Yes – *using other writing to get some ideas is very useful.*
6. Yes.
7. No – *it is important to show that you have your own ideas.*

**B.** Students write their autobiographies. To prepare, they should make a chart like they did for Tagore, and a plan of how they will organise the information.

Then discuss possible ways of starting, e.g.

*When I was five years old, I lived in a remote village in the middle of the jungle...*

*I was born near Myitkyina into a poor family...*

*My first memory is of beautiful mountains surrounding our hometown near Bago...*

When they are ready, students start to write.

## 8. Thinking about Learning: Speaking Strategies (2)

This section builds on the skills practiced in Module 9 on spoken communication techniques, focusing on specific phrases students can use to repair communication problems.

### 8.1 Useful phrases

**A. Pre-teach *misunderstand*.** Students match the situations to the phrases. Many phrases are useful in more than one situation.

**Answers:**

- |   |                |
|---|----------------|
| a. Someone misunderstands you .               | 5, 10          |
| b. Someone is talking too fast.               | 1, 2, 4, 9, 11 |
| c. You need more information about something. | 3, 6, 7, 8     |
| d. You didn't hear something.                 | 2, 4, 9, 11    |
| e. You don't understand one word or phrase.   | 1, 7, 8, 9     |
| f. You want someone to repeat a statement.    | 1, 2, 9, 11    |

**B.** Play audio 10.8. Students listen, and identify differences between the audio and the written phrases.

**Answers:**

1. *I'm sorry, I don't understand. Can you please repeat that?*
4. *Could you say that more slowly? (without the 'please')*
7. *What does 'directly' mean?*
8. *I don't understand 'essential'.*
9. *You said we have to go to Taunggoo to do what?*

**C.** Get students to close their books. Play the audio again. Students repeat the phrases.

### 8.2 Using speaking strategies

**A.** Students can either do this for homework or in class.

They write the rest of this conversation, using six more of the phrases from **8.1**.

*This will be quite difficult, so don't mark the exercise too strictly – check that they have a basic idea of when to use the phrases.*

**B.** In pairs, students decide which conversation they want to roleplay.

They create a conversation, using at least two of the phrases from **A**.

They perform their dialogue to the class.



## 9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the module
- a vocabulary review where students can focus on new words from the module

### 9.1 Exercises

#### A. The past continuous

Answers:

**Mi Mi:** I was looking for you, Sayama. I'm afraid I've broken these plates and cups.

**Sayama Win:** How? What happened?

**Mi Mi:** I was taking them to the kitchen, when I bumped into Naw Moo. She was coming out when I was going in.

**Sayama Win:** I don't think you were looking where you were going.

**Mi Mi:** I'm very sorry. I'll buy some more plates when I get some money.

**Sayama Win:** Don't worry about it. Just be more careful next time!

#### B. Past simple or continuous?

Possible answers:

1. I was watching TV when he arrived.
2. 'I went to your house yesterday afternoon, but you weren't there.'  
'Sorry, I was playing football at the school.'
3. I saw / met Zaw Zaw last night. He was eating in a restaurant.
4. 'Where were you at at six o'clock?' 'I was fixing my car at the mechanic's. Yesterday when I was driving to work, it stopped, and I couldn't start it again.'
5. 'I met / saw your parents at the market. They were buying some new furniture.'

#### C. when and while

Students use the information to write sentences with *when* or *while*.

Answers:

1. Nang Seng was making a speech at a conference when her phone rang. OR  
While Nang Seng was making a speech at a conference, her phone rang
2. Hla Wai heard strange noises while / when he was walking through the jungle.
3. Min Min and Peter saw a gold ring on the ground while / when they were walking to school.
4. When they were visiting the city, my parents bought some new chairs. OR  
While they were visiting the city, my parents bought some new chairs.

#### D. during or while?

Answers:

1. during 2. while 3. while 4. during 5. While 6. During

#### E. Who's who?

Answers:

- a. 4   b. 2   c. 1   d. 2   e. 1   f. 3   g. 3   h. 4   i. 1   j. 2   k. 3  
l. 2   m. 4   n. 1

#### F. Character adjectives

Possible answers:

1. generous, kind 2. arrogant 3. honest (Kyi Kyi) 4. corrupt, dishonest 5. selfish

## G. with

Remind students that their sentences should clearly identify one person in the picture.

**Possible answers:**

1. My younger sister *is the short girl with long straight dark hair.*
2. My older sister *is the woman with the baby.*
3. My sister's husband *is the tall man with the Karen shirt.*
4. My aunt *is the woman with the Burmese top and the longyi.*
5. My uncle *is the middle aged man with the glasses.*
6. My cousin *is the little boy with the big smile.*
7. My grandfather *is the man with the hat, sitting on the chair.*
8. My father *is the man with his right arm on the chair.*
9. My little brother *is the boy with the black shirt.*
10. My mother *is the woman with the glasses.*

## H. -ed and -ing adjectives

**Answers:**

Sue likes the family next door, but sometimes they play loud music. This is a little annoying but they are very kind people. Once Sue heard a frightening noise outside her house. The neighbours invited her in and gave her a relaxing cup of tea. They checked around the house until she stopped being frightened.

The family tells very amusing stories about their work. The husband, Moe Kyaw, works in a shoe shop. He finds this job interesting – he is never bored at work. Last week, a surprising thing happened. A Hollywood actor came into Moe Kyaw's shop and bought 20 pairs of shoes. He gave Moe Kyaw \$200, and said 'Keep the change'. Moe Kyaw was very excited. He took all his friends and family to a restaurant.

## I. Countries and nationalities

**1. Answers:**

**First row:** Indonesian, American, Cambodian, South Korean

**Second row:** British, Swedish, Spanish, Irish

**Third row:** Chinese, Japanese, Taiwanese, Vietnamese

**Fourth row:** Israeli, Pakistani, Bangladeshi, Iraqi

**Fifth row:** Thai, French, Dutch, Lao

*This row ends in -an*

*This row ends in -ish*

*This row ends in -ese*

*This row ends in -i*

*This row doesn't follow any pattern*

**2. Answers:**

Portugal – *third row (Portuguese)*

Turkey – *second row (Turkish)*

Iran – *first row (Iranian)*

Singapore – *first row (Singaporean)*

Sudan – *third row (Sudanese)*

Philippines – *fifth row (Filipino)*

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Ten. Not all of the words used in the module are here. If a word is very easy or not very useful, we haven't included it.

**A.** Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

**B. Answers:**

1. *ID*
2. *terrified*
3. *steal*
4. *province*
5. *summary*
6. *gathering*
7. *elderly*
8. *trendy*
9. *border*
10. *partly*
11. *fake*
12. *chat*

**C. Pre-teach synonym and antonym.** Students choose some words from the wordlist, and think of as many synonyms and antonyms for this word as they can. They list these on a piece of paper. They can use their dictionaries if they like, but they should not write down any synonyms or antonyms they don't actually know themselves. Make sure they don't write the original word on the paper. They show the paper to another student, who identifies the word from the wordlist. If you like, put all the students' pieces of paper on the wall, and get the class to go around and identify all the words.

You can also do some activities from the **Vocabulary review** sections of Modules 1-9.

### Test

On page 100 there is a test of the language and skills from Modules 9 and 10. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 103.

# Module Eleven

## 1. Future Plans

This section focuses on intentions and plans:

- the use of *going to*
- degrees of certainty about the future: adverbs of probability

It reviews and builds upon the structures looked at in Module 7 (future prediction).

### 1.1 What are you going to do?

**A.** Look at the picture. Establish the situations for the people:

*A building site of a hotel. Two building labourers are thinking about finishing work.*

*The owner of the hotel is watching them, thinking about making money.*

**Pre-teach** *casino* (a place where people gamble their money), *short-term*, *medium-term*, *long-term* (happening in or continuing for a short, medium or long time).

**Elicit** from students which person is thinking of a short-term plan, a medium-term plan and a long-term plan.

**Answers:**

**Short-term** – *the female labourer*

**Medium-term** – *the male labourer*

**Long-term** – *the owner*

**B.** Look at the pictures, and establish who these people are: a student, a couple, a prisoner and a pregnant teacher. Ask the students what they think these people are planning for their future.

You might like to do the first one, the student, as a demonstration, and **elicit** students' ideas of his thoughts, e.g

- *I'm going to get a job*
- *I'm going to take a holiday*
- *I'm going to do nothing*

Students write lists for the four people about what they are planning and thinking. Get some students to read out their ideas to the class, and see how many students have the same ideas.

**C.** Play audio 11.1. The four people are talking about their future plans. Students listen, and see which of their ideas are correct. If you like, get students to write down what each person is thinking about.

**Answers:**

- Student
- *I'm going to go home and spend some time with my parents.*
  - *I'm going to look around for a job.*
  - *I'm not going to look for a high salary.*

- Couple
- *We're going to get married.*
  - *We're going to have a big wedding.*
  - *We're going to have a big family.*

- Prisoner
- *I'm going to walk around the streets, and go out to the countryside, and look at everything!*
  - *I'm going to go to a restaurant.*
  - *I'm going to order my favourite food.*

- Teacher
- *I'm not going to teach any more.*
  - *I'm going to stay home and look after the baby for a few months.*
  - *I'm going to find a new job.*

## 1.2 Forming and using the future with *going to*

**A.** Students complete the sentences using the correct form of *going to*.

**Answers:**

- Before *going to*, we use a form of the verb to be.
- After *going to*, we always use the base form of the verb.
- We use *going to* to talk about plans/decisions we have already made.

Tell students to read the ***going to*** section of the **Language Reference**.

**B. Pre-teach quit.**

Look at these situations. Students explain the situations using the correct form of *going to*.

**Possible answers:**

1. *He's going to quit smoking.* **OR** *He's not going to smoke any more.*
2. *She's not going to move to Mae Sariang.*
3. *They're going to stop working if they don't get their pay.* **OR** *They're not going to work if they don't get their pay.*
4. *The government's going to change its policy on immigration.*
5. *They're not going to apply for university this year. They're going to wait until next year.*

**C.** Students write questions enquiring about each situation.

**Answers:**

1. *What are you going to wear?*
2. *How are you going to pay for it?*
3. *Who is she going to invite?*
4. *What are they going to talk about?*
5. *Why is he going to do that?*

## 1.3 Your future plans

**A. Pre-teach retire.**

Students write answers to the questions, using *going to*.

Encourage them to write more than one sentence for each question.

**Possible answers:**

1. *I'm going to have a bath. Then I'm going to cook dinner and eat it.*
2. *I'm going to attend a more difficult English course. I'm going to apply for a new job.*
3. *I'm going to move to Moulmein and open a teashop.*
4. *I'm going to lie in a hammock and do nothing.*

**B.** Students decide which of these are short, medium and long-term plans.

**Answers:** 1. *short-term* 2. *medium-term* 3. *medium-term* 4. *long-term* (unless you are quite old)

**C.** Students work in pairs, and tell each other what they are going to do in each situation.

**D.** Then get students to find a new partner, and tell them what their first partner is going to do.

If you like, get a few students to tell the class what their partner is going to do.

## 1.4 What are they going to do tomorrow?

**A.** Explain that the pictures show what people are planning to do tomorrow. Students look at each picture and think about what they show. Then they look at the next page and follow the instructions.

Students write sentences about each person's plans for tomorrow.  
Some are obvious. For others, students have to use their imaginations.

**Possible answers:**

1. Su Su and Ko Ko *are going to visit their cousins.*
2. Rosa's *going to take a bus to Tavoy.*
3. Lwin Lwin Oo's *going to watch football on TV.*
4. Gam Hpag's *going to fix his car.*
5. Nan Htwe and Ben *are going to look for their money.*
6. U Tin Gyi's *going to go swimming.*
7. Mi Mi's *going to pick flowers.*
8. Maung Maung Gyi's *going to telephone his sister in Japan.*
9. Ali's *going to draw a picture.*
10. Naing Win's *going to sweep the floor, sew his clothes and cook curry.*

- B.** In pairs, students ask and answer questions about these people around the class. You might want to **elicit** the right question forms and put them on the board first:

- *What are Su Su and Ko Ko going to do tomorrow?*      - *What is Rosa going to do tomorrow?*

## 1.5 Future plans

- A.** Read the introduction, and clarify anything student's don't understand. Write 'Strategies for Long-term Sustainable Community Development' on the board. This is the name of the workshop. Students, with the help of their dictionaries, try to figure out what this means. They should know all the words except *sustainable* (able to continue doing something for a long time). Get them to discuss the meaning of this in their own language, if possible.

**Possible answer:** *Ways to develop your community that will last a long time.*

- B.** Students, with the help of their dictionaries if necessary, match the words and definitions.

**Answers:**

network – *a connected group of people or computers*  
available – *possible to find and use*  
apply for – *to formally ask for something*  
funding – *money to run a project*  
proposal – *a formal request for support for a project*

- C.** Check students know that *won't be able to* is the future of *can't* (so it expresses future ability, permission or possibility). Play audio 11.2 two or three times. Students listen, and tick *yes*, *no* or *maybe* for each task.

		yes	no	maybe
Zindzi	<b>Travel around the country</b>	✓		
	<b>Set up computer networks</b>		✓	
Dylan	<b>Teach</b>			✓
	<b>Write a book</b>			✓
Nang Seng	<b>Set up a translation project</b>			✓
	<b>Organise a workshop</b>	✓		
Lee	<b>Teach</b>			✓
	<b>Apply for funding</b>	✓		
	<b>Write a funding proposal</b>			✓
	<b>Work outside his town</b>		✓	

**Answers:**

- D.** *This activity might take a long time. If your students don't need more practice with the these structures or reviewing the past simple tense, you can skip this.*

Students use their imaginations. It is a year after this conversation took place. Students decide whether or not each character's plans have happened or not, and write sentences in the past tense.

- E.** Students choose two of the characters, and **roleplay** a conversation between them. It's one year later, and they are meeting again at the next workshop. Get a few pairs to perform their dialogues to the class.



## 2. Arrangements and Excuses

This section focuses on two main functions:

- making excuses
- talking about arrangements

It introduces the use of the present continuous to express future arrangements.

### 2.1 Making excuses

- A.** Establish the situation: Moe Kyaw wants to meet Kyi Kyi. Play audio 11.3. Students answer the question – Does Kyi Kyi want to meet Moe Kyaw? Ask students why they think this.

**Answer:** *No, she doesn't want to meet him. She has many reasons (excuses) not to meet him. It sounds like she is trying to think of reasons to avoid him.*

- B.** Play audio 11.3 again. Students fill the gaps in the conversation.

**Answers:**

*I'm sorry, I can't. I'm visiting my friends.*

*Sorry, I'm fixing my bicycle then.*

*Sorry, I'm washing my dog on Saturday morning.*

*I'm going to Brazil next week. For a very long time.*

- C.** Discuss the meaning of *excuse*. Students list Kyi Kyi's excuses not to meet Moe Kyaw.

**Answers:**

*She's visiting friends, she's fixing her bicycle, she's washing her dog and she's going to Brazil.*

- D. Roleplay.** Students work in pairs to develop a roleplay similar to Kyi Kyi and Moe Kyaw's – Partner A wants to meet Partner B. Partner B doesn't want to meet Partner A, and makes up excuses to avoid meeting. They can use the conversation in **B** as a model. Get students to perform their conversations to the class.

### 2.2 Arrangements

- A.** Students look back at the conversation in **2.1 B** and decide when the things in the present continuous happen – in the past, present or future

**Answer:** *The future.*

Students read the sentence about the use of the present continuous for future arrangements.

Check they understand the difference between a plan and an arrangement, and give or **elicit**

examples, e.g. *We're having fish for dinner* means we have probably already bought the fish, and maybe are starting to cook it.

Tell students to read the **Present continuous for the future** section of the **Language Reference**.

#### Language/Culture Notes

The **present continuous** is often used for things that are already arranged. **Going to** is used for things that have been decided (planned) but not necessarily arranged. The difference between the two is small, and you can usually use either structure.

- B.** Students look at the situations, and write sentences in the present continuous.

**Possible answers:**

1. *I'm working next weekend.*

2. *Hla Hla's going to India on June 15th.*

3. *They're getting married next summer.*

4. *Zaw Min's meeting his boss at 9am tomorrow morning.*

5. *Saw Htoo's going to Ko Aye's party next Saturday.*

- C. Pre-teach** *internship* and *HIV prevention*. Students go through the conversation, and decide whether the underlined phrases refer to the present or the future.

**Answers:** 1. *present* 2. *future* 3. *present* 4. *future* 5. *present* 6. *future* 7. *future* 8. *present*

- D.** Students think of things they're doing later in the day. Then put them in pairs or groups, and tell them to discuss their arrangements. Then ask a few students to tell the class about their arrangements.

## 2.3 Nang Seng's arrangements

**A.** Establish the situation. Nang Seng (from 1.5) is organising a conference for members of her organisation. They are travelling to Mandalay in three days' time. Nang Seng has written a list of tasks she has to do before the conference. Students read the list of tasks.

**B.** Students make a list of things Nang Seng is doing over the next three days.

**Answers:**

*Today she's phoning the bus company.*

*She's visiting the hotel (to check that there are enough rooms).*

*She's buying notebooks.*

*At 4pm she's meeting with the cooks (to discuss the menus).*

*Tomorrow at 10am she's meeting U Maung Oo (to discuss the timetable).*

*She's emailing Daw Phyu about her speech.*

*On the 16th of May at 1pm she's sending cars to meet people at the bus station.*

*At 3pm she's sending cars to meet people at the train station.*

*At 6pm she's having dinner in the hotel with everyone.*

**C.** In pairs, students imagine what else she has to do before the conference starts. They think of at least one more thing she needs to do on each day. Students tell their tasks to the class. If your class is large, get students to do this in groups of four or five.

## 3. Geography

This section focuses on describing the physical geography of a country or region: adjectives used to describe a country's shape, size and position, physical features, and climate. For this section, you may want to use a large world map – there is a small one at the back of the **Language Reference**.

### 3.1 Describing a country

**A. Pre-teach** useful language for the exercise:

**Places:** *Europe, Asia, Africa, America, Middle East, Atlantic, Pacific, Indian (Ocean), Mediterranean (Sea)*

**Features:** *coast, continent, ocean, border, sea*

**Directions:** *north, south, east, west, north-east, north-west, south-east, south-west.*

In this exercise, students look at the pictures and use the key words to make sentences describing each country.

**Possible answers:**

**1.** *Pakistan is a long, narrow country in Asia, north-west of India*

**2.** *Brazil is a very large country on the east coast of South America*

**3.** *South Africa is a fairly large country on the south coast of Africa between the Indian and the Atlantic Ocean*

**4.** *New Zealand is two small narrow islands near Australia, in the Pacific Ocean*

- B. Pre-teach** *surrounded by*. Students choose six Southeast Asian countries, and write sentences describing them. Let students correct each other's descriptions, or work in groups to negotiate accurate descriptions.

**Possible answers:**

*Burma is a fairly large country in Southeast Asia, north-west of Thailand, next to the Andaman Sea.*

*Thailand is a fairly large country south-east of Burma, between the Andaman Sea and the South China Sea.*

*Laos is a long, narrow country west of Thailand and east of Vietnam.*

*Vietnam is a long, narrow country south of China, with its east coast on the South China sea.*

*Cambodia is a fairly small country which has borders with Thailand, Laos and Vietnam.*

*The Philippines is a large group of islands in the South China Sea.*

*Malaysia has two parts: one part is south of Thailand, and the other is the north part of an island in the South China Sea, west of the Philippines.*

*Singapore is a very small country south of Malaysia.*

*Brunei is a very small country on the South China Sea, surrounded by Malaysia.*

*Indonesia is a very large group of islands, mostly in the Indian Ocean.*

*East Timor is a small country in the Indian Ocean, surrounded by Indonesia.*

- C.** Students look at the world map at the back of the book, or another world map, and each choose a country (not one of the six they wrote about in B). In pairs, they describe this country to their partner. Their partner identifies the country.  
After a few turns at this, get a few students to describe a country to the class. The class identifies the country.

## 3.2 Weather and climate

- A.** **Elicit** the difference between *weather* and *climate* (weather is happening now; climate is the type of weather a region gets throughout the year). Discuss *tropical climate*. **Elicit** an explanation from students. Discuss the other questions.

**Answers:** *Tropical climates are hot and wet. Countries near the equator often have tropical climates.*

- B.** Discuss *temperate climates*, and **elicit** students' answers to the questions.

**Answers:**

*Temperate climates have four seasons: winter, spring, summer, autumn. Winter is cold and wet, and summer is hotter and less wet. Temperate climates have no rainy season – it can rain at any time of year. Countries that are not near the equator, but not near the North and South Poles either, have temperate climates, e.g. the UK, southern New Zealand and western USA.*

- C.** In pairs or individually, students answer these questions. They should use their dictionaries if they get stuck.

**Answers:**

1. *Damp, usually hot and sticky weather.*
2. *There are two – Celsius (also called centigrade; water freezes at 0 degrees and boils at 100 degrees) and fahrenheit (water freezes at 32 degrees, and boils at 212 degrees).*
3. *Winter*
4. *Cold. It snows in the mountains.*
5. *Very light clothes – this is extremely hot!*
6. *heaters, stoves, fires, radiators*

- D. Pre-teach small talk** (casual conversation about unimportant things). Establish that in some English-speaking countries the weather is a very common conversation topic amongst strangers or people who don't know each other very well, as it is something everybody can discuss easily.  
Read the situations, and clarify anything students don't understand. Students write some things they could say in each situation. Get students' ideas, and make class lists on the board.

**Possible answers:**

1. *It's too hot! It's boiling today, isn't it? I hate/love this weather.*
2. *It's very cold, isn't it?! It's freezing! This wind is strong, isn't it?*
3. *Why is it raining now? That's strange! It's very wet outside!*

### 3.3 Living in different climates

- A.** Introduce the activity: explain that students will listen to a man talking about living in Kuwait, and a woman talking about living in north-west Russia. Students identify these place on a world map. Ask if students know anything about the climates of Kuwait or Russia.

**Pre-teach** *heat* (noun), *pleasant*, *minus 25 degrees*, *layer*, *stove*, *damp*, *air conditioning*.  
Individually or in pairs, students predict the answers to the questions.

- B.** Play audio 11.4 two or three times.

Students answer the questions – some questions are not answered.

**Answers:**

- |   |   |
|---|---|
| 1. <i>Yes, it is.</i>                             | 10. <i>Minus 25 to minus 30 degrees Celsius.</i>  |
| 2. <i>July and August.</i>                        | 11. <i>No answer – she doesn't say.</i>   |
| 3. <i>No answer – he doesn't say.</i>             | 12. <i>They use traditional stoves in the countryside, and special heating systems in the cities.</i> |
| 4. <i>No, it's a dry heat.</i>                    | 13. <i>Layers of warm clothes.</i>  |
| 5. <i>No answer – he doesn't say.</i>             | 14. <i>Yes, it is.</i>  |
| 6. <i>Yes, they do.</i>                           | 15. <i>Yes, it does.</i>  |
| 7. <i>No – cars have air-con.</i>                 | 16. <i>No answer – she doesn't say.</i>   |
| 8. <i>Yes – the air-con inside is quite cold.</i> |   |
| 9. <i>No – it's often too hot.</i>                |   |

- C.** Do this as either a speaking or writing exercise. Students describe their own climates, using the audioscript as a model.

## 4. Agreeing and Disagreeing

This section looks at the functions of agreeing and disagreeing. It introduces phrases with *so* and *not*, and provides practice in expressing opinions and giving supporting information to back them up. There is an extended reading, listening and speaking task about the internet.

### 4.1 *so* and *not*

- A. Pre-teach** *cut* (v) (to reduce), *rumour*. Establish the situation: Ma Khin and Si Si are discussing an upcoming meeting of their organisation. (The Student Development League is not a real organisation.) Students read the conversation, and identify what the meeting is about.

**Answer:** *The budget.*

- B.** Students answer the questions. The answers to these questions are not exact *yes* or *no* answers.  
*I think so* means *probably*, and *I don't think so* means *probably not*.

**Answers:**

1. *Probably. 'I think so' means 'probably yes'.*
2. *Yes. 'I hope so' means she wants to attend.*
3. *Probably not. 'I don't think so' means 'probably no'.*
4. *We don't know, but Si Si hopes it is correct.*

Tell students to read the ***I think so, I hope not, etc.*** section of the **Language Reference**.

- C.** Read the explanations. Students answer the questions using *I think* or *I hope* + *so* or *not*.  
The answers depend on each student's situation and opinions.

## 4.2 Listen and respond

- A.** Discuss uses of *I think so*, *I don't think so*, *I hope so*, *I hope not* and *I don't know*. **Pre-teach** *abroad*.  
Play audio 11.5. Students reply to the audio player using the replies above.  
Play the audio a few times, until students are fast and fluent in their answers.
- B.** Students write a list of *yes/no* questions asking about predictions and plans – about five questions is enough. They ask and answer these questions in pairs, using *I think so*, *I don't think so* and *I hope so*.  
If necessary, brainstorm a list of possible questions first, and write them on the board.
- C.** Play audio 11.6. This time the audio has statements of opinion.  
Students agree or disagree, with *I agree* or *I disagree* + more information.
- D.** Students write a list of opinions.  
In pairs, they make and respond to the opinions, using *I agree* + more information or *I disagree* + more information.

## 4.3 The internet

- A. Brainstorm** about the internet. Write their ideas on the board, or do a **mind map**.  
**Pre-teach** *force for good* (something that causes good changes), *access*, *log on* (connect your computer to the internet), *foreign policy*.  
Students read the text. This is a difficult reading text, so check that they understand everything, and clarify things they don't understand.  
Get students' opinions of the internet. Do they have access to it – or do they think they will have access to it sometime soon? Would/Do they use it for research, to get information, send email, or would/do they use it mostly to play games? What problems would/do they have with the internet?
- B.** Introduce the activity: four students from different parts of the world are at a conference. They are discussing the internet.  
**Pre-teach** *afford*, *fundraising events*, *satellite phone* (a mobile phone that connects to a satellite in space – you can use them everywhere), *remote*.  
Play audio 11.7 two or three times. Students listen, and make notes of each person's comments. If this is too difficult, get them to check the audioscript.

### Possible answers:

#### *Nang Seng thinks:*

- *it's not very useful for them as members don't have telephones or electricity*
- *people can't afford computers*
- *it is difficult to get information in Kachin language*

#### *Zindzi thinks:*

- *satellite phones are getting cheaper and cheaper*
- *email is quicker than letters*
- *it is difficult to send letters to remote areas*
- *people can share computers*

#### *Lee thinks:*

- *satellite phones are expensive*
- *the government closes websites it doesn't like, and arrests people for looking at anti-government websites*
- *most information is in English, not so much in Chinese*

#### *Dylan thinks:*

- *computers and computer equipment are expensive*
- *internet is necessary in Canada as all organisations use it for communication*

- C.** In groups (or as a class if you have a small class), students compare their own situation to those of the speakers on the tape, and discuss how useful the internet is for them.

## 5. No One, Nothing, Nowhere

This section looks at the pronouns *nothing*, *nowhere* and *no one*. It follows on from Module 9, where students looked at *some/any* + *thing*, *where* and *one*.

### 5.1 What are you doing?

- A.** Give students a minute to look at the pictures on their own and decide what is happening. Then put them in groups (three students per group is best). They decide on the story – encourage them to be creative, give the people names, jobs, etc.  
If they have difficulties, write these key words on the board: *girl, mother, letter, boy, father, meet*. They should also think of an ending to the story (either happy or unhappy). Get one member of each group to tell the story to the class.

- B.** Write the chart on the board:

some	any	no
something	anything	nothing
someone	anyone	no one
somewhere	anywhere	nowhere

Make these points:

- we use *some* forms in positive sentences (e.g. *I saw something*), and offers and requests
- we use *any* forms in most questions (e.g. *Did you see anything?*)
- in negatives, there are two possible forms: *nothing, nowhere, no one*, or *not anything, not anywhere, not anyone*.
- we can also use *some/any/no* + *body*. This means the same as *some/any/no* + *one*

Read through the examples. Clarify anything students don't understand.

Students rewrite the sentences using another negative form.

**Answers:**

1. She didn't give me anything for my birthday.
2. We 've cooked nothing for dinner.
3. There isn't anywhere to swim near here.
4. I've got friends, but I don't love anyone.
5. There's nowhere to go now.
6. There is no one in her town to teach English.

- C.** Students write six sentences about themselves using the target language, e.g.  
*I didn't say anything to my sister this morning.*

### 5.2 Songs: For No One and Nowhere Man

*This exercise might take a long time. Skip it if necessary.*

- A.** Ask students if they have heard of *The Beatles*, a very famous British band from the 1960s and 1970s. If they know them, have a quick **brainstorm** about *The Beatles*.
- B.** In this activity, students listen to two *Beatles* songs. Read the introduction. Students match the words with the definitions. Encourage them to use dictionaries.

**Answers:**

- your day breaks – *your day begins*
- mind – *brain*
- to linger – *to stay somewhere for a long time*
- no longer – *not for any more time*
- to miss – *to not get something*
- to last – *to continue for a long time*
- to lend a hand – *to help*
- to take your time – *to not hurry, to do something slowly*
- point of view – *opinion*



- C.** This activity does not provide a lot of practice of key structures, in section 5, but provides general listening practice. If your students don't need more practice with this, you can skip it.  
 Play audio 11.8, *Nowhere Man*, twice. Give students five minutes to write the lyrics.  
 Play audio 11.9, *For No One*, twice. Give students five minutes to write the lyrics.  
 If necessary, play both songs again a couple of times.  
 They can look at the **Audioscripts** to check their answers.

**Answers:      *Nowhere Man***

*He's a real nowhere man  
 Sitting in his nowhere land  
 Making all his nowhere plans for nobody  
 Doesn't have a point of view  
 Knows not where he's going to  
 Isn't he a bit like you and me?  
 Nowhere man, please listen  
 You don't know what you're missing  
 Nowhere man, the world is at your command  
 He's as blind as he can be  
 Just sees what he wants to see  
 Nowhere man, can you see me at all?  
 Nowhere man, don't hurry  
 Take your time, don't worry  
 Leave it all till somebody else lends you a hand  
 Doesn't have a point of view  
 Knows not where he's going to  
 Isn't he a bit like you and me?  
 Nowhere man, please listen  
 You don't know what you're missing  
 Nowhere man, the world is at your command  
 He's a real nowhere man  
 Sitting in his nowhere land  
 Making all his nowhere plans for nobody*

***For No One***

*Your day breaks, your mind aches  
 You find that all her words of kindness linger on  
 When she no longer needs you  
 She wakes up, she makes up  
 She takes her time and doesn't feel she has to hurry  
 She no longer needs you  
 And in her eyes you see nothing  
 No sign of love behind the tears cried for no one  
 A love that should have lasted years  
 You want her, you need her  
 And yet you don't believe her when she says her love is dead.  
 You think she needs you  
 And in her eyes you see nothing  
 No sign of love behind the tears cried for no one  
 A love that should have lasted years  
 You stay home, she goes out  
 She says that long ago she knew someone and now he's gone  
 She doesn't need him  
 The day breaks, your mind aches  
 There will be times when all the things she said will fill your head  
 You won't forget her  
 And in her eyes you see nothing  
 No sign of love behind the tears cried for no one  
 A love that should have lasted years*

**Extra Ideas**

After students have identified the lyrics to *Nowhere Man*, here are a few suggestions for follow-up activities you can do if you have time:

**1. Sing in groups.** The song has eight verses. Divide the class into two groups (or four groups, if you have a big class). Each group takes every second verse; Group A has verses 1,3, 5 and 7, and Group B has 2, 4, 6 and 8. (For four groups, give each group two verses). Each group decides on some actions for their verses. Then play the audio again and have groups sing their verses, along with the actions.

**2. Identify the main point.** In groups, students identify the main point of this song.  
**Answer:** *Nowhere Man is a normal person, similar to most others, who has no objectives to his life, no opinions and no ability to think for himself.*

**3. Compare and contrast.** In the song, the singer asks 'Isn't he a bit like you and me?' Students compare themselves to Nowhere Man. What are the similarities? What are the differences? Do students agree that they:  
 - don't know where they are going?  
 - don't have opinions?  
 - don't see anything they don't want to see?  
 - wait for other people to help them?  
 Students discuss this in groups.

**Extra Idea**

After students have identified the lyrics to *For No One*, do a **Background to the Story** activity if you have time. Students imagine the background: Who is the singer? Who is he singing it to? What was their relationship before, and how has it changed? In groups, students write the background information to this story and present this to the class.



## 6. Pronunciation: Word Endings

This section focuses on pronunciation of final consonants (that is, the non-vowel sounds at the end of words, e.g. the *t* in *cat* and the *p* in *help*). This is a common problem amongst speakers of many Southeast Asian languages, which do not have the same final consonant sounds as English. Burmese and many ethnic minority languages in Burma do not have any consonant sounds at the end of words. Like other aspects of pronunciation, students will not be able to pronounce final consonants correctly all the time after one lesson, so you should correct mistakes regularly in future lessons too.

### 6.1 Identify the mistakes

- A. Play audio 11.10. A woman is talking about some things she needs to buy. Students listen, and write her shopping list. Make sure students don't read the text in the speech bubble – you might like to get them to close their books and do this task on paper, or cover the bubble.
- B. Discuss this task – did students find it easy or difficult? What was difficult about it? Hopefully, students can identify that the final consonants were not pronounced in many of the words. Some words students might be able to identify by context, but others are more difficult.
- C. In pairs, students practise reading the text, focusing on pronouncing the final consonants.
- D. In this version the final consonants are pronounced clearly. (The same person, a Burmese woman, is speaking.) Play audio 11.11 sentence by sentence and let students repeat it.

### 6.2 Importance

- A. Read the information, and ask the questions. Do the first languages of your students contain final consonant sounds?  
Discuss the problem. Sometimes not pronouncing the final consonant can lead to misunderstanding; sometimes it isn't such a problem. With these sentences, students imagine that the final consonant of the underlined word isn't pronounced. They then decide whether this would lead to misunderstanding.

**Possible answers:**

1. *Not usually. Perhaps, if the listener is not expecting a request for ice – 'Can I have some ice in my drink?' is not a normal sentence though, and most people would understand the word from context.*
2. *Yes, definitely – 'love' is present tense; 'loved' is past. The listener would think that the speaker loves them now, whereas the speaker is saying s/he loved him/her before (but doesn't any more).*
3. *Probably – 'fi my motorbike' sounds a bit like 'fit my motorbike'. If the listener knows the speaker's motorbike is broken, it isn't a problem.*
4. *No. Leaving off the s would not stop the listener getting the message.*
5. *Yes. If the speaker does not pronounce the final n, it will sound like 'forty'.*
6. *Yes. Without the final consonant, the 'pig' might sound like 'pit' or 'pick'.*
7. *Probably not. It's easy for listeners to guess from context.*
8. *Yes. The listener might think they said 'I'm going to hell'!*
9. *Probably – the listener would not know whether the speaker has a bike now or had one in the past.*
10. *Maybe – there are no other context clues in the sentence.*

- B. Students practise the sentences with a partner, making sure they pronounce the underlined words correctly.
- C. Discuss which words are most important to pronounce correctly.

**Possible answers:**

- *Words that carry the meaning of the message – usually nouns, main verbs and adjectives. (These words are normally stressed.) Prepositions, articles, some auxiliary verbs and adverbs are usually less important. (These are normally unstressed.)*
- *Words that you can't identify by context.*
- *Words that are easy to mistake for other words.*

### 6.3 Final consonant practice

*Instructions for this are on the following page.*

## 6.3 Final consonant practice

- A.** Students do this exercise in pairs. Partner A says the six words quickly. Partner B listens carefully, and decides whether the final consonant is pronounced clearly. S/he gives a point for each word ending correctly sounded, resulting in a score out of six.  
You may like to demonstrate this activity first with a confident student.
- B.** In pairs, students do the same with each of these groups of words. After they complete all 14 groups, they should identify which final consonants they have the most difficulty with.  
If students aren't comfortable giving feedback on each other's pronunciation, get them to practise without scoring each other.  
Students then discuss which sounds are hardest for them.
- C.** Play audio 11.12. Students repeat after each word. Check they are sounding the final consonant properly.
- D.** Divide the class into groups of 6-10. Groups sit or stand in lines. Whisper a sentence into the ear of the first student from each group. That student whispers the sentence into the ear of the next student, and so on. The final student in each group writes the sentence they hear on the board.  
Everyone needs to be careful that other people can't hear them whispering.  
Here are some ideas for sentences. Think of some yourself if you like, or get students to think of some sentences.
- *There's a dead mouse on the top of the roof.*
  - *I've got twelve fat pigs in my garden.*
  - *The boss has a problem with the accounts and the budget.*
  - *My aunt likes to hunt birds in the forest.*
  - *My brother is a good cook and a great friend.*

## 7. Writing: Expressing opinions

### 7.1 In my opinion

This section focuses on written opinions, and the language you need to express an opinion, support your opinion, agree with another person's opinion and present a contrasting idea.

- A.** Students read the letter. **Elicit** a summary of Ma Win's situation, or if you prefer, get students to write a short paragraph.

**Possible answer:**

*Ma Win has just lost her job as a nurse and can't find another nursing job. She needs to make money. She is thinking about going overseas to find work.*

- B.** Students match the underlined expressions with the synonyms. Some are new, and some they have met previously in this book.

**Answers:**

1. *Furthermore*    2. *According to*    3. *In my view, I think*    4. *Therefore*    5. *For example*

- C. Pre-teach values.** Establish the situation; U Aung Ko has strong opinions about the behaviour of modern youth. Students use the six expressions underlined in **A** to fill the gaps.

**Answers:**

1. *In my view*    2. *For example*    3. *Furthermore*    4. *According to*    5. *I think*    6. *Therefore*

## 7.2 More opinions

- A. Pre-teach** *authorities, migrant, bribe (n, v), living costs, rude, repay*. Students quickly read Ni Ni's reply – give them about one minute. Ask them whether Ni Ni thinks Ma Win should come and join her overseas.

**Answers:**

*No. Most of Ni Ni's advice is that life is quite difficult in a new country. However, she says the salaries are good.*

- B.** Students fill the gaps in the letter with the expressions in the box.

**Answers:**

1. *I don't think*    2. *In my opinion*    3. *However*    4. *Furthermore*  
5. *For example*    6. *According to*    7. *Therefore*

- C.** Explain *contrasting point* – a point that supports a different or opposite opinion. Students look through the text and identify expressions that match the synonyms.

**Answers:**

1. *You are right (that), I agree (that)*  
2. *That's why*  
3. *On the other hand*

- D.** Students list the reasons presented in the letters for and against going overseas to work.

**Answers:**

**Reasons for:**

- *There are no medical jobs in her home country.*
- *She can stay with her cousin.*
- *She can support her family and repay her debts.*
- *The pay is better overseas.*

**Reasons against:**

- *Life is difficult overseas.*
- *Living costs are higher than at home.*
- *It's difficult to get a job in a hospital without a qualification from that country*
- *Factory jobs are hard work, and owners are sometimes not nice.*
- *The police sometimes make problems for migrant workers.*
- *She will miss her family, friends and other things from home.*
- *A lot of educated people are leaving, which is bad for the country.*

If you like, brainstorm other reasons for and against going overseas to work.

- E.** As a class or in groups, students discuss what Ma Win should do. Make sure they give reasons for their opinions. If you like, have a class vote at the end.

## 7.3 Your opinions

- A.** Students choose one of these topics. Then they list the reasons for and against the opinion expressed in the statement. If you prefer, get students to do it in pairs.

The topics listed are some possibilities for opinion-based writing. If you can think of topics that are more relevant to students' situations, give them different topics to write about, based on what is happening in the students' lives or communities at the time.

- B.** Students write three or more paragraphs on the topic. They should use at least six transition words from this section.

When you check their writing, focus on correct use of the expressions from this section, but also look at general clarity and quality of argument.

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

This optional section looks at grammar: how students feel about grammar, and the differences in the grammar of different languages.

### 8.1 How important is grammar?

- A. Pre-teach** *logical* (sensible, natural, following rules), *exception*. These four people have different feelings about English grammar. Read what they think. Clarify anything students don't understand.
- B.** In groups, students discuss each view. Do students feel the same as any of these people? How do they feel? Each student thinks of a short sentence to describe their feelings about grammar. One member from each group summarises the group's opinions to the class.

### 8.2 Comparing grammar

- A.** Students read the information in the bubbles.
- B.** Give students a few minutes to think about similarities and differences between the grammar of their language(s) and English. Then put them in pairs or groups to share ideas. Then have a brief class discussion. If they are struggling, tell them to think about the following:
- alphabets: the same or different? How many letters?
  - tenses: similar to or very different from English tenses?
  - word order
  - parts of speech
  - grammatical forms that are in L1, but not English
  - grammatical forms that are in English, but not L1

**Elicit** specific examples, as in the bubbles, e.g.

*We don't have articles in Burmese, so 'I ate a potato', 'I ate the potato' and 'I ate potato' are translated the same.*

- C.** Individually, then in pairs/groups, then as a class, students compare their first language with other languages that they know.

NOTE:

- *Burmese and Arakanese are very similar.*
- *Thai, Shan and Lao are very similar to each other but are very different from Burmese.*
- *Mon and Khmer (Cambodian) are very similar to each other but are very different from Burmese, though the scripts are closely related.*
- *Karen, Karenni and Pa-O are very similar to each other but are very different from Burmese, although the Karen and Pa-O scripts, and some vocabulary, are similar.*
- *English is similar to many European languages (this is one reason many Europeans can speak English well, even when it is not their first language) but it is very different from languages native to Burma.*

## 9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the module
- a vocabulary review where students can focus on new words from the module

### 9.1 Exercises

#### A. What are they going to do?

Answers:

2. *True.*
3. *False. She's going to do that for six months.*
4. *False. He'll probably help his father write reports.*
5. *True.*
6. *True.*
7. *True.*
8. *False. He's got a really interesting internship.*
9. *False. He's going to write HIV prevention materials at the hospital.*

#### B. Complete the conversation

Possible answers:

**Ali:** What are you going to do after you leave school?

**Mi Mi:** First, I'm going to work for a while with my father in his photocopy shop.

**Ali:** What are you going to do there ?

**Mi Mi:** I'm going to look after the accounts.

**Ali:** Are you going to work there for a long time ?

**Mi Mi:** No, only for a year. Then I'm going to study some more.

**Ali:** Where are you going to study ?

**Mi Mi:** I'm not sure yet. Maybe in Mandalay.

**Ali:** What are you going to study ?

**Mi Mi:** Languages, I think. I want to learn Chinese and Japanese.

#### C. Arrangements

Possible answers:

2. *This afternoon he's watching movies with some friends / going to the movies with some friends.*
3. *Tomorrow he's visiting his mother.*
4. *On Wednesday he's going to a job interview.*
5. *On Saturday he's playing volleyball.*
6. *On Saturday night he's going to a party at Daw Nu's house.*
7. *Next Monday he's meeting Aung Ko and discussing the budget / to discuss the budget.*
8. *On July 2 he's going on holiday with friends / having a holiday with friends.*

## D. Geography crossword

Encourage students to use dictionaries, encyclopedias or other reference books for this exercise.

Answers:

1. *oceans*
2. *border*
3. *islands*
4. *coast*
5. *rivers*
6. *mountain*
7. *lake*
8. *country*
9. *forest*
10. *desert*

Asia, Europe and South America are all continents.

## E. Weather and climate

Answers:

1. *true*
2. *false*
3. *true*
4. *true*
5. *true*
6. *false*
7. *true*
8. *true*

## F. so and not

Possible answers:

1. Is it *going to rain tomorrow*?
2. Will you *pass your exam*?
3. Do they *speak English*?
4. Are you *going to move*?

## G. no- or any- ?

Answers:

1. *anybody*
2. *anything*
3. *nothing*
4. *anybody*
5. *anything*
6. *nothing*
7. *nobody*
8. *nowhere*
9. *nothing*
10. *anywhere*

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Eleven. Not all of the words used in the module are here. If a word is very easy or not very useful, we haven't included it.

- A.** Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

**B. Answers:**

1. *cut*
2. *take your time*
3. *tropical, temperate*
4. *rumour*
5. *branch*
6. *coast*
7. *immigration*
8. *proposal*
9. *in my opinion, in my view*
10. *afford*
11. *particularly*
12. *excuse*

- C.** Students choose four words from the wordlist, and use them in sentences that are either true or false. They read their sentences to a partner, who decides whether each sentence is true or false. If it is false, they should try to correct it.

You can also do some activities from the **Vocabulary review** sections of Modules 1-10.



# Module Twelve

## 1. The Passive

This section introduces the passive voice, which is used a lot in formal English such as reports and newspaper articles. This is quite a difficult structure for Southeast Asian students, as most regional languages do not have a similar structure. The focus of this introductory section is:

- the use of the passive in past and present simple tenses
- forming positive and negative sentences and questions in the passive voice.
- the differences between active and passive structures

### 1.1 Who did it?

**A. Pre-teach** *article* (a story in a newspaper or magazine), *arrest*, *blow up*, *expel*, *parcel*, *explode*, *charge* (v) (when police formally accuse someone of committing a crime, before the trial), *attempt* (v) (to try to do something), *vandalism* (destroying or damaging property) and *trial* (n). Students quickly read the article and order the events.

**Answer:** 2, 1, 4, 3

**B.** Students answer the questions.

**Answers:**

1. *we don't know*
2. *we don't know – perhaps the school board, school committee or the head teacher.*
3. *the article doesn't say, but probably the police.*
4. *the article doesn't say, but probably the police.*
5. *Kevin. In questions 1 and 2 we don't know who did these things, and in 3 and 4 it is obvious who did them (the police), so there is no need to mention them.*

**C.** Students look at the sentences. Make sure they know the meaning of *subject* and *object*. Students answer the questions.

**Answers:** 1. *a* 2. *b* 3. *a* 4. *b*

**D.** Students try to complete the grammar and usage rules. Let them work in pairs or groups if necessary.

**Answers:**

1. *past participle, tenses*
2. *not*
3. *interested*

**E.** Students identify three more examples of the passive in the article (not the ones mentioned in C).

**Answers:**

1. *Coffee Mate is used to make tea and coffee white.*
2. *...Mr Lomax was taken to Toronto Central Police Station...*
3. *...he was charged with attempted vandalism.*

## 1.2 Forming the passive

**A. Pre-teach** *produce*. Students change the active sentences into passive.

**Answers:**

2. *9.7 billion pounds are spent on beer every year.*
3. *9 billion litres of water are used each day.*
4. *27 millions tonnes of rubbish are produced every year.*
5. *1 car is stolen every 20 minutes.*

**B.** Students rewrite the sentences in the past simple passive.

**Answers:**

2. *9.7 billion pounds were spent on beer.*
3. *9 billion litres of water were used each day.*
4. *27 million tonnes of rubbish were produced.*
5. *1 car was stolen every 20 minutes.*

**C. Pre-teach** *edit, print, publish* and *assemble*. In pairs, students talk about the production or processing of the items in the pictures. Do not let students list things as 'second/ly', 'third/ly'. We only use this in more formal speech. If it is too difficult, write the answer for fish on the board for them to use as a model, and/or tell them which verbs to use for each item.

**Possible answers:**

**Fish:** *First the fish is caught. Then it's killed. After it's cleaned, washed and cooked, it's eaten.*

**Rice:** *First the rice is grown. Then it's cut. Then it's washed, cooked and eaten.*

**Book:** *First the book is written. Then it's edited. After that it's printed and published.*

**Car:** *First the car is assembled. Then it's tested and finally painted.*

**D. Elicit** the rules for forming negatives in the present and past simple passive:

**Present simple:** *am/is/are + not + past participle*

**Past simple:** *was/were + not + past participle*

Students rewrite the sentences so they are true, using the information in brackets.

**Answers:**

2. *The internet wasn't invented in the 1920s. It was invented in the 1980s.*
3. *Toyota cars aren't produced in China. They're produced in Japan.*
4. *Paper isn't made of metal. It's made of trees.*
5. *Shampoo is used for washing hair.*
6. *Cambodia wasn't colonised in the 16th century. It was colonised in the 19th century.*

**E.** Students find a way through the maze by following the instructions.

In the first section, they can only pass through one-syllable past participles.

In the second, they can only pass through two-syllable past participles.

In the third, they can only pass through irregular past participles.

Students are not allowed to move diagonally.

**Answers:**

*killed – looked – danced – walked – helped – planned – stopped – closed – talked – climbed –  
asked – voted – added – hated – waited – ended – started – tasted – wanted – needed – caught –  
came – driven – seen – got – stood – gone – heard – thought – left – woken – rung – swum –  
drunk – eaten*

### 1.3 Active or passive?

- A.** Students fill the gaps in the sentences about the UK using the passive or active forms of the verbs in the box.

**Answers:** 2. *is made* 3. *don't grow* 4. *aren't cleaned* 5. *are held, holds*  
6. *isn't translated (or hasn't been translated)* 7. *closes* 8. *are employed, is owned*

- B. Pre-teach murder:** Students fill the gaps with the passive or active forms of the verbs in the box, in the present simple or past simple tense.

**Answers:** 1. *ate* 2. *were eaten* 3. *are murdered* 4. *are caused* 5. *were killed*  
6. *uses, are recycled* 8. *drink*

### 1.4 Bangladesh

- A.** Students look at the picture, and brainstorm everything they might know about Bangladesh. Write their ideas on the board.

- B.** Individually, or in pairs or groups, students read the article. They should look up words they don't know in their dictionaries. They then fill the gaps with active and passive forms of the verbs listed.

- C. Pre-teach loose.** Play audio 12.1 two or three times. Students check their answers.

**Answers:** 1. *suffers* 2. *was flooded* 3. *drowned* 4. *died* 5. *are caused*  
6. *are cut down* 7. *are destroyed* 8. *survive* 9. *are not given* 10. *don't attend*

Check that students have the correct tenses. The second and third paragraphs are in the present simple, as they are talking about a situation that happens all the time. The first paragraph had some information about things that happened in 1996. These use the past simple.

## 1.5 Questions and answers in the passive

**A. Pre-teach** *mine* (noun and verb). Students read the questions, and answer as many as they can.

**B.** Students match the answers with the questions.

**Answers:** b. 5   c. 1   d. 8   e. 7   f. 2   g. 4   h. 6

Go through the structure of passive questions. Write on the board:

*When were the Pyramids built?   Are rubies mined in Burma?*

**Elicit** the structure of these questions:

*wh- question word + be + subject + past participle.*

*be + subject + past participle.*

**C.** Students make *wh-* and *yes/no* questions using the information provided.

**Answers:**

2. *How is glass made?*

3. *Was Australia colonised by the Spanish?*

4. *Is silver used for jewellery?*

5. *Why was General Aung San killed?*

6. *Where is rice grown in Burma?*

If necessary, refer students to **The Passive: Questions and answers** section of the **Language Reference**.

**D.** Look at the picture, and establish the situation. These people are answering questions about their past experiences. The man is talking about a time he was injured. The woman is talking about a time she was beaten. Students write the questions.

**Answers:**

2. *How were you injured?*

3. *Where were you injured?*

5. *How were you beaten?*

6. *Why were you beaten?*

7. *Where were you beaten?*

8. *Who were you beaten by?*

**E.** Students think of answers to the questions in **D** about themselves.

**F. Pre-teach** *told off* (scolded). Students write passive questions using the verbs provided. If they find this difficult, brainstorm which questions they could ask, and write them on the board.

**G.** Students choose some of the questions in **D** and **F** – about 6 questions is enough. They ask and answer the questions in pairs.

**H.** Students change partners, and tell their new partner about their previous partner. If you have a small class, get students to tell the class about their partner.

## 2. The Present Perfect (3)

In Module 5, students were introduced to the present perfect tense to talk about things that have just happened. This section looks at another use of the present perfect tense: talking about past experience. It introduces the question *Have you ever...?* to ask about previous experiences and looks at the difference between the two past participles of *go*: *been* and *gone*.

### 2.1 Have you ever met a famous person?

- A.** Look at the pictures, and establish the situation. Three students – two from Burma and one from England – are talking about famous people they have met. **Pre-teach** *Minister of Education*. Check students know who David Beckham (a famous English footballer) and Prince William (a member of the British Royal family) are. Play audio 12.2. Students listen, and decide which people the students have actually met.

**Answers:** 1. *yes*    2. *yes*    3. *no* – *Nyi Nyi was not telling the truth*

- B.** Students answer the questions. Try to **elicit** relevant extra information, rather than just *yes* or *no*.

**Answers:**

1. *No, she hasn't. She's met the Minister of Education's husband.*
2. *No, she hasn't. He came to her parents' shop and bought a newspaper, but they didn't talk to each other.*
3. *No, he hasn't. He was not telling the truth.*

- C.** Play audio 12.2 again. Students listen, and write examples of the present perfect tense in each form. Make sure they know that sentences with *never* are grammatically positive even though the meaning is negative.

**Answers: positive sentences:** *You've lived in London. I've never met a really famous person. I've met David Beckham. He's never met David Beckham.*

**negative sentences:** *No you haven't!*

**yes/no questions:** *Have you ever met a famous person?*

*Have you seen anyone famous?*

Tell students to read the **Present perfect (3)** section of the **Language Reference**.

### 2.2 Your experiences

- A.** Students write sentences about their experience: what they have done, and when they did it. Emphasise the different tenses used: present perfect for experience, and past simple to talk about the exact time and other details.

**Answers:** *I've ridden an elephant. I rode one in...*    OR    *I've never ridden an elephant.*  
*I've had malaria. I had it in...*    OR    *I've never had malaria.*  
*I've stolen something. I stole a... in...*    OR    *I've never stolen anything.*  
*I've been to Bagan. I went there in...*    OR    *I've never been to Bagan.*  
*I've won a competition. I won a... competition in...*    OR    *I've never won a competition.*  
*I've broken a bone. I broke my... in...*    OR    *I've never broken a bone.*  
*I've seen a ghost. I saw one in...*    OR    *I've never seen a ghost.*  
*I've met a famous person. I met... in...*    OR    *I've never met a famous person.*

- B.** Students work in pairs, and ask and answer questions as in the example dialogue.

- C.** Students get into groups (4-7 per group is best) and take turns telling their group members about their partners from **B**. They don't need to tell everything, only the more interesting experiences.

If you have a small class, you can do this as a class instead.

### 2.3 Have you ever...?

*This section gives extra practice of the present perfect for experience and briefly reviews the use of four tenses covered in this course. If you think your students do not need this, or you do not have much time, you can skip this section and move onto 2.4.*

*Instructions for these exercises are on the next page.*

- A.** Look at the pictures. Students will hear people answering four questions about the things in the pictures. **Elicit** predictions from the students about what the questions will be. Write these on the board. Play audio 12.3. Students identify the questions. Were their predictions correct?
- Answers:** *Have you ever been in a large boat? Have you ever eaten pizza? Have you ever driven a motorbike? Have you ever attended a conference?*

- B.** Play audio 12.3 again. Students listen and answer the questions.

**Answers:**

1. **a.** *When she was young.* **b.** *To stay with her grandparents.*  
**c.** *Yes – She said it was nice, peaceful and relaxing.*
2. **a.** *At a pizza restaurant around the corner from his house.* **b.** *Once a week.*
3. **a.** *Thirteen.* **b.** *Her older brother's.* **c.** *No – She was very frightened.*
4. **a.** *Yes, he has.* **b.** *The environment/logging in Kachin State.*  
**c.** *45 people: Burmese, Chinese and other Asians.*

- C.** Students match the tenses and the uses.

**Answers:**

*present perfect – to talk about experiences*

*past simple – to talk about something that happened at a specific time in the past*

*present simple – to talk about habits*

*past continuous – to talk about something happening at the same time as another event*

- D.** *This may take quite a long time so skip it if you like.*

Students listen and write at least one example (from the audio) of each tense mentioned in **C**.

## 2.4 Relevant experience

- A.** Discuss *relevant experience*. **Elicit** students' ideas of what this means.

**Answer:** *Past experience that is useful in your current situation. If you are applying for a job, it is experience that would help you to do that job.*

- B. Pre-teach** *liaise* [*lee-aise*], *reports*, *proposals*. Read the information, and clarify anything that students don't understand. Students read through the list of experiences, and tick the ones that they consider relevant to the job of school counsellor.

**Possible answers:** *Most of these are relevant. Part of the job is to advise about job opportunities so experience of any job is a bit relevant. However, perhaps the most relevant are:*

- *teaching in a high school*
- *working for a community organisation*
- *writing reports and proposals*
- *liaising with different ethnic organisations*
- *studying at university*

- C.** Students decide on the five experiences that are most important for the school counsellor job. These can be experiences from the list in **B** or ones that the students think of for themselves. You might like to **brainstorm** a list of relevant experience with class first. After students have decided on their five experiences, they make *yes/no* questions about them. Some examples of questions from the list above:
- *Have you worked for a community organisation?*
  - *Have you written reports and proposals?*
  - *Have you liaised with different ethnic organisations?*
  - *Have you studied at university?*
- D.** In pairs, students interview each other for the job of school counsellor. Partner A is the interviewer, and asks his/her six questions. Partner B is the applicant, and answers the questions. They should answer honestly according to their own real experience.
- E.** In groups, students make list of relevant experience for the three jobs. Once they have their lists, they write questions asking about the experience.

## 2.5 Personal qualities

- A.** Read the introduction and clarify anything that students don't understand. What kind of person is she looking for? **Pre-teach** *loyal*. In pairs, students decide what characteristics are most important for this job. They can use a dictionary or ask you if they don't understand the words.

- B.** Audio 12.4 is extracts from job interviews – Mi Mi Khaing interviewed six people. These six people applied for the job. Mi Mi Khaing made these notes about them.  
Students read the notes – clarify anything they don't understand. Play audio 12.4. Students listen, and write the number of the interview next to the note.

**Answers:** 1. *b* 2. *c* 3. *e* 4. *f* 5. *d* 6. *a*

- C.** Play audio 12.4 again, more than once if necessary. Students write all Mi Mi Khaing's questions. Then they look at the audioscript and check their answers.

**Answers:**

*Why do you want this job?*

*Is the money important to you?*

*What did you think of Rangoon?*

*And do you want to travel around the countryside?*

*Have you had much experience with the education department?*

*Are you still teaching at the university?*

*Why is that?*

*Problems?*

*Why have you had five different jobs this year?*

*Would you enjoy liaising with different education organisations?*

*And are there any questions you'd like to ask me?*

- D.** Look at the questions, and clarify anything students don't understand. What other questions might people ask in a job interview? **Brainstorm** some more questions, and write them on the board.

Here are some ideas:

- *Where do you work now?*

- *Can you use a computer?*

- *What languages do you speak?*

*Etc.*

**Roleplay** a job interview. In pairs, students ask and answer these and other questions. Give the class a few minutes to prepare their questions and answers. Partner A is the interviewer; Partner B is the interviewee. Then students change roles. If you like, get a few pairs to perform their roleplays to the class.

## 2.6 *been* and *gone*

Read the explanation and examples of *been* and *gone*. If necessary, refer students to the ***been* and *gone*** section of the **Language Reference**.

- A.** Students fill the gaps with *been* or *gone*.

**Answers:**

a. *gone*

b. *been*

c. *been*

d. *gone*

e. *been*

f. *been*

g. *gone*

h. *gone*

i. *been*



**B.** Students write sentences about where she's been, and when she went there.

**Answers:**

1. *She's been to France. She went there in 1992.*
2. *She's been to Thailand twice. She went there in 2002 and 2004.*
3. *She's been to Cambodia and Laos. She went there in 2002.*
4. *She's been to China. She went there in 2005.*
5. *She's been to Egypt. She went there in 2007.*
6. *She's been to Singapore and Indonesia. She went there in 1989.*
7. *She's been to Malaysia. She went there in 2003.*

**C.** Students fill the gaps in the paragraph, using the information in the texts.

**Answers:**

Nang Seng has visited ten countries in Asia, Europe and the Middle East. She has been to seven different countries in Asia. In 2002, she went to Laos, Cambodia and Thailand. She has visited Thailand twice. The first time was in 2002 and the second time was in 2004. In 1989, she visited Singapore and Indonesia. She's only been to Europe twice. She's visited Britain and France there. She went to Egypt in 2007 to attend a conference.

### 3. The Arts

This section looks at the arts: performing, writing, playing instruments, dancing, etc. The focus is on the types of arts you can see in Burma and Southeast Asia.

#### 3.1 Vocabulary

**A.** In groups, look at the words, and discuss their meanings.

Students spend a few minutes looking up words they don't know in their dictionaries.

**B.** In groups, pairs or individually, students put these words into categories.

Encourage students to think of more words connected with the arts, and put them in the table.

**Answers:**

watching		listening		reading/writing	
<i>theatre</i>	<i>make-up</i>	<i>musician</i>	<i>record</i>	<i>poet</i>	<i>classical</i>
<i>rehearse</i>	<i>play</i>	<i>rehearse</i>	<i>perform</i>	<i>traditional</i>	<i>writer</i>
<i>concert</i>	<i>movie</i>	<i>concert</i>	<i>singer</i>	<i>modern</i>	<i>book</i>
<i>exhibition</i>	<i>actor</i>	<i>song</i>	<i>band</i>		
<i>costume</i>	<i>artist</i>	<i>traditional</i>	<i>orchestra</i>		
<i>photographs</i>	<i>perform</i>	<i>modern</i>	<i>folk</i>		
<i>traditional</i>	<i>cinema</i>	<i>classical</i>	<i>karaoke</i>		
<i>modern</i>	<i>puppet</i>	<i>rock</i>	<i>instrument</i>		
<i>classical</i>	<i>circus</i>	<i>opera</i>	<i>jazz</i>		
	<i>gallery</i>				

#### Language/Culture Notes

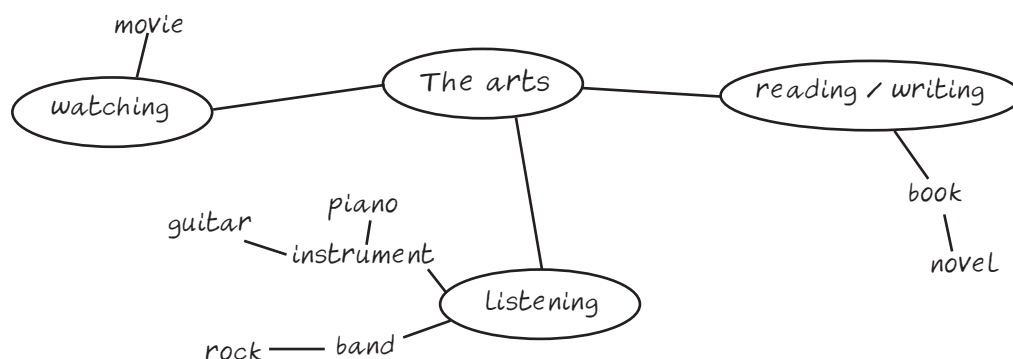
An **orchestra** is a large group of musicians playing **classical music**. A **band** is a smaller group of musicians; different bands play different types of music.

**Opera** is a type of classical music, with a focus on singing and acting. Many different cultures have opera.

An **art gallery** is a place where people go to see art. Art galleries and museums hold **exhibitions** that focus on a particular topic, period or artist.

### Extra Idea

Give each group a large sheet of paper, and get them to make **mind map** posters to stick on the wall. They could illustrate them, either with their own drawings or pictures cut out of newspapers and magazines. Which group can add the most words?



## 3.2 The arts in Asia

**A.** Read the descriptions of the photos, and clarify anything students don't understand.

Individually or in pairs or groups, students match the photos with the descriptions.

**Answers:**

1. *g*
2. *a*
3. *e*
4. *h*
5. *k*
6. *d*
7. *c*
8. *i*
9. *b*
10. *f*
11. *j*



- B.** In pairs, students choose one picture, and think of some background information about it. This does not have to be true. Students should use their imaginations!  
They tell the class. (If you have a large class, they can do this in groups instead.) They should not use the name(s) of the artist(s) in their information.  
The class (or group) guesses which picture it is.  
You might need to **demonstrate**, e.g.

*He has just finished a concert in Bangkok. After the photo is taken, he will get in a bus and go to Chiang Mai with his band. They are waiting for him. (Carabao)*

*They are at a rehearsal. It is late afternoon, and everyone is very tired. There are two violin players. They don't like each other; they are arguing. The piano player wants to go home to see his new baby. They have an important concert tomorrow. (The Bombay Symphony Orchestra)*

- C.** In pairs or groups, students describe and discuss their experience of the arts.

### 3.3 Describe the picture

*This activity is quite easy. If your students don't need more practice with arts vocabulary, you can skip this.*

- A.** Students write five true and five false sentences about the picture. Encourage them to be creative.
- B.** Students work in pairs. They order their sentences in a mixture of true and false, and shut their books. Partner A reads her/his sentences to Partner B. Without looking at the picture, Partner B identifies whether the sentences are true or false.  
Then partners swap roles. They take turns doing this until they have no more sentences left.

## 4. Social chat

This section deals with small talk – the general, polite sociable conversation you make with people you don't know very well. Small talk is what you do when you meet someone for the first time, and want to be friendly. It starts by reviewing introductions, and then looks at what happens after the introduction.

### 4.1 Introductions

- A.** Students match the situations with the appropriate remarks. Some remarks match more than one situation.

**Answers:**

**Informal introductions**

*Have you met Mi Chan?*

*Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.*

*Hi. Nice to meet you.*

**Formal introductions**

*Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher,*

*Sayama Mu Naw.*

*Ms Green, I'd like to introduce my colleague, Nu Nu.*

*How do you do?*

**Introducing yourself**

*May I introduce myself? I'm Sandar from the National Manufacturers Association.*

*Excuse me, are you Maw Maw Aung?*

*I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey.*

*Hi. Nice to meet you.*

*How do you do?*

- B.** Read through the situations and clarify anything students don't understand. Students work in pairs or groups of three. They create short dialogues for each situation, and practise these in their groups.
- C.** In their pairs or groups, students choose one of the situations, and write a longer dialogue. This should last between 45 seconds and 2 minutes (you choose the time limit). Encourage students to be creative – what sort of things are they likely to talk about in these situations?
- D.** Students perform their conversations to the class.

### 4.2 Conversations

- A.** In groups, students decide which topics are appropriate small talk, and which are inappropriate when you meet people for the first time. There are no fixed rules for this, as some people are happy to talk about age, religion or politics, and some aren't. Some people might not want to talk about their organisations or jobs, or why they are here. In Western cultures, the following is generally true.

**Possible answers:**

appropriate	inappropriate
<i>family</i>	<i>religion</i>
<i>organisation/job</i>	<i>political beliefs</i>
<i>the weather</i>	<i>age</i>
<i>duties and responsibilities</i>	<i>their opinion of your culture</i>
<i>hobbies/sports</i>	<i>your opinion of their culture</i>
<i>home country/town</i>	
<i>places they've been to</i>	
<i>favourite food/music/films/books</i>	
<i>why they are here</i>	

**B.** Read through the situations and clarify anything students don't understand.

**Brainstorm** a list of things you could say in each of these situations.

**Suggestions:**

1. **(bus)** – Yes, it is. I'm tired. Do you travel here often? Where are you going? etc.

2. **(meeting)** – Hello. My name is (Zin Mar). Have we met before? Were you at (the meeting last week)?

3. **(conference)** – That was a very interesting speech. Did it take you long to write?  
I don't know a lot about (fish farming), but that was really interesting. etc.

4. **(teacher)** – Sayama Nu? Do you remember me? I'm May May.

You taught me in 5<sup>th</sup> standard, in 1997. Are you still teaching at No 2 school?

### 4.3 Formal or informal?

**A.** Play audio 12.5. Students listen, and decide which conversation is more formal.

**Answer:** *Conversation 1*

Play audio 12.5 again. Students identify the topics in each conversation.

**Answers:** *Conversation 1: Organisation, duties and responsibilities, home town*

*Conversation 2: The weather, places they've been to, favourite food and music*

**B.** Point out that when we want to keep a conversation going, it is important to ask questions. This demonstrates you are interested in the person you are talking to.

Play audio 12.5 again. Students identify which questions the speakers use to get more information.

**Answers:**

*Conversation 1: Are you still with the UNDP? So, how long are you here this time?*

*What's that like?*

*So, what do you do for the UNDP?*

*Conversation 2: Where are you from?*

*What's it like?*

*Do you like Chinese food?*

*Have you heard much Chinese music? Is it good?*

**C.** Play audio 12.5 again. Students identify what words and noises the speakers make to show they are interested in the conversations.

**Answers:** *Conversation 1: Really? Uh-huh. Oh? Yes? Conversation 2: Yeah. Mmmm.*

**D. Roleplay.** In pairs, students choose one of the situations in 4.2 A. They create a conversation. Give them a few minutes to prepare, and get a few pairs to perform their conversations to the class.

## 5. Pronunciation: Expressing Interest

This section focuses on using intonation to demonstrate you are interested in another person, and want to listen to what they are saying.

### 5.1 Intonation

**A.** Play audio 12.6. Students decide in which conversation the woman sounds more interested, 1 or 2? Why do they think this?

**Answer:** 2. *Her voice rises and falls more. In 1, she speaks in almost the same tone throughout.*

Explain to students: Intonation is variation of *pitch* ('high' and 'low' sounds) when speaking. People usually talk in a higher pitch, or in a varying pitch (up and down), when they are interested in the conversation. If people talk in a low, flat pitch, it can sound like they are not interested.

**B.** In pairs, students practise introducing themselves and sounding interested in their partner. The conversation from A is a useful model conversation – students can find it in the audioscripts.

**C.** Play audio 12.7. These are examples of people sounding interested. Students repeat, focusing on intonation. It will be difficult for students to copy the intonation exactly the same as the audio. That's OK. The main point of this exercise is to expose students to the idea that people vary their speaking tone when they want to sound interested.

### 5.2 Are you interested?

**A.** Students take a few minutes to think of appropriate responses to these remarks.

Students work in pairs, taking turn to remark and respond. They should focus on intonation.

*Exercises B-F are good for intonation and general speaking practice, but skip them if you are short of time.*

- B.** Students write a topic on a piece of paper. They should think of a topic that they want to hear more about, but that other students will know about. Collect the pieces of paper.
- C.** Give each student one of the pieces of paper. If anyone gets their own back, swap it for another one. Students prepare three minutes of things to say about this topic. (If you think this is too difficult, tell them to prepare only 90 seconds' worth.) Give them 5-10 minutes to think about the topic and make some notes. However, they are not allowed to read their notes when they talk. The notes are only to help them think while they are preparing.
- D.** In pairs, students talk for three minutes (or 90 seconds) on their topic. The listening student listens for intonation that demonstrates the speaker is interested.
- E.** Students change partners. In their new pairs, they talk for two minutes (or one minute) on the topic. The listening student listens for intonation that demonstrates the speaker is interested.
- F.** Students change partners. In their new pairs, they talk for one minute (or 30 seconds) on the topic.

## 6. Phrasal Verbs

This section introduces phrasal verbs:

- *phrasal verbs that are easily understood by their component parts*
- *phrasal verbs that have different meanings to their components, and must be learned as separate vocabulary items.*

### 6.1 What is a phrasal verb?

- A.** Students work in groups of four or five. Give each group a piece of paper. Only one person from each group should write. Give groups two minutes to list as many phrasal verbs as they can. The group with the most phrasal verbs is the winner. Groups read out their phrasal verbs. Make a class list on the board.
- B. Pre-teach idiom** (a group of words that have a special meaning – a meaning that is different from the separate words). Students read the statements, and decide if they are true or false.

**Answers:**

1. *True. (In phrasal verbs, at, in, on, etc. are not prepositions. They are small adverbs which are sometimes called 'adverb particles', sometimes 'adverbs' and sometimes just 'particles'.)*
2. *True.*
3. *True. (There are thousands of phrasal verbs commonly used in English.)*
4. *False. (Some are idioms, but some, such as stand up, have clear, literal meanings.)*
5. *False. (Some phrasal verbs can be used in formal contexts, but most are informal.)*

### 6.2 Easy phrasal verbs

*This exercise focuses on phrasal verbs you can easily understand if you know the meanings of their separate words.*

- A.** Students look the verbs in the box, and figure out their meanings. **Elicit** definitions if you like. They write them in their past simple forms.

**Answers:** *came back   came in   cut out   fell over   got on   gave away   stood up  
lay down   paid back   stayed in   woke up   put on   went away   tried on*

Tell students that phrasal verbs can be used in all tenses but this section focuses on the present and past simple.

- B.** Students fill the gaps with the verbs in the box. Some of them need to be put into the past simple tense. There are a few possible answers; these are the most common.

**Possible answers:**

2. *give away*   3. *fall over*   4. *put on*   5. *lay down*   6. *Go away!*   7. *Come in.*   8. *cut out*  
9. *stay in*   10. *Come back!*   11. *tried on*   12. *got on*   13. *pay back*   14. *Wake up!*

- C.** Students complete the sentences.

**Possible answers:**

- |  |  |
|--|--|
| 1. <i>Please cut out this picture from the newspaper.</i>      | 5. <i>I need to lie down because I feel sick.</i>          |
| 2. <i>I'd like to try on that coat.</i>                        | 6. <i>I gave away my bicycle because I didn't need it.</i> |
| 3. <i>The weather is very hot. I'll put on a cotton shirt.</i> | 7. <i>Naw Moo came back because she wanted to see us.</i>  |
| 4. <i>Ko Moe fell over and hurt his leg.</i>                   | 8. <i>I usually wake up at 6.30.</i>                       |



## 6.3 Idiomatic phrasal verbs

This exercise focuses on idiomatic phrasal verbs. These verbs have meanings that are different from the meanings of their separate parts.

**A.** Students look the verbs in the box, and guess their meanings. **Elicit** definitions if you like.

**B.** Students match the verbs in the box with these synonyms.

**Answers:** *continue* – carry on    *understand* – figure out    *collect* – pick up    *stop* – give up  
*refuse* – turn down

### Language/Culture Notes

1. Sometimes **phrasal verbs** have a slightly different meaning or use from their synonyms. For example, *figure out* means 'to come to know the answer, method or reason by thinking about it', e.g. *I can't figure out how to play the video*. It is not correct to say *I can't figure out the radio because it's too quiet*. But it is useful for students to know the synonyms so they can understand the approximate meanings.

2. Many phrasal verbs have more than one meaning. For example, *take off* can mean:

- i. to remove an item of clothing. (*The man took off his shirt.*)
- ii. when a plane leaves the ground. (*The plane took off at 8.00.*)
- iii. to reduce the price of an item. (*They've taken 10% off the price of this shirt.*)
- iv. when something new suddenly becomes popular. (*The new bakery has really taken off.*)

This is the same as many other vocabulary items in English. In this module, we only show one meaning of the verbs used.

**C.** Students put the verbs into their past tense forms.

**Answers:** *threw away*    *turned up*    *turned down*    *went on*    *set up*    *hurried up*  
*looked after*    *looked up*    *figured out*    *gave up*    *carried on*    *picked up*    *grew up*

**D.** Students fill the gaps with the verbs in the box. Some of them need to be put into the past tense.

**Answers:**

1. *Hurry up*    2. *set up*    3. *looked up*    4. *grow up*    5. *Carry on*    6. *turned up*
7. *pick up*    8. *figure out*    9. *gave up*    10. *look after*    11. *turned down*    12. *throw away*

**E.** Students complete the sentences.

**Possible answers:**

1. Someone turned up *at my house yesterday afternoon*.
2. Please throw away *that ugly old hat*.
3. I grew up *in a small village near Sittwe*.
4. We set up *a committee to organise the festival*.
5. Hurry up *or we'll miss the train!*
6. I can't figure out *the answer*.

If students want more information about phrasal verbs, tell them to read the **Phrasal verbs** section of the **Language Reference**.

## 7. Writing: Charts and Statistics

This section focuses on statistics and charts, and how students can interpret and write about them. It covers the use of bullet points, which are commonly used to present lists of facts or opinions.

### 7.1 Statistics

**A.** Students answer the questions.

**Answers:**

1. *Australia is the richest. Bangladesh is the poorest.*
2. *In general, rich countries damage the environment more.*

**B. Pre-teach** *consume*, *emit*, *barrel* (used to measure oil – about 159 litres), *tonne* (1,000 kilograms), *waste* (rubbish, stuff that is not used). Students look at the chart and match the verb with the type of statistic each line in the chart focuses on.

**Answers:** emitted – *carbon dioxide*    produced – *waste*    born – *babies*

**C.** Students fill the gaps.

**Answers:** 1. 268 million tonnes    2. 252,000    3. 10.3 million tonnes    4. Bangladesh    5. Bangladesh, least

**D.** Students make more sentences using the information in the chart – between 3 and 10, depending on how much time you have. Encourage them to analyse and interpret the information, not just write obvious sentences. If necessary, write some examples on the board, e.g.

*Australia has a smaller population than Bangladesh, but it produces much more waste.*

*More oil is consumed in Thailand than in Bangladesh.*

*More babies are born in Bangladesh than in Thailand or Australia.*

## 7.2 Listing information

**A. Pre-teach** *import* and *export*. **Elicit** the purpose of this chart.

**Answer:** *To look at oil production, consumption, imports and exports in 1980 and now, for the US, Saudi Arabia and China.*

**B.** Use the information in the chart to complete the sentences.

**Answers:**

- In 1980, 10.8 million barrels of oil were produced in the U.S. every day. Now, 8.3 million barrels are produced.
- In 1980, 17.1 million barrels of oil were consumed in the U.S. every day. Now, 20.8 million barrels are consumed.
- In 1980, no barrels of oil were imported in Saudi Arabia, and 9.7 million barrels were exported.
- Nowadays, no barrels of oil are imported in Saudi Arabia, and 8.9 million barrels are exported.

Students add some information about China to this list, e.g.

- *In 1980, 2.1 million barrels of oil were produced, and 1.8 million barrels were consumed.*
- *300,000 barrels of oil were exported in 1980. Nowadays, only 100,000 are exported.*

Write some of the students' sentences on a list of the board.

**C.** Each group writes four bullet-point lists of possible explanations for the changes described. They can use the example as a model format.

If you like, get students to present their ideas to the class.

**Possible reasons:**

1. • *More oil has been discovered.*  
• *The demand for oil (how much oil people want) has increased so they have to produce more.*
2. • *People and businesses consume more oil. China does not have enough resources to produce all the oil they need, so they have to import some.*
3. • *Because of the rising demand for oil in China, they now want to use almost all of it for their own people and businesses, so there is not much left to export.*
4. • *Since 1980, living standards in China have risen, so more people own cars and electrical goods, and consume products that require oil to produce.*  
• *China is manufacturing more goods for export, and this uses a lot of oil.*

## 7.3 Population and life expectancy

**A. Pre-teach** *life expectancy* (how many years someone is expected to live) and *purpose*. **Elicit** the purpose of this chart.

**Answer:** *To look at changes to world population and life expectancy over the last 2,000 years.*

**B.** Students describe the chart – say what changes it shows – and give possible explanations for these changes. They can use bullet points, but they must also include a sentence or two introducing each section, as in the example given.

When you check students' writing, look for ideas and analysis, not facts copied from the chart.

If you prefer, you can tell students to write this in the style of an essay or report, not using bullet points.

## 8. Thinking about Learning: Grammar (2)

This is the second optional student training section that focuses on grammar. In this one, students discuss the importance of grammar mistakes, and look at different grammar learning techniques.

### 8.1 How important is grammar?

- A. Discuss students' opinions of their own grammatical ability. Many students feel that it is essential to be correct all the time in their use of grammar. This attitude is perhaps not useful. Although students should try to be correct, they should not worry about it so much that it reduces their ability to communicate ideas. Some students are too afraid to say anything in case they make a grammar mistake. It is useful for students to learn to decide what types of grammatical mistakes are important, and what they can do to help correct these mistakes.
- B. Make the point that mistakes are more serious if they cause difficulty in understanding, confusion over meaning, or offence. In groups, students identify and discuss the mistakes in the dialogues. They decide how serious each mistake is. Discuss as a class.

**Possible answers:**

1. *work – works. This mistake is unlikely to cause confusion. The meaning is still clear.*
2. *Where do you go...? – Where are you going...? This is not so serious, as the time is shown by 'next Saturday', which is clearly in the future.*
3. *How long you stay here? – How long have you stayed here? / How long will you stay here? Serious, as the listener does not know whether the question is asking how long you have already been here, or how much more time you will spend here.*
4. *I'm cutting my finger – I cut my finger / I've cut my finger. This might be a little serious, as it sounds like the person has been continuously cutting their finger; the same way they might be cutting wood or vegetables. People might think they are mad!*
5. *You look boring. – You look bored. This is very serious. Telling someone they look boring (uninteresting) is very rude. 'Bored' (uninterested) has a very different meaning.*
6. *What means 'flabbergasted'? – What does 'flabbergasted' mean? Not so serious as the meaning is quite clear.*

Ask students whether they consider speaking or writing mistakes more serious. Point out that in most speaking situations, you can get immediate feedback: requests to explain, rephrase or clarify the meaning. You can also use intonation, gestures and facial expressions to communicate meaning.

- C. Working individually, students decide which of these grammar mistakes are generally the most serious, and rank them in order. All of them can be serious or not serious, depending on the context, so there are no definite answers. However, some types of mistake are generally more likely to cause confusion than others.

**Possible answers:**

least serious to most serious – *articles, word order, word endings, prepositions of place and direction, particles in phrasal verbs, tenses*

Briefly **brainstorm** some more types of grammar mistake, e.g. subject-verb agreement and part of speech. Students add them to their ranking diagrams.

Read and discuss the information in the box. The main point is that students should focus on one or two grammar mistakes at a time, depending on their priorities. They can monitor these mistakes in their listening and speaking, and look out for examples of usage in reading and listening.

### 8.2 How do you prefer to learn grammar?

- A. Read through these grammar practice strategies, and clarify anything that students don't understand. Discuss these strategies. Do students use any of these?
- B. **Brainstorm** other techniques for practising grammar, and write them on the board. Discuss which strategies students prefer to use.
- C. Students identify a grammar point that they consider important, and decide on a strategy (or strategies) to improve their use of it. Get students to discuss their ideas in groups, or ask them to tell the class about their plans. If possible, ask them next week how they are going with their plan, and if they have improved.

## 9. Practice

This section has two parts:

- exercises so students can practise the language items learned in the module
- a vocabulary review where students can focus on new words from the module

### 9.1 Exercises

#### A. Passive and active

Answers:

2. covers
3. is covered
4. wasn't fixed
5. was posted, arrived
6. don't buy, isn't grown
7. grew up, don't live
8. was stolen
9. did Zarni resign
10. was Thida fired
11. were these photos taken, did you take

#### B. Who did it?

Possible answers:

2. All classes were cancelled because of the festival.
3. This road isn't used very often.
4. My son was arrested.
5. How are languages learned?
6. While I was in the shop, my bicycle was taken.
7. Where are apples grown?
8. How was the window broken?

#### C. Experience

Answers:

2. I've attended English classes for five months.
3. How long have you been here?
4. Min Thu hasn't eaten crocodile meat.
5. My parents have visited many cities.
6. Aung Mon and San San Aye have not had children yet.
7. Have the children tried their new bicycles?
8. I haven't played Buzkashi.
9. The cat has caught a lot of rats.
10. I've known Daw Than since 1991.

#### D. ever and never

Answers:

2. Have you ever eaten monkey?
3. Have you ever met a movie star?
4. Have you ever studied Japanese?
5. Have you ever played basketball?
6. Have you ever written a novel?
- No, I've never eaten monkey, but I've eaten snake.
- No, I've never met a movie star, but I've met a rock star.
- No, I've never studied Japanese, but I've studied Arabic.
- No, I've never played basketball, but I've played tennis.
- No, I've never written a novel, but I've written poems.

#### E. been and gone

Answers:

- Naw Paw:** Hi. Where's Lu Lu?
- Mary:** She's gone to the shop to get some meat.
- Naw Paw:** Oh! I bought some chicken – I've just been to the new market near the lake.
- Mary:** I haven't been there yet. What's it like?
- Naw Paw:** It's good – lots of cheap things to buy. Your mother should go there – they sell cheap cloth.
- Mary:** Oh, she's not sewing clothes now, she's gone back to the farm.

#### F. Present perfect and past simple

Answers:

2. She's been to university. She studied law.
3. He's gone to Rangoon. He went by train. **OR:** He's gone. He went to Rangoon by train.
4. They've met the Prime Minister. They met her last year.
5. I've performed in a concert. I performed with my class.

## G. Arts crossword

Answers:

### Across

- 1. *traditional*
- 6. *or*
- 7. *concert*
- 10. *dancer*
- 12. *sad*
- 14. *cut*
- 15. *hear*
- 18. *makeup*
- 19. *art*
- 20. *instrument*
- 22. *theatre*

### Down

- 2. *rehearse*
- 3. *too*
- 4. *orchestra*
- 5. *lot*
- 8. *read*
- 9. *actor*
- 11. *rock*
- 13. *puppet*
- 16. *artist*
- 17. *never*
- 19. *and*
- 21. *see*

## G. Phrasal verbs

Answers:

- 1. *d*
- 2. *b*
- 3. *i*
- 4. *g*
- 5. *a*
- 6. *e*
- 7. *l*
- 8. *h*
- 9. *k*
- 10. *f*
- 11. *c*
- 12. *j*

## H. Translate

Students translate these phrases into their L1. (If you can't check it, get other students to.)

## 9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Twelve. Not all of the words used in the module are here. If a word is very easy or not very useful, we haven't included it.

- A.** Students look up any words they don't know in their dictionaries (if they have them), and write translations or explanations for them. For homework, students should focus on the words they have difficulty with. Help students if they continue to have problems with any of the words.

**B. Answers:**

1. *invent*
2. *waste*
3. *rehearse*
4. *liaise*
5. *stranger*
6. *figure out*
7. *peaceful*
8. *recycle*
9. *statistics*
10. *suffer*
11. *carry on*
12. *cyclone, earthquake*

- C.** For this activity you may need to provide paper/cardboard and scissors to each student. They choose six phrasal verbs and write them on twelve small pieces of cardboard or paper. Students join with one or two others, and spread their cards out in mixed order, with the words face down. Students take it in turns to choose two cards and see if they make a phrasal verb. If they turn over two cards that make a phrasal verb, they explain what it means (in English or L1), keep the cards and have another turn. If they can't define it, or if they turn two cards that are not a phrasal verb, it's the next student's turn. The winner is the student with the most cards at the end of the game. Give them at least 10 minutes to play.

This game is mostly a test of vocabulary, but also has an added challenge of remembering where the cards are located.

If you and your students prefer to focus on items other than phrasal verbs, do any of the vocabulary activities from the **Vocabulary review** sections of Modules 1-11.

### Tests

On page 104 there is a test of the language and skills from Modules 11 and 12. Use this test so you and your students can see how much they have learned. Copy enough tests so there is one for each student. There is a marking guide on page 107.

There is also a final test of all the language and skills from Modules 1-12 on page 108.



# Revision: Modules 9-12

## A. Adult and child

Compare being an adult and being a child. Use *can/can't/have to/don't have to*. Think about things like money, freedom, responsibilities, work and free time.

### Positive (+)

**Children:** *Children can play every day.*

### Negative (-)

**Adults:** *Adults have to work hard.*

## B. Advice for a visitor

A friend from South Africa is coming to visit Burma for the first time. He'll be here for two weeks and he's going to visit your family and stay in a guesthouse. Give him some advice about your region and local culture.

1. Where should I go? *You should go to Shwedagon Pagoda.*
2. What traditional arts should I see?
3. How do I behave with older people?
4. What is rude behaviour while eating a meal?
5. Should I bring gifts for my host?
6. How do I buy a train ticket?
7. Can I go out alone at night?
8. Can I leave my money and passport in my hotel room?

## C. Visitors are coming

Marge Occam, an important visitor from England, is coming. You are taking her out to dinner. What should you do? Where can you go? What topics are appropriate and what topics are not appropriate? Complete the sentences.

1. You should *ask her about her favorite hobbies.*
2. You shouldn't
3. I think you should
4. You don't have to
5. You can
6. You mustn't

## D. Definitions

Group the following words into the three columns and write a definition for each.

musician	typewriter	island	peasant	gallery	qualification	bookshop
Australia	heater	violin	newsreader	dormitory	desert	puppet
		forestry worker	pilot	laboratory		

**Somewhere that**  
*island*

**Something that**  
*typewriter*

**Someone who**  
*musician*

*An island is somewhere that is surrounded by water.*

*A typewriter is something that you use to type letters.*

*A musician is someone who plays an instrument.*

## E. Past simple and past continuous

Complete the conversations. Use the past simple or the past continuous form of the verb.

Journalist: What were you doing (you / do) when the accident <sup>1.</sup> \_\_\_\_\_ (happen)?

Si Si: I <sup>2.</sup> \_\_\_\_\_ (be) at the bus station. I <sup>3.</sup> \_\_\_\_\_ (wait) for the bus to Hsipaw.

Journalist: <sup>4.</sup> \_\_\_\_\_ (you / see) the accident?

Si Si: No, because I <sup>5.</sup> \_\_\_\_\_ (read) the newspaper.

Hassan: I <sup>6.</sup> \_\_\_\_\_ (call) you at 8 o'clock last night but you weren't at home.

Kyaw Zwa: I <sup>7.</sup> \_\_\_\_\_ (sit) in a teashop. My brother and I <sup>8.</sup> \_\_\_\_\_ (watch) football.

Hassan: <sup>9.</sup> \_\_\_\_\_ (be) Aung Aung with you?

Kyaw Zwa: No, he <sup>10.</sup> \_\_\_\_\_ (work) at his Auntie's restaurant.

Hassan: Where <sup>11.</sup> \_\_\_\_\_ (you / go) after the teashop?

Kyaw Zwa: I <sup>12.</sup> \_\_\_\_\_ (go) home.

Mum: Oh no! My beautiful vase! What happened?

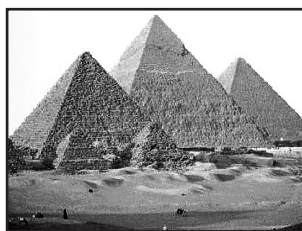
Ma Yin: I'm really sorry, Mum. I <sup>13.</sup> \_\_\_\_\_ (break) it when I <sup>14.</sup> \_\_\_\_\_ (wash) it.

Mum: How?

Ma Yin: My hands <sup>15.</sup> \_\_\_\_\_ (be) wet and I <sup>16.</sup> \_\_\_\_\_ (drop) it on the floor.

## F. Places around the world

What do you know about these places?



Egypt



Cambodia



Paris, France

Put the following words and phrases into the chart.

urban	Paris, France	tropical	take a boat tour	French wine and cheese
	Cambodia	see the Pyramids	old and modern paintings	

place	climate	geography	food	arts	activities
Egypt	dry	beaches the River Nile	kebabs mint tea	old buildings	_____
_____	hot, humid and rainy _____	paddy fields The Mekong River	rice noodles	traditional dancing Angkor Wat	see a temple ceremony _____
_____	hot summers cold winters	The Seine River _____	bread _____	_____	climb the Eiffel Tower
Other	_____	_____	_____	_____	_____

Fill the bottom row with information about your country, or a country you know well.

## G. An exciting trip

Read about Nang Seng's trip to an environmental conference. Fill in the blanks with the correct forms of the words and phrases in the box. Use each word or phrase once.

fly	excite	look for	need	bore	find out
listen	interest	take off	frighten	turn up	

In December 2007, Nang Seng went on an <sup>1.</sup> exciting trip. She went to Indonesia for an international conference about global warming. She felt a little nervous when the plane was <sup>2.</sup> \_\_\_\_\_ because she doesn't like <sup>3.</sup> \_\_\_\_\_. She also got lost while she was <sup>4.</sup> \_\_\_\_\_ her luggage.

People from 80 different countries <sup>5.</sup> \_\_\_\_\_ at the conference. Nang Seng went to a lot of meetings, which is sometimes quite <sup>6.</sup> \_\_\_\_\_. However, she also learned a lot about how our world is changing and that urgent action is <sup>7.</sup> \_\_\_\_\_ on global warming. She <sup>8.</sup> \_\_\_\_\_ a lot of information on this topic. It's really quite <sup>9.</sup> \_\_\_\_\_! Her schedule during the two week long conference was busy. Most of her days and evenings were busy with meetings and discussions. When the participants were having discussions, she <sup>10.</sup> \_\_\_\_\_ to all the different opinions people expressed.

Nang Seng enjoyed the conference because she is very <sup>11.</sup> \_\_\_\_\_ in global warming and she learned a lot.

## H. What makes a good or bad...?

Describe characteristics of a good or bad example of each type of person. Use at least three adjectives.

1. A good teacher is *patient, easy-going, and friendly.*
2. A bad teacher is \_\_\_\_\_
3. A good manager is \_\_\_\_\_
4. A bad manager is \_\_\_\_\_
5. A good doctor is \_\_\_\_\_
6. A bad doctor is \_\_\_\_\_
7. A good politician is \_\_\_\_\_
8. A bad politician is \_\_\_\_\_

## I. Making arrangements

Look at Nyi Nyi's schedule below and complete the conversation. Use the present continuous tense.

time	Monday	Tuesday	Wednesday
8:00am - 10:00am	English class		English class
10:00am - 12 noon		work at shop	meet with teacher
12 noon - 2:00pm	lunch with Ma Sein	lunch with Kyaw Zwa	

Sai Sai: Hey - do you want to have tea on Monday morning?

Nyi Nyi: Sorry, but I'm studying English from 8 until 10 o'clock.

Sai Sai: Could we have lunch on Monday? I'm free at noon.

Nyi Nyi: Sorry, I can't. <sup>1.</sup> \_\_\_\_\_. <sup>2.</sup> \_\_\_\_\_ from Dawei on Monday. Are you free on Tuesday morning?

Sai Sai: Sorry, but I'm working all day on Tuesday. How about Wednesday?

Nyi Nyi: Well, <sup>3.</sup> \_\_\_\_\_ at 8:00, and then <sup>4.</sup> \_\_\_\_\_ at 10:00. <sup>5.</sup> \_\_\_\_\_ anything at 12:00. How about then?

Nyi Nyi: Yeah - that sounds great! I'm not busy on Wednesday. See you then!

Sai Sai: OK - see you then!

## J. Passive quiz

First, form questions and statements using the present simple and past simple passive. Then choose the correct answers.

### Questions

1. When / build / Sule Pagoda?
2. Where / speak / Sinhalese / today?
3. Where / find / kiwis?
4. Where / first educate / Aung San?
5. When / invent / the internet?
6. What / invent / by Karl F. Benz?

### Answers

- a. (about 500 / 1,000 / 2,000 years ago)
- b. (India / Sri Lanka / Pakistan)
- c. (India / New Zealand / Australia)
- d. (Natmauk / Rangoon / London)
- e. (1969 / 1979 / 1989)
- f. (the telephone / the car / the motorcycle)

## K. Job interview

Imagine that you are in a job interview for an office assistant position in a town near Mrauk-U. Complete the question forms and then answer with your own information, giving some details.

Have you ever...

Answer

Details (When? Where?)

1. (have) had a job?
2. (apply) \_\_\_\_\_ for a job?
3. (work) \_\_\_\_\_ part-time?
4. (be) \_\_\_\_\_ promoted?
5. (work) \_\_\_\_\_ long hours?
6. (take) \_\_\_\_\_ a computer course?
7. (write) \_\_\_\_\_ a report?
8. (manage) \_\_\_\_\_ an office?
9. (quit) \_\_\_\_\_ a job?
10. (live) \_\_\_\_\_ in a rural area?

Yes, I have. I worked at MyanMart for 2 years.

## L. Check your knowledge

Think about all the things you have learned while studying Modules 9-12. Complete this checklist. Give yourself a score of 1-5: 1 = very badly 5 = very well.

Which ones have the lowest scores? What can you do to improve your ability in them?

I can...	1	2	3	4	5
discuss things you need and don't need to do					
give advice					
talk about jobs					
narrate a story in the past					
describe a person's character and appearance					
identify countries and nationalities					
talk about future plans and arrangements					
describe geographical features of a country					
express opinions, and agree and disagree with others' opinions					
discuss things you have done and things that have changed					
talk about the arts in your community					
understand and use appropriate small talk					
use a range of spoken communication strategies					

# Revision Answers: Modules 9-12

## A. Adult and child

### Possible answers, children:

**Positive** - *Children can learn very fast. Children don't have to work.*

**Negative** - *Children have to obey adults. Children can't drive a motorbike.*

### Possible answers, adults:

**Positive** - *Adults can make their own decisions. Adults don't have to attend school.*

**Negative** - *Adults have to worry about a lot of things. Adults can't cry in public.*

## B. Advice for a visitor

### Possible answers:

2. *You should see some traditional dancing.*

3. *You should be very polite to older people.*

4. *You should not eat with your left hand.*

5. *You don't have to, but you can bring a small gift if you want to.*

6. *You can go to the train station, or to a travel agent in town.*

7. *You can go out alone at night.*

8. *No, you shouldn't do that!*

## C. Visitors are coming

### Possible answers:

2. *You shouldn't ask her how much money she makes.*

3. *I think you should take her to meet your friends.*

4. *You don't have to call her 'Ms Occam'.*

5. *You can call her 'Marge'.*

6. *You mustn't drink too much alcohol.*

## D. Definitions

### Possible answers:

#### Somewhere that

country - *Somewhere that has borders and government. You need a passport to come in and out of it.*

gallery - *Somewhere that you can see paintings or photographs.*

bookshop - *Somewhere that you can buy books.*

Australia - *Somewhere that is large and near New Zealand*

dormitory - *Somewhere that a lot of students live together.*

desert - *Somewhere that is really dry. There's lots of sand and not many plants.*

laboratory - *Somewhere that scientists do experiments.*

#### Something that

qualification - *Something that you get after you finish university or a training course.*

heater - *Something that you can use to make your house warmer.*

violin - *Something that you use to make music. It has strings.*

puppet - *Something that looks like a person, used in theatre.*

internet - *Something that you use to send information between computers.*

#### Someone who

forestry worker - *Someone who takes care of the forest.*

peasant - *Someone who makes a living by growing crops.*

newsreader - *Someone who works on radio or TV and reads the news.*

pilot - *Someone who can fly an aeroplane.*

## E. Past simple and past continuous

### Answers:

1. *happened*    2. *was*    3. *was waiting*

4. *Did you see*    5. *was reading*    6. *called*

7. *was sitting*    8. *were watching*    9. *Was*

10. *was working*    11. *did you go*    12. *went*

13. *broke*    14. *was washing*

15. *were*    16. *dropped*

## F. Places around the world

Answers:

**Egypt/activities** - see the Pyramids

**Cambodia/climate** - tropical

**Cambodia/activities** - take a boat tour

**Paris, France/geography** - urban

**Paris, France/food** - French wine and cheese

**Paris, France/arts** - old and modern paintings

Fill the bottom section with information about a place you know well.

## G. An exciting trip

Answers:

2. taking off 3. flying 4. looking for

5. turned up 6. boring 7. needed

8. found out 9. frightening 10. listened

11. interested

## H. What makes a good or bad...?

Possible answers:

2. A bad teacher is bad-tempered, arrogant and impatient.

3. A good manager is generous, honest and friendly.

4. A bad manager is corrupt, mean and sleazy.

5. A good doctor is friendly, honest and intelligent.

6. A bad doctor is careless, forgetful and lazy.

7. A good politician is honest, reliable and friendly.

8. A bad politician is corrupt, vain and stupid.

## I. Making Arrangements

Possible answers:

1. I'm having lunch with Ma Sein

2. She's coming back / returning

3. I'm going to English class

4. I'm meeting with my teacher

5. I'm not doing

## J. Passive quiz

Answers:

1. a. About 2,000 years ago

2. b. Sri Lanka

3. c. New Zealand

4. d. Natmauk

5. e. 1969

6. f. The car

## K. Job interview

Possible answers:

2. Have you ever applied for a job?

Yes, I have. I applied for my job at MyanMart three years ago.

3. Have you ever worked part time?

Yes, I have. I worked part time when I was a student.

4. Have you ever been promoted?

Yes, I have. I was promoted to assistant manager at MyanMart.

5. Have you ever worked long hours?

Yes, I have. I worked long hours in a restaurant when I was a student

6. Have you ever taken a computer course?

No, I haven't, but I am very interested in learning about computers.

7. Have you ever written a report?

Yes, I have. When I worked at MyanMart, I had to write financial reports all the time.

8. Have you ever managed an office?

No, I haven't, but I have managed a shop.

9. Have you ever quit a job?

Yes, I have. I quit my job at MyanMart last year.

10. Have you ever lived in a rural area?

Yes, I have. I grew up in a small village in Shan State.

## L. Check your knowledge

Answer the questionnaire and make a plan for improving your weakest skills.



# Language Reference

## Module Nine

### can

We use *can* to:

1. talk about ability.
  - I **can** play the guitar quite well.
  - Phyu Phyu **can't** run very fast.
2. ask for and give (or refuse) permission.
  - **Can** I please use the toilet?
  - You **can't** smoke in here.
3. make requests and offers.
  - **Can** you pass me the salt, please?
  - **Can** I help you?

*Can* is a modal auxiliary verb. There is more information about modal verbs in Language Reference Module 7.

### must and have to

1. We use *have to* and *must* to show that something is necessary. The basic meaning is the same.
  - I have to study for my exam.
  - I must wash the dishes.
2. The negative forms have very different meanings.
  - a. *Don't/doesn't have to* means that it is not necessary.
    - You **don't have to** leave now (but you can if you want).
  - b. *Mustn't* means it is not allowed.
    - You **mustn't** cheat in your exams.

*Must* is a modal auxiliary verb. There is more information about modal verbs in the **Language Reference Module 7**.

*Have to* is not a modal verb, so the grammar is a little different.

### Statements

I/You/We/They	have don't have	to	be there.
She/He/It	has doesn't have		work hard.

NOTE: As with a modal verb, we always use the base form of the verb after *have to*. It does not change for the third person singular.

- I have to **go** home.
- He has to **go** home. NOT: He has to **goes** home.

## Questions and answers

### 1. yes/no questions

Do	I/you/we/they	have to	do it?
Does	she/he/it		leave?

### 2. Short answers

Yes,	I/you/we/they	do.	No,	I/you/we/they	don't.
	she/he/it	does.		she/he/it	doesn't.

### 3. wh- questions

- How hard **do** I **have to** work?
- Where **does** he **have to** be?

### have to in the past simple

1. The past simple form of *have to* is *had to*.
  - I **had to** go to hospital last week.
2. We make questions with *did* + *have to* + base.
  - **Did** you **have to go** to the hospital last week?
  - Why **did** you **have to go** there?
3. We make negatives with *didn't* + *have to* + base.
  - I **didn't have to go** to hospital.

### should

1. We use *should* and *shouldn't* to say that something is the right thing to do, or a good idea.
  - You're lazy. You **should** work harder.
  - He drinks too much. You **shouldn't** marry him.
2. To make advice softer and more personal, we use *I think* and *I don't think*.
  - I **think** you should wash your face.
  - I **don't think** they should buy that house.
3. We do not use *I think* with a negative verb.
  - I don't think you should go there.

NOT: I think you ~~shouldn't go there.~~

*Should* is a modal auxiliary verb. There is more information about modal verbs in the **Language Reference Module 7**.

### someone, anyone, etc.

Words beginning with *some-* and *any-* follow the same rules as *some* and *any*. (See Language Reference Module 6.)

- I met **someone** yesterday.
- I don't know **anyone** at this party.
- Have you met **anyone** recently?
- Can you introduce me to **someone**?

NOTE: There is no important difference between *someone/anyone* and *somebody/anybody*.



# Module Ten

## The past continuous

We use the past continuous for an activity in progress in the past.

- I **was talking** to my friend.
- The children **were shouting** loudly.

### Statements

subject	auxiliary	present participle
I	was	eating cake.
She/He/It	wasn't	
We/You/They	were	talking.
	weren't	

### Questions and answers

To make questions we put *was* or *were* before the subject.

#### 1. yes/no questions and short answers

STATEMENT: **He was** listening to the radio.

QUESTION: **Was he** listening to the radio?

ANSWER: • Yes, he was. • No, he wasn't.

STATEMENT: **They were** waiting at the station.

QUESTION: **Were they** waiting at the station?

ANSWER: • Yes, they were. • No, they weren't.

#### 2. wh- questions

- What **was he** doing?
- Where **were you** waiting?

## Past simple or continuous?

1. The past continuous describes an event in progress in the past.

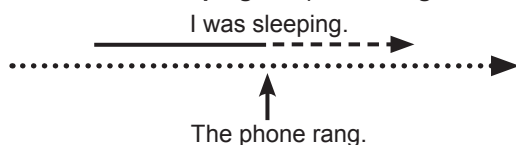
- I **was sleeping**.

2. The past simple shows a completed action or event in the past.

- The phone **rang**.

3. We often use the past continuous and the past simple together. The past simple says what happened (the main event). The past continuous says what was happening around that time (the background situation).

While I **was sleeping**, the phone **rang**.



4. We use two past simple verbs when two things happened, one after the other.

When the phone **rang**, I **got out** of bed.



5. It doesn't matter which clause comes first.

- When I saw her, I was running.
- = I was running when I saw her.

## when, while and during

We use *when*, *while* and *during* to talk about the time something happened.

- I fell in love **when** I saw him.
- I married him **while** I was living in Taunggyi.
- He left me **during** the water festival.

### when or while?

We can often use either *when* or *while* with no difference in meaning.

- I lived in Mandalay **when** I was studying.
- = I lived in Mandalay **while** I was studying.

BUT:

1. We normally use *while* before the past continuous and *when* before the past simple.

- I drank beer **while** I **was watching** TV.
- I was watching TV **when** I **drank** beer.

2. We use *when* to say an event happened after another event.

- **When** I hit him, he fell over.

NOT: **While** I hit him, he fell over.

### during or while?

1. *During* is a preposition, so we use it before a noun.

- I fell asleep **during the game**.

NOT: I fell asleep **during I was watching the game**.

2. *While* is a conjunction, so we use it before a clause.

- I fell asleep **while I was watching the game**.

NOT: I fell asleep **while the game**.

## Adjectives with -ing and -ed

1. We can use past participles (verb-*ed*) and present participles (verb-*ing*) as adjectives.

- I'm not **interested** in this **boring** book.

2. We use -*ed* adjectives to describe an effect, such as a feeling.

- I'm really **bored**. I have nothing to do.

NOT: I'm really **boring**.

- Tom was **confused** by the book.

NOT: Tom was **confusing** by the book.

3. We use -*ing* adjectives to describe the cause of a feeling, such as a person, thing or situation.

- This teacher is really **boring**. I want to sleep.

NOT: This teacher is really **bored**.

- Tom can't understand his book. It's **confusing**.

NOT: It's **confused**.

# Module Eleven

## going to

We use *going to* to talk about future plans – things we have already decided to do.

- I'm **going to** study maths at university.
- Thida is **going to** be a teacher.

### Statements

I	'm 'm not	going to	like that.
She/He/It	's isn't		be there.
We/You/They	're aren't		understand.

NOTE: We always use the base form of the verb after *going to*.

- Maung Maung is going to **have** a party.

NOT: ~~Maung Maung is going to has a party.~~

### Questions and answers

To make questions with *going to*, we put *am*, *is* or *are* before the subject.

#### 1. yes/no questions and short answers.

STATEMENT: **She is** going to buy a bicycle.

QUESTION: **Is she** going to buy a bicycle?

ANSWER: • Yes, she is.  
• No, she isn't. / No, she's not.

#### 2. wh- questions

- How **are they** going to get there?
- What **are you** going to do when you graduate?

## Present continuous for the future

1. We can use the present continuous to talk about future arrangements – things we have already arranged to do.

- I'm going to China next month.
- What are you doing this evening?

2. When we use the present continuous in this way, we either give a future time (*next week*, *tomorrow*, *tonight*, *at 6 o'clock*, etc.) or we know from the situation we are talking about the future.

- What are you doing **tomorrow**?
- I'm going to the office. I'm meeting the director **at 9 o'clock**.

## I think so, I hope not, etc.

We can use *so* to replace a *that*- clause.

- Is tomorrow a holiday?
- I think so. (= I think that tomorrow is a holiday.)
- Will Burma win the World Cup?
- I hope so. (= I hope that Burma wins the World Cup.)

NOTE: The negative forms of *I think so* and *I hope so* are:

- I don't think so.
- I hope not.

# Module Twelve

## The passive

1. We use active verbs when we are interested in the person or thing which does the action.

- My dad's clever. He built our house.

NOTE: ~~My dad's clever. Our house was built by him.~~

2. We use the passive when the person or thing which does the action is:

- not important
  - This house was built five years ago. (It doesn't matter who built it.)
- not known
  - My purse was stolen yesterday. (I don't know who stole it.)

3. We use *by* to show who did the action.

- This house was built **by my father**.

### Statements

1. We make the passive with the auxiliary verb *to be* + the past participle. To make different tenses, we change the form of the auxiliary.

- I **am employed** by my organisation.
- The bananas **were eaten** by Myint Myint San.
- Tea **isn't grown** in New Zealand.

2. The object of an active verb becomes the subject of a passive verb.

- The police arrested **John** last week. (active)

- **John** was arrested last week. (passive)

### Questions and answers

To make questions, we put the subject after the auxiliary.

#### 1. yes/no questions and short answers

STATEMENT: **Rice is grown** in China.

QUESTION: **Is rice grown** in China?

ANSWER: • Yes, it is.  
• No, it isn't. / No, it's not.

#### 2. wh- questions

- Where is rice grown?
- When were you born?
- How many people were killed?

### The present perfect (3)

We can use the present perfect to talk about experiences in our life up to the present. We don't say exactly when they happened.

- I've **been** to India three times.
- Tom **has** never **ridden** a horse.
- **Has** Hkun Soe ever **studied** English before?
- How many times **have** they **done** it?

#### ever

1. *Ever* means 'at any time'. We often use *ever* in present perfect questions to ask about experiences.

- Have you **ever** eaten dog meat?
- Have they **ever** been to Mandalay?

2. We don't use *ever* in positive statements.

- I have eaten dog meat.

NOT: I ~~have ever~~ eaten dog meat.

#### never

*Never* means 'at no time.' We often use *never* in present perfect statements. The meaning is negative but we use the positive form of the verb.

- She **has never** eaten dog meat.

NOT: She ~~hasn't never~~ eaten dog meat.

### been and gone

1. The verb *to go* has two past participles, *been* and *gone*. In British English, *been* means 'went and came back,' and *gone* means 'went and hasn't come back.'

- Si Si isn't here. She's **gone** to Iraq.
- I've **been** to Iraq three times.

NOT: I've ~~gone~~ to Iraq three times.

2. In American English, *gone* has both meanings.

- She's **gone** to Iraq three times.
- = She's **been** to Iraq three times.

BUT: *Been* only means 'went and came back'.

NOT: Si Si's not here. She's ~~been~~ to Iraq.

### Present perfect or past simple? (3)

1. We use the present perfect for experiences up to the present. We are not interested in the exact time.

- He's never **broken** his leg.
- They've **eaten** pizza twice this week.
- **Have** you **ever** met John?

2. We use the past simple for completed actions in the past. We use it when we are interested in the time of the event.

- I've met John. I **met** him last week.

NOT: I've ~~met~~ him last week.

- I **went** to Myitkyina in 2006.

NOT: I've ~~been~~ to Myitkyina in 2006.

### Phrasal verbs

1. Many verbs in English have two parts: a verb and an adverb particle (a small adverb). These are called phrasal verbs.

2. The meaning of some phrasal verbs is clear from the two parts.

- sit down • stand up • come in • go away

3. Some phrasal verbs are *idiomatic*. We can't work out the meaning from the separate parts.

- look after • turn down • figure out

4. Phrasal verbs are usually informal. In formal situations, we often use a different word or phrase.

- |                  |         |           |          |
|------------------|---------|-----------|----------|
| <b>informal:</b> | come in | get there | carry on |
| <b>formal:</b>   | enter   | arrive    | continue |

5. Like other vocabulary items, many phrasal verbs have more than one meaning

- work out = 1. figure out  
= 2. be successful  
= 3. exercise

# Irregular Verbs

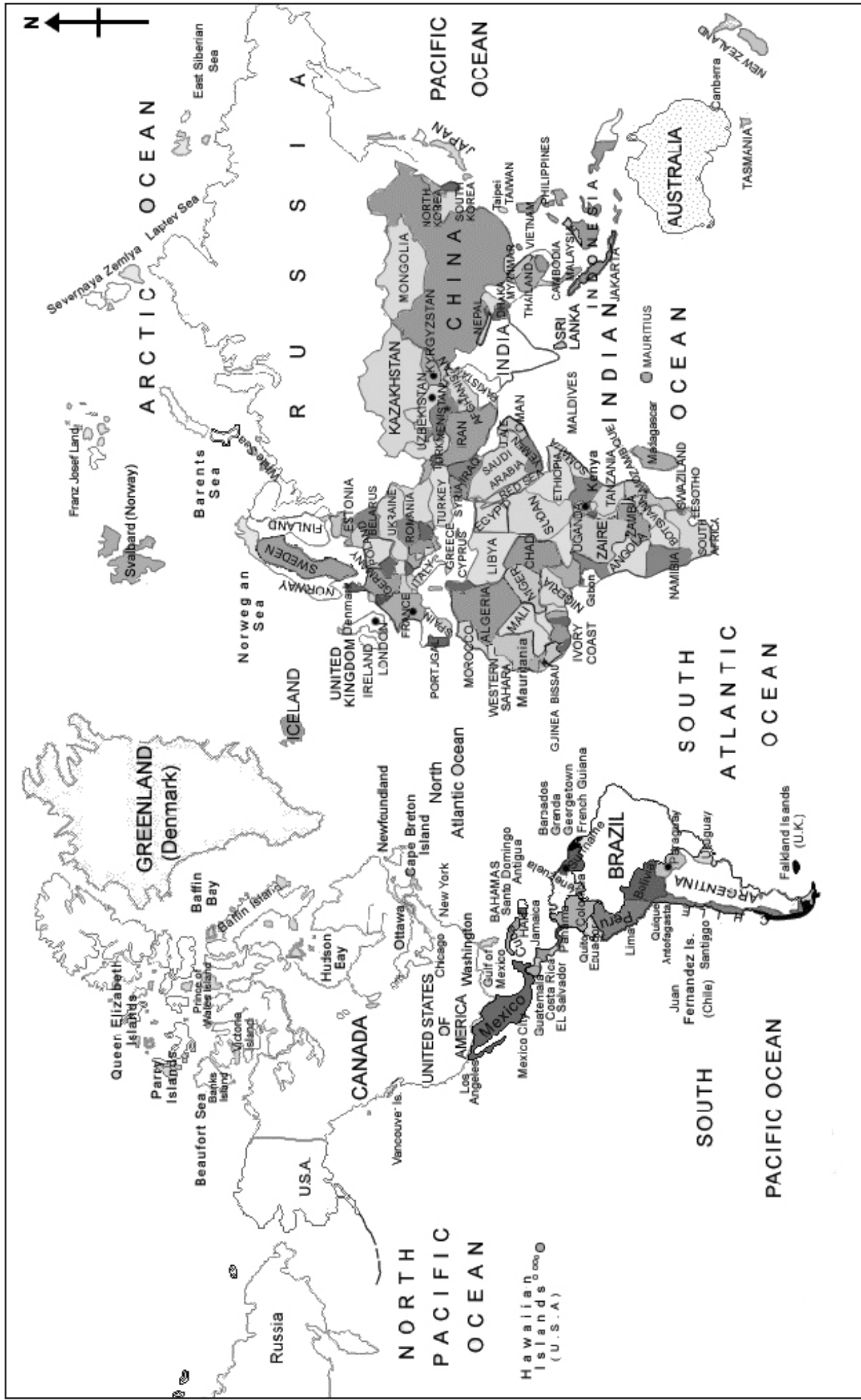
base	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

base	past simple	past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# Countries and Nationalities

Country	Nationality
Afghanistan	Afghan
Algeria	Algerian
Angola	Angolan
Argentina	Argentinian/Argentine
Australia	Australian
Austria	Austrian
Bangladesh	Bangladeshi
Belgium	Belgian
Bhutan	Bhutanese
Bolivia	Bolivian
Great Britain	British
Cambodia	Cambodian
Cameroon	Cameroon
Canada	Canadian
Chile	Chilean
China	Chinese
Congo	Congolese
Cuba	Cuban
Czech Republic	Czech
Denmark	Danish
Egypt	Egyptian
Ethiopia	Ethiopian
Fiji	Fijian
Finland	Finnish
France	French
Germany	German
Ghana	Ghanaian
Greece	Greek
Guatemala	Guatemalan
Hungary	Hungarian
Iceland	Icelandic
India	Indian
Indonesia	Indonesian
Iran	Iranian
Ireland	Irish
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Jordan	Jordanian
Kenya	Kenyan

Country	Nationality
Laos	Lao
Lebanon	Lebanese
Liberia	Liberian
Libya	Libyan
Malaysia	Malaysian
Mexico	Mexican
Mongolia	Mongolian
Morocco	Moroccan
Nepal	Nepalese
Netherlands	Dutch
Nigeria	Nigerian
North Korea	North Korean
Norway	Norwegian
Pakistan	Pakistani
Peru	Peruvian
Philippines	Filipino
Portugal	Portuguese
Romania	Romanian
Rwanda	Rwandan
Samoa	Samoan
Saudi Arabia	Saudi
Singapore	Singaporean
Somalia	Somali
South Africa	South African
South Korea	South Korean
Spain	Spanish
Sri Lanka	Sri Lanka
Sudan	Sudanese
Sweden	Swedish
Switzerland	Swiss
Syria	Syrian
Taiwan	Taiwanese
Tanzania	Tanzanian
Thailand	Thai
Tonga	Tongan
Turkey	Turkish
Uganda	Ugandan
USA	American
Venezuela	Venezuelan
Vietnam	Vietnamese
Zimbabwe	Zimbabwean





# Audioscripts

## 9.1 - In the dormitory

**Nyi Nyi:** Do I have to cook breakfast?

**Boarder master:** Yes, sometimes. Students take turns. Each student helps cook once a week.

**Nyi Nyi:** Can I smoke cheroots in the dormitory?

**Boarder master:** No, you can't. You have to go outside if you want to smoke.

**Nyi Nyi:** Do I have to share a mosquito net with another boy?

**Boarder master:** No, you get your own mosquito net.

**Nyi Nyi:** OK. And I like to study a lot. What time does the generator go off?

**Boarder master:** At 9 o'clock.

**Nyi Nyi:** Can I study after that?

**Boarder master:** Yes, sure, if you have enough candles. Just don't disturb other students.

## 9.2 - Advice on the radio: Part 1

**Interviewer:** OK, and now we're going to hear from Khaing Khaing. Hello Khaing Khaing. What's your problem?

**Khaing Khaing:** Hello. I'm a student at university. I'm just starting my third year, so I have one more year to go before I graduate. After I graduate I want to be a teacher in my village school.

**Interviewer:** OK, so what's wrong?

**Khaing Khaing:** Well, my boyfriend really wants to marry me soon.

**Interviewer:** Why does he want to get married now?

**Khaing Khaing:** He's a medic, and he's going to work in the countryside next month. He wants me to come with him. Also, my parents live there, and they think I should come home and get married. They don't understand why I need so much education.

**Interviewer:** I see.

**Khaing Khaing:** My parents really like my boyfriend – I do too, I mean, I love him a lot, and I want to marry him one day. But I want to finish my education first.

## 9.3 - Advice on the radio: Part 2

**Counsellor 1:** Hi Khaing Khaing. I suggest you talk to your boyfriend. Explain that you love him, but it's important for your future to finish your education. Maybe he doesn't like to wait, but he should know the long-term advantages. If you both want a happy married life, the two of you should compromise. For example, perhaps you should finish your education now, and then you can go to the countryside and teach there.

**Counsellor 2:** Yes, I agree. You should also talk to your parents, and maybe ask one of your teachers to write to them. It's difficult for them if you live a long way away, but the community needs good teachers! I think they can understand, and your boyfriend too. I think they need to compromise, and think about your long-term future.

## 9.4 - Aung Mon's job interview

**Director:** That sounds good. Now I've looked at your CV, and I see that you've done some computer training. Please tell me about that.

**Aung Mon:** Ummm, we learned basic computer skills – typing, Office, things like that.

**Director:** And have you used computers since then?

**Aung Mon:** Yes, quite a lot actually. I do translations on my wife's laptop.

**Director:** OK. Now, as you know, this job involves training people about the law. Have you got any legal qualifications yourself?

**Aung Mon:** Not exactly. I started a degree in law, but I didn't finish it because my dad died, so I had to drop out and work to support my family.

**Director:** I see. We're looking for someone with management experience. Have you done any management?

**Aung Mon:** Well, I was head teacher of a small school. That involved a lot of management – organising other teachers, timetables and things.

**Director:** OK. What languages do you have?

**Aung Mon:** Myanmar, English and Mon.

## 9.5 - Sabay's job

**Interviewer:** So Sabay, you're working here in Cambodia, in Phnom Penh, for Rajana. Can you tell me a little bit about that organisation?

**Sabay:** Rajana Project is, was started in 1995 by the NGO, ahh, called, it is called, ah, Southeast Asia Outreach. But this project is... our objective is to help the young Cambodian people and ahh... to help the poor villagers and can find the market for them too.

**Interviewer:** What sort of things does the organisation do?

**Sabay:** Especially we do the handicrafts.

**Interviewer:** Handicrafts? What type of handicrafts?

**Sabay:** Ah, like we produce like, ah, like ah, cards, ahh, jewellery, silver jewellery, ah, silk scarves, and, ah, bamboo handicrafts and hilltribe crafts.

**Interviewer:** So these are mostly traditional Cambodian type handicrafts?

**Sabay:** Yes, it is really ah, ahh, it is really traditional Cambodian craft.



**Interviewer:** And who makes them?

**Sabay:** Especially the young Cambodian people and the villagers.

**Interviewer:** So what is it that the villagers do?

**Sabay:** The villagers they produce like, ahh, bamboo crafts and especially silk, silk scarves and also the sarong or hol and different, ahh, different ahh, silk, raw silk and live silk and they produce also the box, ah, the palm leaf box, in Khmer it is called smok. Ah and they also produce different things what we order and what we have experience in in, ah, different handicrafts.

**Interviewer:** I notice, um, some of the things you have in the shop are gongs, made out of landmines...

**Sabay:** Gongs are also made from the recycled bomb shells and it is made by the villagers who, who are living in Udong. Udong is the former, the former capital of, ahh, Cambodia before.

**Interviewer:** And are there a lot of landmines around that area?

**Sabay:** Yes there are a lot of landmines in Cambodia like especially during the, during the, about nearly three decades of Cambodia war, so many different, ahh, different factions, different sides, they have the mines in their land, so many people can affected because of the landmines.

**Interviewer:** So you sell things from the villages, but you also have many people working here in the shop in Phnom Penh.

**Sabay:** You know all the young Cambodian people are, who are working in Rajana every day, they feel very happy and they work very hard in here. They try to work as hard as they can. And, and they have also have fair wages for themselves, and they have to provide their families in the, ah, in the villages as well

**Interviewer:** So Sabay, you're the General Manager of this project, um, what does that involve?

**Sabay:** Ahhh, now do you know I, when I was in the shops, I also do the accounts in the morning, and sometimes I have to go outside to do some marketing research, and sometimes I give, I have to promote, ah, our, our Rajana name more and more, sometimes I come and I have to sell in the shop as well and sometimes I have to do some design.

**Interviewer:** Um, you said when you first started that the funding was provided by an NGO. Do you still receive money from the NGO?

**Sabay:** Now we don't have any funds or donations from other NGO. Now we are independent since year 2000.

**Interviewer:** Thank you very much!

**Sabay:** You're welcome.

## 9.6 - Where's the calculator?

**Sayama Win:** Have you seen my calculator? I can't find it anywhere!

**Saya Seng Li:** No, I haven't. Perhaps someone's borrowed it.

**Sayama Win:** Not one of the teachers, and the students aren't allowed in here. I don't think anyone has been in this room since this morning – the door was locked. I'm sure it's somewhere in this room.

**Saya Seng Li:** The room is very untidy. It could be anywhere.

**Sayama Win:** I know. I can't find anything in here.

**Saya Seng Li:** Let's do something about this problem. If we tidy the room, maybe we'll find it somewhere.

## 9.7 - -er and -or endings

*These are jobs:* ambassador, director, builder, miner, farmer, lawyer, doctor, counsellor, sailor, actor, footballer, coordinator

*These are things:* tractor, newspaper, cooker, folder, stapler, dinner, paper, helicopter, generator, container, shower, typewriter

*These are people, but not job titles:* villager, passenger, prisoner, minor, winner, foreigner, customer, member, visitor

## 9.8 - Blowing in the Wind

How many roads must a man walk down

Before you can call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes and how many times must the cannonballs fly

Before they are forever banned?

The answer, my friend

Is blowing in the wind

The answer is blowing in the wind

Yes and how many years can a mountain exist

Before it is washed to the sea?

Yes and how many years can some people exist

Before they're allowed to be free?

Yes and how many times can a man turn his head

And pretend that he just doesn't see?

The answer, my friend

Is blowing in the wind

The answer is blowing in the wind

How many times must a man look up  
before he can see the sky?  
Yes and how many years must one man have  
Before he can hear people cry?  
Yes and how many deaths will it take 'till he knows  
That too many people have died?

The answer, my friend  
Is blowing in the wind  
The answer is blowing in the wind

## 10.1 - What were you doing when you heard?

### The newsreader

Umm, yeah. I was reading the news, and someone gave me a bit of paper, and it said Northopia had won the World Cup! I thought, 'Great, that's really good for the country'. One of my old school friends is on the team, too – the goalkeeper – so I was really pleased for him... really pleased.

### The forestry worker

When I heard about it, I was at our headquarters. I was lying on my hammock listening to the radio, trying to ignore the mosquitoes, when the news came over the radio. I immediately ran to tell my friend. He operates the radio in this village – we don't have any telephones.

### The radio operator

We were cooking some soup, and I was smoking a big cheroot, when my friend ran up to me and told me the news. I was so surprised, the cheroot fell out of my mouth and into the soup! My wife was a little angry until I told her the news. So then I sent a radio message to some friends in the next village, and then went to tell my daughters.

### The radio operator's daughter

I was playing with my little sister – we were playing a game with some stones, I think – when my Dad came and told us. We were so happy! I went to the school to tell my teacher.

### The teacher

While everyone was running round talking about this, I was in the classroom marking essays. I was also listening to music, so I didn't hear everyone celebrating. Anyway, I was in the school, listening to my cassettes and marking, when one of my students ran in and told me the news. So I went outside to join the celebrations.

## 10.2 - Reading on the bus

I love reading novels, and I often read while I'm taking the bus to work. I sometimes read during meals, and I even read while I'm walking along the road. Reading is really interesting. A good book can take me into another world, and I just forget about my daily life and problems.

Anyway, yesterday, while I was sitting on the bus, a man got on and pointed a gun at the bus driver. His leg was bleeding, and he had a large cut on his head. He shouted, 'Drive me to the hospital!' The bus driver was terrified, and obeyed the man. During the journey, the man was shouting, 'Faster! Faster!' The driver drove faster and faster. It was really dangerous.

There was a passenger sitting at the front, just behind the bus driver. She decided to act. While the bus was going around a corner, she reached out and grabbed the gun. When they saw this, two other passengers ran up to the front of the bus and threw themselves on the man.

## 10.3 - Describing people

Sonia Ghandi is a tall woman, with long, dark, wavy hair, a big mouth and a square face.

Stalin had a big, black moustache and black hair. He wasn't tall, but he was quite well-built.

Mao Zedong had quite a small nose, and he was partly bald. He was quite fat, especially when he was older.

Gloria Arroyo is very short. She has a round face, and short, dark, wavy hair.

Helen Clark has short, straight hair. It's quite dark. She has a pointed chin and a small mouth.

George W Bush has a pointed nose, short, grey hair and thick eyebrows.

Fidel Castro has a big nose, big ears and a large beard.

## 10.4 - Family picture

1. The old bald man with the stick, that's my grandfather. He's very old, in his early 90s – much older than my grandmother. She's only 76. He was a teacher when the British were here, and he speaks fluent English. He's a very kind, easy-going man. He likes to teach his grandchildren.

2. You see the handsome, well-built man on the right with the square face and thick eyebrows? That's my cousin. His wife is next to him – she's the slim woman with the round face and long hair. They've just got married. They want to start a small business selling paintings. She paints – she's very creative.

3. The tall, thin, young guy in front of him is his brother. He's in his late teens. He's a little naughty, and quite selfish. Sometimes he goes out very late with his friends, and his parents worry about him. He likes to wear modern, trendy clothes.

4. You see the fat, square-faced woman at the back? She's my favourite aunt. She's very clever, very strict, and sometimes a little bad-tempered! She's also very organised – she's a medic at the clinic, plus she has six children, and she's the chairperson of the women's organisation.

5. The man next to her is my uncle. He's the short man with the big nose smoking a pipe. He married a very tall American woman – they work for an NGO.

## 10.5 - Countries

France, Laos

Nepal, Brazil, Japan, Iraq, Iran, Tibet

China, Norway, Turkey, Russia, Egypt, England, Israel, Cuba, Thailand

Korea, Malaysia

Italy, Switzerland, Canada, Germany, India, Philippines

Vietnam, Singapore, Pakistan, Bangladesh

Cambodia, Australia, Afghanistan, America

Indonesia

## 10.6 - Nationalities

Nepalese, Japanese, Chinese, Vietnamese

Turkish, English

Brazilian, Iranian, Tibetan, Malaysian, Italian, Norwegian, Russian, Egyptian, German, Indian, Korean, Australian, Canadian, Cuban, Singaporean, Cambodian, Afghan, American, Indonesian

Iraqi, Israeli, Pakistani, Bangladeshi

French, Lao, Thai, Swiss, Filipino

## 10.7 - Interrogation

What's your name?

Sorry, say that again.

How do you spell that?

When were you born?

Sorry, what year was that?

Where were you born?

And when did you enter this country?

Did you say December 30<sup>th</sup>?

Do you have a visa?

Where did you get that visa?

Why did you come here?

Where were you living last year?

What were you doing?

And do you remember where you were on the 27<sup>th</sup> of September, 2007?

What were you doing that day?

Are you sure you weren't in Pakistan?

Hmm, OK. Well, you can go.

## 10.8 - Communication strategies

I'm sorry, I don't understand. Can you please repeat that?

Sorry, what was that?

Could you explain this to me, please?

Could you say that more slowly?

I'm sorry, what I mean to say is...

What do you mean?

What does 'directly' mean?

I don't understand 'essential'.

You said we have to go to Taungoo to do *what*?

No, no. I didn't mean that. Of course you should go!

I missed that last bit, sorry.

## 11.1 - Future plans

When I graduate, I'm going to go home and spend some time with my parents. Then I'm going to look around for a job. I'm not going to look for a high salary – I'd rather find a job that's useful and helps people.

Soon, we're going to get married. We're going to have a big wedding – it's going to cost a lot of money! We're going to have a big family – I want four children, but she says she wants at least six.

When I get out of here, I'm going to walk around the streets, and go out to the countryside, and look at everything! Then I'm going to go to a restaurant, and order all my favourite food – chicken, mushrooms and pineapples.

When this baby's born, I'm not going to teach any more! I'm going to stay home and look after the baby for a few months. Then I'm going to find a new job. Not teaching – I want to become a writer.

## 11.2 - What are they going to do?

**Nang Seng:** Wow, the workshop is nearly over. Two whole weeks. It's been useful though. What do you think, Zindzi?

**Zindzi:** Well, I'm thinking about how to use all this stuff we've learned back home.

**Lee:** Have you decided what you're going to do, Zindzi?

**Zindzi:** Yes. I'm going to travel around the country. I'm going to meet with youth and women's organisations, and look at ways we can build networks.

**Lee:** Networks? So you're interested in computers?

**Zindzi:** No, not that kind of network! I mean networks of people and organizations. I want to help connect people in different parts of the country so they can work together on the same issues. I think that's the biggest priority, and that's what I really want to do. What about you, Dylan? Are you going to teach computer skills?

**Dylan:** I don't think so. I love computers, but teaching is really hard. I want to make computers easier to use for everybody. I might write a book about it, explaining in easy language how computers work. Most people don't understand them, even in Canada, and they're so useful for everything.

**Nang Seng:** That sounds like a good idea, Dylan. We need that in my country too. There's very little computer information available, especially in local languages.

**Zindzi:** So Nang Seng, are you going to set up a translation project?

**Nang Seng:** I'm not quite sure yet. When I get home, I'll organise a workshop for members of my organisation. We'll discuss what everyone wants to do. What about you, Lee?

**Lee:** I'll probably teach first – I love teaching. Then I'm going to apply for some funding to set up a project in local schools. I'll probably have to write a funding proposal. Ugh. I hate writing proposals. Maybe one of you can help me write it?

**Dylan:** What sort of project?

**Lee:** To work with all the schools in my area, and teach sustainable development. It's not easy in my country though. I won't be able to work outside my town. I know the local education officers and I think they'll like the idea, but it's much more difficult outside the area.

**Zindzi:** Are you all going to come to next year's workshop?

**Nang Seng:** I think so. We'll all discuss our plans, and see how they're working.

**Dylan:** That will be interesting!

### 11.3 - Excuses

**Kyi Kyi:** Hello, Kyi Kyi speaking.

**Moe Kyaw:** Hi Kyi Kyi. This is Moe Kyaw.

**Kyi Kyi:** Oh. Hello.

**Moe Kyaw:** Do you want to meet me for lunch tomorrow?

**Kyi Kyi:** I'm sorry, I can't. I'm visiting my friends.

**Moe Kyaw:** OK, how about Friday night?

**Kyi Kyi:** Sorry, I'm fixing my bicycle then.

**Moe Kyaw:** How about Saturday morning?

**Kyi Kyi:** Sorry, I'm... washing my dog on Saturday morning.

**Moe Kyaw:** Oh. How about next week?

**Kyi Kyi:** Ummm... Oh! Sorry! I'm going to... Brazil... next week. For... a very long time.

**Moe Kyaw:** Oh... well, perhaps next year sometime?

**Kyi Kyi:** Maybe. Bye!

### 11.4 - Living in different climates

I think the hottest place I've ever lived is Kuwait, in the Arabian Gulf. It's very hot all year, but particularly in July and August, of course – it can reach up to 53 degrees centigrade in late July. It's a dry heat than a humid one, though, so it's not as bad as hot, wet countries. And of course, everything is air-conditioned. The schools have air-con, the houses all have air-con, every office has air-con, so you can basically drive to a place with air-con in the car, leap out, run into your school or office, and stay there all day. You usually need to wear a jacket because the air-con is quite cold. Then you get into your air-con car, and drive back to your air-conditioned house. The sea water's often too hot to swim in, especially in summer.

I lived in St. Petersburg, in the northwest of Russia. It's quite a cold place. Winters are really cold, down to minus 25 or even 30. People always wear layers of warm clothes in winter. The good thing is that all the houses are heated with traditional stoves in the countryside, or with special heating systems in the cities. You put on many layers before you go outside and then take off a few layers once you are inside. St. Petersburg is situated near the sea, so the climate is humid. It rains or snows a lot, it's always cloudy, and everything is always damp.

### 11.5 - What do you think?

Will you pass your next English exam?

Will it rain tomorrow?

Will rice be more expensive next year?

Are you going to be sick next week?

Will you be rich and famous?

Are you going abroad next year?

Is Myanmar going to win the next football world cup?

Are you going to study English next year?

Will you ever visit Africa?

Are you going to dance next week?

### 11.6 - Do you agree?

Lay Phyu is the best singer in Myanmar.

Fishpaste is delicious.

American movies are more interesting than Korean movies.

English is harder than maths.

Mosquitoes are the most dangerous animals in the world.

The internet is not very useful.

Cigarette smoke is annoying.

There aren't enough teashops in this town.

Stealing is always wrong.

Your teacher is very beautiful.



## 11.7 - The internet

**Nang Seng:** It's not that useful for us. Most of our members live in areas without electricity. They haven't got telephone lines either. And even if they do get electricity and telephone lines, how can we afford computers?

**Zindzi:** Well, our country is quite poor, and most of our members live in rural areas. We organise fundraising events to buy computers, and generators if there's no electricity.

**Nang Seng:** That's a good idea, but what about telephone lines? We need them to use the internet.

**Dylan:** Yes, I agree, that's a problem. Mmm. What about satellite phones? They can get internet, and you can use them anywhere.

**Lee:** Yes, but they're too expensive.

**Zindzi:** They are now, but they're getting cheaper and cheaper. Soon, satellite phones will be cheaper than other phones.

**Nang Seng:** Do you think so?

**Dylan:** I hope so.

**Zindzi:** We need the internet. It's too difficult to send letters to remote areas, and email is much quicker.

**Dylan:** I know, but it's expensive to get the computer equipment.

**Lee:** We've got a different problem. We have computers, but the government has closed any websites that they don't like. Also, most of our members don't read that much English, and there isn't much information available in Chinese.

**Nang Seng:** You should try finding information in Kachin...

**Dylan:** It's not just poor countries that have computer access problems. In Canada, you need the internet because all organisations use it for communication. But like Nang Seng says, computers are really expensive. We have to share ours with another organisation.

**Zindzi:** Same with us. We have to share in many of our offices. But that can be a good thing. We bought a computer for our office in Johannesburg, and lots and lots of organisations use it, and in return they help us if we need anything.

**Lee:** Doesn't it cause any problems?

**Zindzi:** Not really. Sometimes we have to wait quite a while until the other group has finished so we can use the computer, but it's not a big problem.

## 11.8 - Nowhere Man

He's a real Nowhere Man

Sitting in his nowhere land

Making all his nowhere plans for nobody

Doesn't have a point of view

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere Man, please listen

You don't know what you're missing

Nowhere Man, the world is at your command

He's as blind as he can be

Just sees what he wants to see

Nowhere Man, can you see me at all?

Nowhere Man, don't worry

Take your time, don't hurry

Leave it all till somebody else lends you a hand

Doesn't have a point of view

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere Man, please listen

You don't know what you're missing

Nowhere Man, the world is at your command

He's a real Nowhere Man

Sitting in his nowhere land

Making all his nowhere plans for nobody

Making all his nowhere plans for nobody

Making all his nowhere plans for nobody

## 11.9 - For No One

Your day breaks, your mind aches

You find that all her words of kindness linger on

When she no longer needs you

She wakes up, she makes up

She takes her time and doesn't feel she has to hurry

She no longer needs you

And in her eyes you see nothing

No sign of love behind the tears cried for no one

A love that should have lasted years

You want her, you need her

And yet you don't believe her when she says her love is dead

You think she needs you

And in her eyes you see nothing

No sign of love behind the tears cried for no one

A love that should have lasted years

You stay home, she goes out  
 She says that long ago she knew someone but now he's gone  
 She doesn't need him  
 Your day breaks, your mind aches  
 There will be times when all the things she said will fill your head  
 You won't forget her  
 And in her eyes you see nothing  
 No sign of love behind the tears cried for no one  
 A love that should have lasted years

### 11.10 - Shopping list 1

I need to go to the shop – there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too – I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

### 11.11 - Shopping list 2

I need to go to the shop – there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too – I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

### 11.12 - Final consonants

1. back book truck cook thick speak
2. much punch branch catch touch reach
3. dead around code could did blood
4. leaf roof off safe graph half
5. frog flag drug beg peg fig
6. ideal informal title still school mile
7. scream room inform crime some problem
8. learn nine drown tune phone dragon
9. drop ship pipe grape lump map
10. boss race mouse class abuse worse
11. habit state write shot coat foot
12. believe have drive love twelve give
13. fresh wish cash fish finish rush
14. clothes years hers raise dresses farms

## 12.1 - Bangladesh

Bangladesh, one of the most populated countries in the world, suffers from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country was flooded, and 30 million people had to leave their homes. During this time more than a thousand people drowned or died from disease.

Some of Bangladesh's environmental problems are caused by deforestation. The country has a large population, so people need land for farming. Trees are cut down so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms are destroyed by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis survive on only one meal per day or less. Many children, especially girls, are not given much education. In rural areas 42% of boys and 52% of girls do not attend school, and 46% of males and 59% of females are illiterate.

### 12.2 - Have you ever met a famous person?

**Caroline:** Have you ever met a famous person, Nilar?

**Nilar:** I've never met a really famous person, but I met the Minister of Education's husband last week, when he opened the new primary school. What about you, Caroline? You've lived in London. Have you seen anyone famous?

**Caroline:** Well, I met Prince William...

**Nyi Nyi:** Really?

**Caroline:** Yeah. He was in my parents' shop buying a newspaper. He didn't talk to me! What about you, Nyi Nyi?

**Nyi Nyi:** I've met David Beckham.

**Caroline:** Wow – you have?

**Nyi Nyi:** Oh yeah, loads of times. He asked me to play on his football team. His daughter wanted to marry me.

**Nilar:** No, you haven't! Don't listen to him, Caroline. He's never met David Beckham.

**Caroline:** Anyway, David Beckham hasn't got a daughter. He's got three sons.

### 12.3 - Have you ever...?

1.

**A:** Have you ever been in a large boat?

**B:** A few times. When I was young we lived on the Ayeyarwaddy river, near Pyay. My grandparents lived in Yangon, and every school holidays we went to stay with them, and we sometimes travelled by boat. It was nice, very peaceful and relaxing. I loved looking at the shoreline when we went past, at all the people on the riverbank.

2.

**A:** Have you ever eaten pizza?

**B:** Yes, actually. I eat pizza quite often. There's a pizza restaurant around the corner from my house, and it's quite cheap, and they make delicious pizza. I probably have one, maybe, once a week.

3.

**A:** Have you ever driven a motorbike?

**B:** Yes, I have – once. It was when I was 13, and my brother had a motorbike, and I really wanted to try it. So I got on, and he started the engine for me and off I went. But he didn't tell me how to stop. And I went around and around the field, about four times I think it was, and in the end I managed to stop. But I was really frightened, and I've never been on a motorbike since.

4.

**A:** Have you ever attended a conference?

**B:** Yes, many times. In fact I went to one last weekend. It was an environmental conference, so people were discussing logging in Kachin State. There were about 45 people there – Myanmar, Chinese and a few from other Asian countries. It was interesting.

## 12.4 - Applicants

a.

**MMK:** Let's get straight to the point. Why do you want this job?

**Person 1:** Well, I read the advertisement, and the money's much better than I get now.

**MMK:** Is the money important to you?

**Person 1:** Oh, yeah! It's important to everyone, isn't it? But also, I heard that your organisation might send me overseas, and I want to travel overseas...

b.

**MMK:** I see from your CV that you've won several prizes for poetry writing.

**Person 2:** Yes, I have.

**MMK:** And you've written a book.

**Person 2:** Yes.

**MMK:** And you've worked in Yangon. What did you think of Yangon?

**Person 2:** It was OK.

**MMK:** And do you want to travel around the countryside?

**Person 2:** Uhhh... I don't know.

c.

**MMK:** Have you had much experience with the education department?

**Person 3:** Mmm... yeah. Uhhh, I met some guy who works there... My uncle, my uncle knows someone... uh... Last year I nearly got a job in their office... Yeah, interested.

d.

**MMK:** Are you still teaching at the university?

**Person 4:** Yes, but I want to leave.

**MMK:** Why is that?

**Person 4:** Well, the head of my department's really awful. She always tells us what to do, doesn't leave us alone. And there are other problems.

**MMK:** Problems?

**Person 4:** Yeah. The other teachers are totally useless. Most of them can't teach at all. And the management is really bad. Some of the lecturers are corrupt, I think. The students are awful, too – you just can't control them. And the school secretary brings her small children to work, always making a noise...

e.

**MMK:** Why have you had five different jobs this year?

**Person 5:** Well, I've had a lot of bad luck. One of my jobs was a long way from home so I got too tired walking every day. And then I worked as a translator but there was nowhere to buy lunch nearby, and my mother was away so nobody could make my lunch. That sort of thing.

**MMK:** Oh, I see.

**Person 5:** Yeah, and then I was training as a medic, but I got a bit sick, and had to stop. I'm a bit afraid of blood...

f.

**MMK:** Would you enjoy liaising with different education organisations?

**Person 6:** Umm, yeah, I guess so. I haven't, haven't really thought about it.

**MMK:** And are there any questions you'd like to ask me?

**Person 6:** Umm... No, no, I can't think of anything.



## 12.5 - Social chat

### Conversation 1

**A:** Excuse me, are you Maria Dennis?

**B:** Yes, I am.

**A:** I'm Htwe Htwe. I met you last year, at the UNDP conference.

**B:** Oh, yes. Are you still with the UNDP?

**A:** Yes, I've been there for three years now. So, how long are you in Myanmar this time?

**B:** Only a week, unfortunately. I have to get back to organise my new house...

**A:** Oh?

**B:** I've just moved to New York.

**A:** Really? What's that like?

**B:** Busy...

**A:** Uh-huh. I like living in big cities. It's exciting. **B:** So, what do you do for the UNDP?

**A:** I liaise with different organisations, write reports, proposals...

**B:** Oh, I see.

**A:** Yes, I've just finished writing a big proposal...

**B:** Oh yes?

**A:** Yes, it was about funding for literacy training in rural areas...

### Conversation 2

**C:** Hello. I'm Tim.

**A:** Hi. I'm Htwe Htwe. It's very hot today, isn't it?

**C:** Oh, yes. The hot season...

**A:** Yeah... Where are you from?

**C:** England, but I work in China now.

**A:** Do you really? I'd like to go to China. What's it like?

**C:** Mmmm. Difficult to answer...

**A:** Do you like the food there?

**C:** Yes, I do. Do you like Chinese food?

**A:** It's delicious – it's my favourite kind of food.

**C:** Is it? Have you heard much Chinese music?

**A:** Not really. Is it good?

**C:** Well, I love Chinese Opera. I go there every week...

## 12.6 - Is she interested?

1.

**Man:** Hello, I'm John James from the IRDA.

**Woman:** Oh, pleased to meet you.

**Man:** I've just arrived from Bangkok.

**Woman:** Really? Did you have a good trip?

2.

**Man:** Hello, I'm John James from the IRDA.

**Woman:** Oh, pleased to meet you!

**Man:** I've just arrived from Bangkok.

**Woman:** Really? Did you have a good trip?

## 12.7 - They're interested

Pleased to meet you!

Did you have a good trip?

Oh, hello Khun Yee. How are you?

Your son is lovely! Is he two yet?

Did you write that report?

I like Chinese opera, too.

# Test for Modules 9 and 10

## 1. Rules

A new student is coming to your English class. What can you tell this student?

Example: In this class, students must do their homework.

- Students mustn't \_\_\_\_\_.
- Students should \_\_\_\_\_.
- Students have to \_\_\_\_\_.
- Students don't have to \_\_\_\_\_.
- Students can \_\_\_\_\_.

10 points

## 2. What was happening?

This picture shows what was happening when it started raining.

Write six sentences about this picture. Use the past continuous tense.

Example: A woman was getting out of a car.

- 
- 
- 
- 
- 
- 



12 points

## 3. something etc.

Fill the gaps with words from the box.

somewhere	something	someone
anywhere	anything	anyone

- Where's the library?  
I think it's \_\_\_\_\_ near the office.
- I'm bored. There isn't \_\_\_\_\_ to do here.
- Is there \_\_\_\_\_ in the bathroom?  
Yes, there's \_\_\_\_\_ in there. It might be Lu Lu.
- Where's my white shirt? I can't find it \_\_\_\_\_!  
I think it's on the table in the kitchen.
- There's \_\_\_\_\_ in that bag. I saw it.

6 points

## 4. Nationalities

Write the nationality beside the country.

Example: Thailand *Thai*

- Cambodia
- China
- India
- Britain
- Bangladesh
- Malaysia
- Japan
- France

8 points

## 5. Vocabulary

Choose the word to fill the gap. Not all the words are used.

Example:

banana   airport   dog   grandmother

a. I caught a plane from the \_\_\_\_\_. *airport*

b. The \_\_\_\_\_ ate my dinner. *dog*

1. chat   boss   compulsory   craft   disturb   fake

a. Wearing uniforms is \_\_\_\_\_ at the factory. Workers must wear them.

b. She used \_\_\_\_\_ money to buy the car, and then left town.

c. I'm just ringing you for a \_\_\_\_\_. I don't have anything important to say.

2. conservative   volunteer   full-time   forgetful   permanent   prohibition

d. The new buildings are \_\_\_\_\_. They'll be there forever.

e. He's \_\_\_\_\_. He doesn't remember things very well.

f. I'm a \_\_\_\_\_. I don't get paid for my work.

3. embarrassed   landmine   long-term   career   wealthy   gathering

g. He stepped on a \_\_\_\_\_ and blew his leg off.

h. In the \_\_\_\_\_, I want to be a tour guide. Now I'm a shop assistant.

i. They are \_\_\_\_\_. They've got a lot of money.

4. philosophy   accounts   promote   suitable   summary   bored

j. The company is going to \_\_\_\_\_ Ma Khin because she is good at her job.

k. Please wear \_\_\_\_\_ clothes to the formal party.

l. I wrote a \_\_\_\_\_ of the long newspaper article.

12 points

## 6. Job interview

Mi Chan is applying for a job as an office assistant. Write the questions.

Interviewer: Hello, Mi Chan. Please sit down. What would you like to drink?

Mi Chan: Water, please.

Interviewer: I saw on your CV that you worked for the Central Manufacturing Company.

Mi Chan: a. \_\_\_\_\_?  
For about two years.

Interviewer: b. \_\_\_\_\_?  
Mi Chan: I typed letters, wrote reports, and spoke to visitors.

Interviewer: c. \_\_\_\_\_?  
Mi Chan: A little - I did basic computer training at university.

Interviewer: We need someone who can do our accounts.

Mi Chan: d. \_\_\_\_\_?  
Yes, I have a lot of experience with accounts. I did the accounts for my family's business.

8 points

## 7. Who are these people?

Match the descriptions of these people with the pictures. Then add another sentence about each person.

**Example:** The young boy with the short hair.  
He's got big ears and he's wearing a hat.

Picture 4.

a. The girl in her late teens with the big smile.

Picture \_\_\_\_\_

b. The angry man with the moustache.

Picture \_\_\_\_\_

c. The fair-haired woman with glasses.

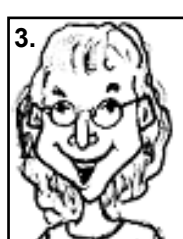
Picture \_\_\_\_\_

d. The woman with the flower in her hair.

Picture \_\_\_\_\_

e. The partly bald man with the tie.

Picture \_\_\_\_\_



**15 points**

## 8. Past tenses

Fill the gaps with the past continuous or past simple form of the verb in brackets.

1. I was riding (ride) my bicycle down the hill really fast when the wheel **a.** \_\_\_\_\_ (fall) off.
2. Thiha nearly **b.** \_\_\_\_\_ (break) his leg when he **c.** \_\_\_\_\_ (fall) down from a tree.
3. U Tin Gyi **d.** \_\_\_\_\_ (walk) home from the market when someone **e.** \_\_\_\_\_ (take) his bag and ran off.
4. Naw Moo **f.** \_\_\_\_\_ (finish) her test when her pen **g.** \_\_\_\_\_ (run out).
5. Moe Kyaw **h.** \_\_\_\_\_ (not see) his friends because he **i.** \_\_\_\_\_ (look) out of the window.

**9 points**

## 9. -ed or -ing? Choose the correct form.

- a. I was very \_\_\_\_\_ when my longyi fell down in class. (embarrassing / embarrassed)
- b. He was \_\_\_\_\_ when his girlfriend left him. (depressing / depressed)
- c. I fell asleep during the film, because it was very \_\_\_\_\_. (boring / bored)
- d. It was an \_\_\_\_\_ football game. The final score was 9-8. (exciting / excited)
- e. Her exam results are \_\_\_\_\_. (disappointing / disappointed)
- f. This explanation is \_\_\_\_\_. I can't understand it. (confusing / confused)
- g. I am very \_\_\_\_\_ in psychology. (interesting / interested)
- h. I read an \_\_\_\_\_ book. I couldn't stop laughing. (amusing / amused)

**8 points**

## 10. Advice

Read Min Min's letter, and write some advice for him. Write 6 sentences.

Dear Friend,

6 months ago I left my home town and went to university but I'm having a very hard time. I don't have any friends here. Everyone's from other parts of the country and I'm afraid to talk to them. The courses are very difficult and I'm afraid I'm going to fail my exams. The food's very expensive here and I don't have much money. I'm thinking of dropping out of university and going back home.

Love, Min Min

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**12 points**

# Test for Modules 9 and 10 - Answers

## 1. Rules

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense.

**Possible answers:**

- a. Students mustn't *copy other students' work*.
- b. Students should *be polite to the teacher*.
- c. Students have to *sit exams*.
- d. Students don't have to *study on Sundays*.
- e. Students can *use the school computers*.

## 2. What was happening?

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense, or for a mistake with the past continuous tense.

## 3. something etc.

Give one point for each correct answer.

**Answers:**

- a. *somewhere*    b. *anything*
- c. *anyone, someone*    d. *anywhere*
- e. *something*

## 4. Nationalities

Give one point for each correct answer.

**Answers:**

- a. *Cambodian*    b. *Chinese*    c. *Indian*
- d. *British*    e. *Bangladeshi*    f. *Malaysian*
- g. *Japanese*    h. *French*

## 5. Vocabulary

Give one point for each correct answer.

**Answers:**

- a. *compulsory*    b. *fake*    c. *chat*
- d. *permanent*    e. *forgetful*    f. *volunteer*
- g. *landmine*    h. *long-term*    i. *wealthy*
- j. *promote*    k. *suitable*    l. *summary*

## 6. Job interview

Give two points for each correct question. Take one point off for each minor mistake. Take two points off if the question is not relevant. Many questions are possible here.

**Possible answers:**

- a. *How long did you work there?*
- b. *What did you do there?*
- c. *Do you know how to use a computer?*
- d. *Do you have any accounting experience?*

## 7. Who are these people?

Give one point for matching the picture and description, and two points for each correct sentence. Take one point off for each minor mistake.

**Possible answers:**

- a. *Picture 1. She's got long, dark hair.*
- b. *Picture 6. He's wearing glasses.*
- c. *Picture 3. She's about 40 years old, and she's got a big nose.*
- d. *Picture 5. She's unhappy and she's wearing some earrings.*
- e. *Picture 2. He's got a beard, a moustache and glasses.*

## 8. Past tenses

Give one point for each correct verb.

**Answers:**

- a. *fell*    b. *broke*    c. *fell*    d. *was walking*
- e. *took*    f. *was finishing*    g. *ran out*
- h. *didn't see*    i. *was looking*

## 9. -ed or -ing

Give one point for each correct answer.

**Answers:**

- a. *embarrassed*    b. *depressed*    c. *boring*
- d. *exciting*    e. *disappointing*    f. *confusing*
- g. *interested*    h. *amusing*

## 10. Advice

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the sentence doesn't make sense, or is not relevant.

# Test for Modules 11 and 12

## 1. Planning a holiday

Myo Win and Kyi Kyi are talking about the summer holidays.

Fill the gaps with the correct form of *going to*.

Myo Win: Do you have any plans for your summer holidays?

Kyi Kyi: I have a lot of plans! I'm going to travel around northern Burma (I / travel)  
with my friend.

Myo Win: What a. \_\_\_\_\_ there? (you / do)

Kyi Kyi: First b. \_\_\_\_\_ up Putao Mountain (we / climb)  
because I've always wanted to see the highest mountain in the country.  
Then we're going to Shan State.

Myo Win: How c. \_\_\_\_\_ there? By bus? (you / get)

Kyi Kyi: No, d. \_\_\_\_\_ by road. (we / not / travel)

The roads in that area are not very good. I want to go by boat, but

e. \_\_\_\_\_ . (my friend / fly)

What about you? f. \_\_\_\_\_ (you / take)

a holiday this summer?

Myo Win: No, g. \_\_\_\_\_ enough time. I'm too busy. (I / not / have)

	<b>14 points</b>
--	------------------

## 2. Geography

These sentences are wrong. Write a correct sentence.

Example: Southern Burma has a cold climate. *Southern Burma has a hot climate.*

a. In the hot season in Burma, the weather is damp and humid.

b. It often snows in Thailand.

c. You have to wear warm clothes in Burma in May.

d. China is a long, flat country.

e. Singapore is a very large country in Europe.

	<b>10 points</b>
--	------------------

## 3. Vocabulary

Match the word and the description.

coast

a. something that people talk about that might or might not be true

disaster

b. to use

liaise

c. to discuss with other people and get their opinions

respond

d. where the land meets the sea

fundraising

e. a gas that is produced by burning fuel (and many other things)

consume

f. to reply, answer

rumour

g. very good

fantastic

h. trying to get people or organisations give money

carbon dioxide

i. when something extremely bad happens

	<b>9 points</b>
--	-----------------



#### 4. Predictions

Agree or disagree with these predictions using *I hope so/not* and *I think/ don't think so*. Then explain your opinion in one or two sentences.

**Example:** You will fail your next English test..  
*I hope not! I won't fail because I study a lot.*

- a. Crocodiles will rule the world in five thousand years.
- b. Burma will win the football World Cup in 2010.
- c. You will become Secretary General of the United Nations.
- d. All the forests in Burma will be destroyed in the next 20 years.
- e. You will get married next year.
- f. It will rain a lot next month.

	12 points
--	-----------

#### 5. Passives

Re-write these sentences in the passive

**Example:** In Japan, people consume 5.353 million barrels of oil every day.  
*5.353 million barrels of oil are consumed in Japan every day.*

- a. The car industry in Indonesia produces 206,321 cars every year.
- b. In Thailand, people grow more than a 100 types of fruit.
- c. Women in China gave birth to 18,234,911 babies last year.
- d. In America, murderers murder more than 15,000 people every year.
- e. India designs a lot of new technology.
- f. People in China invented the first printing press more than a thousand years ago.
- g. Someone killed General Aung San in 1947.
- h. Artists in Mandalay make the most beautiful puppets.
- j. Central Movie theatre in Rangoon shows the best movies.

	18 points
--	-----------

#### 6. *been* and *gone*

Fill the gaps with *been* or *gone*.

- a. All the medics have \_\_\_\_\_ to the city to do a training. They'll be back next week.
- b. I have never \_\_\_\_\_ to Vietnam but I'd like to go. I've heard that Vietnamese food is delicious.
- c. Min Thu has just \_\_\_\_\_ to the post office to pick up the letters. He's not back yet.
- d. I have to go to Rangoon next week. I am very nervous because I have never \_\_\_\_\_ to a big city before.
- e. I haven't \_\_\_\_\_ to the shop to get the newspaper yet, but I'll have to go in a few minutes or I'll be late for work.

	5 points
--	----------

#### 7. Phrasal verbs

Fill the gaps with a particle from the box.

away	on	up	up	after	out
------	----	----	----	-------	-----

- a. I was doing some research, so I needed to look \_\_\_\_\_ some information on the internet.
- b. Please don't throw \_\_\_\_\_ the newspaper! I haven't read it yet.
- c. I can't figure \_\_\_\_\_ the answer to question 3.
- d. The organisation was set \_\_\_\_\_ in 1994.
- e. He gave \_\_\_\_\_ drinking after his doctor advised him not to have any alcohol.
- f. They are looking \_\_\_\_\_ their grandchildren while their daughter is working overseas.

	6 points
--	----------



## 8. Travel

Mary Bufford is a writer. She has been to many parts of the world.

Read this interview and fill the gaps.

Interviewer: So, how many countries have you been to ?

Mary: I can't really remember. I think about 30.

Interviewer: a. \_\_\_\_\_ ?

Mary: When I was 15 I went to India to study.

Interviewer: b. \_\_\_\_\_ ?

Mary: Yes, I've been to India twice since I studied there.

Interviewer: Which country have you been to most?

Mary: Japan. I really like Japan, and that's lucky because I often have to travel there for work. I'm writing about Japanese literature at the moment.

Interviewer: Have you been to Iraq?

Mary: Not yet, but c. \_\_\_\_\_ soon. I've got an assignment there next month.

Interviewer: d. \_\_\_\_\_ ?

Mary: I'm writing a story about the political situation there.

Interviewer: Have you ever met a world leader?

Mary: e. \_\_\_\_\_. I met Sonia Ghandi when I was in India.

10 points

## 9. Arrangements

Today is Thursday. Read Aye Aye's diary and complete the sentences about her future plans. Use the present continuous tense.

Example: Tomorrow at 7am, she's learning English.

a. Tomorrow

b. On Saturday night

c. On Sunday

d. Next Monday

### Friday

English class 7am  
No work!!!

### Saturday

Party 8pm

### Sunday

Lunch with John

### Monday

Write report

4 points

## 10. Describe the picture

Write 6 sentences describing this picture.

a.

b.

c.

d.

e.

f.



12 points

# Test for Modules 11 and 12 - Answers

## 1. Planning a holiday

Give two points for each correct answer. There are a few possible answers.

**Answers:**

- a. *are you going to do*
- b. *we're going to climb*
- c. *are you going to get*
- d. *we're not going to travel*
- e. *is going to fly*
- f. *Are you going to take*
- g. *I'm not going to have*

## 2. Geography

Give two points for each correct answer. Take one point off for minor mistakes. There are a few possible correct answers.

**Answers:**

- a. *In the hot season in Burma, the weather is hot and dry.*
- b. *It hardly ever snows in Thailand.*
- c. *You don't have to wear warm clothes in Burma in May.*
- d. *China is a large, mountainous country.*
- e. *Singapore is a small country in Asia.*

## 3. Vocabulary

Give one point for each correct answer. There are other possible answers.

**Possible answers:**

- a. *rumour*   b. *consume*   c. *liaise*   d. *coast*
- e. *carbon dioxide*   f. *respond*   g. *fantastic*
- h. *fundraising*   i. *disaster*

## 4. Prediction

Give two points for each correct answer. Take one point off for minor mistakes, or if they don't give an opinion. Take two points off if the sentence doesn't make sense.

## 5. Passives

Give two points for each correct sentence. Take one point off for a minor mistake. Take two points off if the mistake is in the passive. There are a few possible answers.

**Possible answers:**

- a. *206,321 cars are produced in Indonesia every year.*
- b. *More than 100 types of fruit are grown in Thailand.*
- c. *18,234,911 babies were born in China last year.*

d. *More than 15,000 people are murdered in America every year.*

e. *A lot of new technology is designed in India.*

f. *The first printing press was invented in China more than a thousand years ago.*

g. *General Aung San was killed in 1947.*

h. *The most beautiful puppets are made in Mandalay.*

j. *The best movies in Burma are shown at Central Movie theatre in Rangoon.*

## 6. been and gone

Give one point for each correct answer.

**Answers:**

- a. *gone*   b. *been*   c. *gone*   d. *been*
- e. *been*

## 7. Phrasal verbs

Give one point for each correct answer.

**Possible answers:**

- a. *up*   b. *away* (*out* is also possible)
- c. *out*   d. *up*   e. *up*   f. *after*

## 8. Travel

Give two points for each correct question or response. Take one point off for a minor mistake. Take two points off if it doesn't make sense. There are many possible answers.

**Possible answers:**

- a. *When did you leave home?*
- b. *Have you been back to India since then?*
- c. *I'm going there soon.*
- d. *What are you going to do in Iraq?*
- e. *Yes, I have.*

## 9. Arrangements

Give one point for each correct answer.

**Answers:**

- a. *she's not working.*
- b. *she's going to a party.*
- c. *she's having lunch with John*
- d. *she's writing a report*

## 10. Describe the picture

Give two points for each correct answer. Take one point off for minor mistakes, or if they don't give an opinion. Take two points off if the sentence doesn't make sense.

Handouts to the **Interrogation** activity in Module 10, page 33.  
Copy this page, and cut out enough cards so there is one for each student.

Name: <i>Lee Kwan</i> Date of birth: <i>7/12/79</i> Place of birth: <i>Beijing, China</i> Nationality: <i>Singaporean</i> Visa issued from: <i>Singapore</i> Date of entry: <i>13/12</i>	Name: <i>Anil Mehta</i> Date of birth: <i>5/10/63</i> Place of birth: <i>Poona, India</i> Nationality: <i>Indian</i> Visa issued from: <i>USA</i> Date of entry: <i>13/12</i>
Name: <i>Leslie Jones</i> Date of birth: <i>26/4/81</i> Place of birth: <i>Melbourne, Australia</i> Nationality: <i>Australian</i> Visa issued from: <i>Bangkok, Thailand</i> Date of entry: <i>13/12</i>	Name: <i>Gerry Sanchez</i> Date of birth: <i>17/1/78</i> Place of birth: <i>Manila, The Philippines</i> Nationality: <i>Filipino</i> Visa issued from: <i>Singapore</i> Date of entry: <i>13/12</i>
Name: <i>M. C. Sharif</i> Date of birth: <i>12/7/80</i> Place of birth: <i>Dhaka, Bangladesh</i> Nationality: <i>Bangladeshi</i> Visa issued from: <i>Iran</i> Date of entry: <i>13/12</i>	Name: <i>Kerry Chan</i> Date of birth: <i>3/11/34</i> Place of birth: <i>Hong Kong</i> Nationality: <i>British</i> Visa issued from: <i>London, England</i> Date of entry: <i>13/12</i>
Name: <i>Jackie Lee</i> Date of birth: <i>15/2/56</i> Place of birth: <i>Kunming, China</i> Nationality: <i>Chinese</i> Visa issued from: <i>Indonesia</i> Date of entry: <i>13/12</i>	Name: <i>Charlie Madison</i> Date of birth: <i>6/6/41</i> Place of birth: <i>Texas, USA</i> Nationality: <i>American</i> Visa issued from: <i>Canada</i> Date of entry: <i>13/12</i>
Name: <i>Kim Chong</i> Date of birth: <i>4/12/90</i> Place of birth: <i>Wellington, New Zealand</i> Nationality: <i>Australian</i> Visa issued from: <i>Australia</i> Date of entry: <i>13/12</i>	Name: <i>Abdul Musharraf</i> Date of birth: <i>28/7/78</i> Place of birth: <i>Lahore, Pakistan</i> Nationality: <i>British</i> Visa issued from: <i>Pakistan</i> Date of entry: <i>13/12</i>
Name: <i>Per Lindstrom</i> Date of birth: <i>20/8/83</i> Place of birth: <i>Jakarta, Indonesia</i> Nationality: <i>Dutch</i> Visa issued from: <i>The Netherlands</i> Date of entry: <i>13/12</i>	Name: <i>Francis MacKay</i> Date of birth: <i>7/12/69</i> Place of birth: <i>Glasgow, Scotland</i> Nationality: <i>Canadian</i> Visa issued from: <i>Canada</i> Date of entry: <i>13/12</i>

# General English Pre-intermediate Final Test

Time allowed: 60 minutes

## 1. Put the verb in brackets in the correct form.

6 points

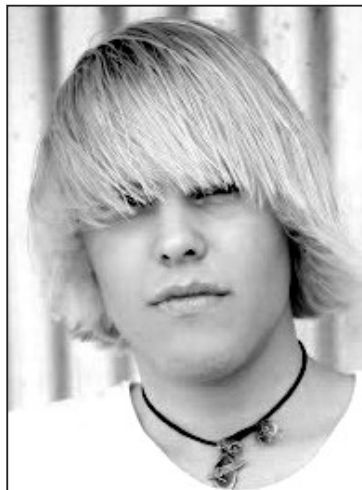
My name is Pyu Pyu and I Live in Mandalay. I was born (born) in Kentung but then my aunt took me to Lashio. Later I lived in Hsipaw for a few years while I <sup>1.</sup> \_\_\_\_\_ (help) my parents build a new house. I <sup>2.</sup> \_\_\_\_\_ (live) in Mandalay since I was 20 years old. I <sup>3.</sup> \_\_\_\_\_ (come) here to study at university. Right now I <sup>4.</sup> \_\_\_\_\_ (eat) breakfast at the teashop near my house. This morning I <sup>5.</sup> \_\_\_\_\_ (go) to English class, and then I have some free time. I <sup>6.</sup> \_\_\_\_\_ (be) a doctor when I graduate.

## 2. Describe and compare

18 points



Cai



Bill



Sunay

### A. Make one sentence about each picture.

e.g. Sunay's isn't wearing many clothes.

- 1.
- 2.
- 3.

### B. Make three sentences using comparatives about the pictures.

e.g. Cai's clothes are more formal than Bill's.

- 4.
- 5.
- 6.

### C. Make three sentences using superlatives about the pictures.

e.g. Sunay's got the longest hair.

- 7.
- 8.
- 9.

### 3. Recipe

10 points

#### A. Fill the gaps with words from the box.

##### Fish Curry

##### Ingredients:

- One Large fish or two small ones
- 1. \_\_\_\_\_ a kilo of tomatoes
- 2. \_\_\_\_\_ garlic
- 3. \_\_\_\_\_ chillies
- A little bit of salt

chop tomatoes half some  
a few clean next hurry up  
cut add ~~large~~

First, 4. \_\_\_\_\_ and 5. \_\_\_\_\_ the fish. Then, 6. \_\_\_\_\_ some garlic and chillies and fry them. 7. \_\_\_\_\_ add the fish. In the meantime, chop some 8. \_\_\_\_\_ and throw them in with some salt. 9. \_\_\_\_\_ three cups of water. 10. \_\_\_\_\_. I'm hungry!

#### B. Make two sentences in the passive from the recipe.

4 points

e.g. First, the fish is cleaned and cut.

1.

2.

### 4. Put the words from the box into the table.

13 points

honest friendship on foot malaria go out together wrist nervous  
sore neck concert knit arrive novel sleazy bill fever  
greengrocer ~~mother-in-law~~ earrings annoyed belt discount separated  
takes 9 hours middle-aged linecar badminton colleague

1. people and relationships	mother-in-law
2. transport	
3. describing a person	
4. clothes and shopping	
5. health and body	
6. free time	

**5. Give advice to an applicant**

**12 points**

**Thiha is applying for this job.  
He wants your advice. Answer his questions.  
Include a modal verb or *have to* /  
*don't have to* in your answer.**

**1. What qualifications do I need for this job?**

*You must*

**2. Do I have to include information about my family in my CV?**

**3. Can I lie about my experience?**

**4. Do you think I can get this job? I have only lived in Yangon for one year.**

*Also, I have never worked as a tour guide.*

**5. What kind of personal qualities do you think I need for this job?**

**6. What should I do if I don't get this job?**

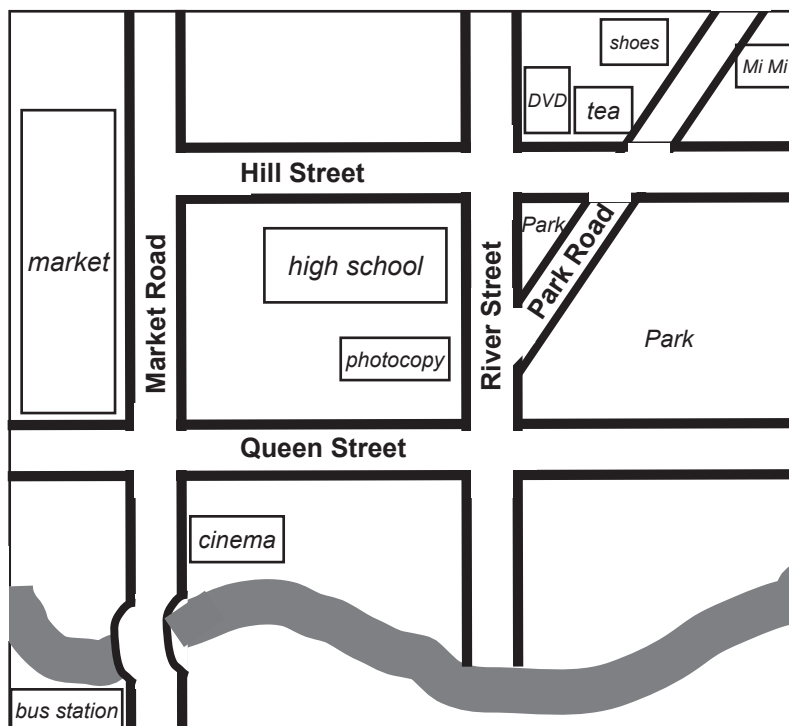
**Wanted: Tour Guide**

<b>Required:</b>	At least high school graduate 3 years relevant experience English language skills Knowledge of Yangon Excellent communication skills
<b>Preferred:</b>	University degree Additional foreign languages

**6. Directions**

**8 points**

**Here are directions from the bus station to Mi Mi's house. Some parts are wrong.  
Write the correct directions.**



**e.g.** Turn left outside the bus station, and walk past the river.  
*Turn left outside the bus station, and walk over the bridge.*

**1.** Walk down Market Road and turn left into Queen Street.

**2.** Turn left into River Street, then right into Park Road opposite the high school.

**3.** Walk down Park Road behind the park, and cross over Hill Street.

**4.** Walk past the DVD shop, and Mi Mi's house is on the right, opposite the shoe shop.



**7. Choose the correct answer.**

**13 points**

1. This movie is too long and not very interesting. I am \_\_\_\_\_.  
a. bored      b. boring      c. excited      d. exciting
2. I went from Rangoon to Bangkok by plane. The flight was \_\_\_\_\_.  
a. tidy      b. nervous      c. embroidered      d. comfortable
3. A \_\_\_\_\_ is not a container.  
a. tin      b. jar      c. litre      d. bottle
4. The woman in the picture is wearing all of these except \_\_\_\_\_.  
a. a tie      b. a hat      c. high heels      d. sunglasses
5. Select the correct order:



- a. a lot of  
a few  
very few  
hardly any  
not any
  - b. a lot of  
very few  
a few  
hardly any  
not any
  - c. a lot of  
hardly any  
very few  
a few  
not any
  - d. a lot of  
hardly any  
a few  
very few  
not any
6. Choose the sentence where you can use 'don't have to':  
a. You \_\_\_\_\_ give my money back today. I can wait another week.  
b. You \_\_\_\_\_ lie to your friends. It's not nice!  
c. You \_\_\_\_\_ buy your tickets before the concert. You can't buy them at the concert.  
d. You \_\_\_\_\_ be polite to your teacher if you want to get a good mark.
  7. You can buy your tickets after you get \_\_\_\_\_ the bus.  
a. in      b. on      c. up      d. over
  8. Don't give \_\_\_\_\_, keep trying and you will succeed.  
a. off      b. on      c. up      d. over
  9. It's really late, but I am \_\_\_\_\_ working.  
a. yet      b. still      c. can      d. already
  10. Are your parents still staying with you? No, they've \_\_\_\_\_ back to their village.  
a. yet      b. been      c. gone      d. already
  11. I can't find my keys. I put them down \_\_\_\_\_ last night, but I don't remember where.  
a. somewhere      b. anywhere      c. someone      d. anyone
  12. I invited 20 people to my birthday party. But I am afraid \_\_\_\_\_ will come.  
a. somebody      b. nobody      c. anybody      d. everybody
  13. Khu Paw is \_\_\_\_\_ singing. She won the school singing competition.  
a. no good at      b. very bad at      c. very good at      d. not very good at

**8. Write two sentences answering each of these questions.**

**16 points**

1. What's the weather like at the moment?
2. Will Burma win the next Football World Cup?
3. What do you do every morning after you get up?
4. Where do you like to go shopping? Why?
5. What's your ideal friend like?
6. What did you do five years ago?
7. Do you want to travel? Where?
8. What are your plans for the future?



# Final Test Marking Guide

Use the test on the following pages to measure how much students' have learned from Think English.

## Marking guide

### 1. 6 points

Give one point for each correct answer.

**Answers:** 1. *was helping* 2. *have lived* 3. *came* 4. *am eating*  
5. *am going / am going to go / will go* 6. *am going to be*

### 2. 18 points

Give two points for each correct answer. Take one point off for minor mistakes.

**Possible answers:**

- |   |  |
|---|--|
| 1. <i>Cai is wearing earrings.</i>          | 6. <i>Bill's hair is tidier than Sunay's.</i>  |
| 2. <i>Bill is quite young.</i>              | 7. <i>Sunay is wearing the fewest clothes.</i> |
| 3. <i>Sunay's got long hair.</i>            | 8. <i>Cai has the shortest hair.</i>           |
| 4. <i>Bill is younger than Sunay.</i>       | 9. <i>Bill is the youngest.</i>                |
| 5. <i>Cai's hair is shorter than Bill's</i> |  |

### 3. 14 points

**A.** Give one point for each correct answer.

**Answers:** 1. *half* 2. *some* 3. *a few* 4. *clean/cut* 5. *clean/cut* 6. *chop* 7. *Next*  
8. *tomatoes* 9. *Add* 10. *Hurry up*

**B.** Give 2 points for each correct sentence in passive. Take one point off for minor mistakes.

**Possible answers:**

*Then, the garlic and chili are chopped*  
*Finally, water is added*

### 4. 13 points

Give half a point for each correctly sorted vocabulary item..

**Answers:** **People and relationships** - *go out together, colleague, separated, friendship*  
**Transport** - *on foot, arrive, takes 9 hours, linecar*  
**Describing a person** - *honest, nervous, annoyed, middle-aged, sleazy*  
**Clothes and shopping** - *earrings, belt, discount, greengrocer, bill*  
**Health and body** - *malaria, wrist, sore neck, fever*  
**Free Time** - *concert, novel, badminton, knit*

### 5. 12 points

Give two points for each sentence that answers the question and makes sense. Give one point for a sentence with a minor mistake.

**Possible answers:**

1. *You must be at least a high school graduate.*
2. *No, you don't need to talk about your family.*
3. *No, you mustn't lie.*
4. *You probably can't get this job because they require three years of relevant experience.*
5. *You should be reliable, friendly and easy-going.*
6. *If you don't get this job you should keep looking for other jobs.*

**6. 8 points**

Give two points for each correct answer. Take one point off for minor mistakes.

**Answers:**

1. *Walk down Market Road and turn right into Queen Street.*
2. *Turn left into River Street, then right into Park Road opposite the photocopy shop*
3. *Walk down Park Road through the park, and cross over Hill Street.*
4. *Walk past the teashop, and Mi Mi's house is on the right, opposite the shoe shop.*

**7. 13 points**

**Answers:** 1. *a* 2. *d* 3. *c* 4. *a* 5. *a* 6. *a* 7. *b* 8. *c* 9. *b* 10. *c* 11. *a* 12. *b* 13. *c*

**8. 16 points**

Give two points for each correct answer with two sentences. Take one point off for minor mistakes, or if they only write one sentence.

**Possible answers:**

1. *It's really hot right now. It's also very humid so I hope it will rain soon.*
2. *Burma will probably win the World Football Cup. All the players are really good at football.*
3. *Every morning I brush my teeth and go running for about 30 minutes. Then I have a shower and eat breakfast.*
4. *I like to shop at the central market because it's cheap. You can buy lots of delicious food and interesting clothes.*
5. *A friend should be generous and honest. They don't have to be good-looking.*
6. *Five years ago I was a high school student. I lived in Dawei with my family.*
7. *I want to go to India. I'm very interested in Indian culture and food.*
8. *Next year I'm going to study chemistry at university. After I graduate, I think I'll get a job for an engineering company.*

# General English

## Pre-intermediate Modules 9-12

General English Pre-intermediate is a communicative English language course designed for post-10 and adult learners from Burma. The course comprises Student's Books, Teacher's Books and audio recordings for Modules 1-4, 5-8 and 9-12.

### General English Pre-intermediate Teacher's Book features:

- ◆ teacher's instructions interleaved with Student's Book pages
- ◆ teaching tips and extra activities
- ◆ a placement test and six progress tests
- ◆ a CD of audio recordings

### General English Pre-intermediate is:

- ◆ **context-appropriate** - The course focuses on the skills, topics and structures that Burmese students need to communicate in international situations.
- ◆ **easy to understand** - The course does not assume prior knowledge of other cultures. New language is presented in contexts familiar to students from Burma, and cultural and linguistic norms of English-speaking countries are given extra explanation.
- ◆ **easy to use** - The Teacher's Book contains clear, step-by-step instructions. The only equipment you need is a board, pens or chalk, and a CD or cassette player.
- ◆ **comprehensive** - The course provides thorough coverage of pre-intermediate structures, skills and functions. There is more practice, revision and testing than in most other coursebooks.
- ◆ **mature** - General English is designed to broaden students' knowledge of the world and develop thinking skills. Topics include environmental, social and development issues.

To download free digital copies of all these materials, and others, please visit our website: [www.curriculumproject.org](http://www.curriculumproject.org)

## TEACHER'S BOOK