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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.

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.
- 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.

<table>
<thead>
<tr>
<th>like</th>
<th>eat</th>
<th>work</th>
</tr>
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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 don’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.

comfortable fry borrow packet attend slowly

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

My mother My mother doesn’t eat 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.

**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.

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 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
Module Five

1. The Present Perfect (1)
This section introduces the present perfect tense in its most common use: past action with a present result. It focuses on:
- things that have just happened
- changes
- preparations
- yet and still

The present perfect is a difficult tense to learn properly, so don’t expect your students to use it correctly all the time.

1.1 It’s just happened
A. Discuss mobile phones. Do your students have experience of mobile phones? What are the advantages and disadvantages of them?

B. Tell students to look at the pictures and text. Explain that the man, Bee Bee, has just got a mobile phone. He likes to call his girlfriend all the time and tell her everything he is doing.

Elicit/explain the meaning of heading home (going home).
Elicit the difference between the italic and bold verbs.

Answer:
- The italic verbs are what is happening now (at the moment of speaking). They are in the present continuous tense.
- The bold verbs are about things that have recently finished. They are in the present perfect.

Tell students to read the first part of the Present Perfect (1) section of the Language Reference. They should stop reading before the Statements section.

C. Students match the pictures with the speech bubbles. Check students understand the meaning of just (it shows it happened a very short time ago).

D. Play audio 5.1. Students listen and check.

Answers:
- a. I’ve just washed my hair.
- b. I’ve chopped the onions and chillies.
- c. We’ve cooked the food. It’s delicious!
- d. I’ve left the house.
- e. I’ve just arrived at your place.

Extra Idea
Demonstrate this structure with actions, e.g. write something on the board. While you are writing, say ‘I’m writing on the board’. When you’ve finished, say ‘I’ve written on the board’. You can practise the third person by getting a student to do an action and getting others to make sentences during and after, e.g. She’s drawing a picture. She’s drawn a picture.
1.2 Forming the present perfect

A. Students complete the rules. They can look at the sentences in 1.1 if necessary. If it is too hard, tell them to look at the Present perfect (1): Statements section of the Language Reference.
Answers: 1. the past participle  2. has, have, has  3. we’ve, she’s, the dog’s

B. Students complete the chart by writing the past participles.
Answers: a. opened, decided  b. taught, had  c. written, seen

C. Students identify the differences between the three groups of verbs.
Answers: Group a is regular verbs. Group b is irregular verbs where the past simple and past participle are the same. Group c is irregular verbs where the past simple and past participle are different.

D. Students classify the verbs into the groups. If necessary, refer them to the list of irregular verbs on page 82 of the Student’s Book.
Answers: a. love, attend, vote, turn, analyse, arrive  b. sell, get, win, put, buy, bring, sit  c. eat, do, break, get, ride, come, drink, take

E. Students think of more examples of verbs to go into each group. After a couple of minutes, make a class list on the board, and get students to correct any verbs that have gone into the wrong category.

F. If you have enough time and space, have a Team Verb Competition. Divide the class into two teams. Give one member of each team a pen or a piece of chalk, and call out a verb in its base form, e.g. see. The teams’ representatives come to the board, and write the past participle, e.g. seen. The first person to write the correct form gets a point for their team. Continue until all team members have had at least one turn. The team with the most points is the winner. There is a list of irregular verbs on page 82 of the Student’s Book.

Language/Culture Notes
Get has two past participle forms: got and gotten. Gotten is mostly used in informal American English. It is not very common in Britain or in formal English of any kind. This course uses got as it is the most widely accepted form.

1.3 What’s just happened?

A. Discuss the pictures. Elicit students’ ideas about what has happened, and what the people are saying in each picture.

B. Play audio 5.2. Students listen, and identify what has happened. Elicit/explain that in British English nil is used to mean zero or nothing when giving sports scores, e.g. 3-0 is three-nil.
Answers:
1. She’s got a scholarship to study in Chiang Mai.
2. They’ve lost an important football match.
3. A tree’s fallen on his house.

1.4 Cause and effect

A. Students complete the sentences using the present perfect with just. There are many possible answers to this exercise.
Possible answers:
2. Ma Naung is very tired because she’s just played a football match.
3. The children are angry because they’ve just lost their toys.
4. Aung Win’s got no money because he’s just rented a bigger house.
5. Lisa and Jimmy are late for school because they’ve just missed the bus.
6. Nang Seng has a lot of money because she’s just sold some gold.

B. Ask a student: Why are Min Min’s hands green? They should answer: Because he’s just painted the house. Put students in pairs and tell them to ask and answer similar why questions about the other sentences:
Why is Ma Naung tired? Why are the children angry? Why has Aung Win got no money? Why are Lisa and Jimmy late for school? Why has Nang Seng got a lot of money?
They should take turns, so each student has a chance to ask and answer every question.
1.5 Things have changed

This exercise focuses on changes: saying what is different between the past and the present.

A. Read the text about Mya Mya. Elicit the facts about her in the past:

She was in school; she was studying; she didn’t wear glasses; she had very long hair; she was applying for nursing training.

Look at the picture, and establish the facts about her now:

She’s a nurse; she’s got short hair; she’s wearing glasses.

Establish what has changed (using the present perfect):

She’s started nursing training / become a nurse; she’s cut her hair; she’s started wearing glasses.

Write sentences on the board to show how we use the present perfect to say what has changed between the past and now, e.g.

Students look at the pictures and read the information. They write sentences about the changes, using the present perfect tense.

Answers:
3. She’s started wearing glasses.
4. She’s cut her hair.
5. She’s become a nurse.
6. Say Paw has had a baby.
7. She’s stopped working in an office.
8. Ko Aye has got fatter and healthier.
9. They’ve moved to the country.
10. Johnny has left prison.
11. He’s shaved his beard.
12. He’s written a book.
13. He’s started smoking a pipe.

B. Students write sentences about themselves describing things that have changed, and tell their partner.

1.6 Getting ready

A. Pre-teach stuff, worry. Introduce the listening text. Explain that Aung Mon is about to go to a job interview, and his wife San San Aye is helping him get ready. Discuss – have any students been to a job interview? What do they need to prepare before they go?

Pre-teach CV (curriculum vitae – a record of your education and employment; called resume [rez-yoo-may] in North America), to pack, certificates.

Play audio 5.3 twice. Students tick on the chart whether Aung Mon has done each thing.

Answers: done – put on a new shirt, remembered his glasses, packed his certificates and brushed his teeth.
not done – cleaned his shoes or prepared his CV.

B. Play audio 5.3 again. There are two things Aung Mon hasn’t done. Students listen and write down what Aung Mon says about these things.

Answers: cleaned shoes – no, I haven’t prepared CV – I haven’t prepared my CV

C. Students complete the grammar rule.

Answer: subject + have/has + not + past participle

D. Students try to remember how many questions San San Aye asked. If this is too hard, play the audio again.

Answer: 5

E. Students complete the grammar rule.

Answer: have/has + subject + past participle

Tell students to read the Present Perfect (1): Questions and answers section of the the Language Reference.

F. Students work in pairs. They are preparing for an important meeting. First, they should decide what the meeting is about, and who is going to attend. Give them a couple of minutes to decide, then ask a few pairs about this. Pre-teach checklist (list of things you need to do) and agenda. Each pair writes a checklist of things they need to do for the meeting. Elicit some suggestions, and help them with useful vocabulary, e.g.

write an agenda, organise transport/security/food, set up the tables, clean the room.

G. Each pair writes and practises a conversation about getting ready for the meeting. They can use Aung Mon and San San Aye’s conversation as a model, if necessary. Give them 5-10 minutes to prepare. Then pairs perform their conversations to the class. If possible, they should not read their conversation to the class; they should perform it from memory.
1.7 yet and still

A. With a strong class, tell students to correct the explanation before looking at the Language Reference. If you think this will be too difficult, tell students to read the yet section of the Language Reference first.

Answer:

Yet shows that we think something will happen (OR: …that we expect something to happen). We use it in negative statements and questions. Normally, yet goes at the end of a clause.

B. Students put yet in the correct place. Sometimes there is more than one correct answer, but these are the most common in modern colloquial English.

2. I haven’t seen the photos from the ceremony yet.
3. We’re organising a conference, but we haven’t invited anyone yet.
4. Have you met my sister yet?
5. We haven’t made a decision yet, so we should continue the discussion.

C. With a strong class, tell students to correct the explanation before looking at the Language Reference. If you think this will be too difficult, tell students to read the still section of the Language Reference first.

Answer:

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

D. Students fill the gaps with sentences that include still or yet. There is more than one possibility for some of them.

Possible answers:

3. she’s still here.
4. Have you found your keys yet?
5. Does Tin Tin still live with his parents?
6. Are you feeling better yet?
7. I’m still reading it.
8. he’s still single.
9. Are they still living in Pegu?
10. Have the kids gone to sleep yet?

1.8 Positive and negative

This exercise is quite easy. If your students don’t need further practice with this structure, skip it.

A. Students look at the pictures, and write a positive and a negative sentence in the present perfect about each situation.

Answers:

b. She’s got some good news. She’s hasn’t got some bad news.
c. They’ve got married. They haven’t got divorced.
d. They’ve lost the game. They haven’t won the game.

B. Students read the text, and write the verbs in the correct forms.

Answers:

He has done his homework
he hasn’t packed his bag yet
Ko Ko hasn’t woken him up.
They haven’t had breakfast yet.
Ko Ko hasn’t made it.
They haven’t fed the chickens and pigs yet.
UNIT 5

1.9 I’ve already done it

A. Pre-teach visa (a stamp or sticker in your passport that gives permission to enter a country), suit (a formal matching jacket and trousers, or skirt and trousers). Students read the conversation and tick the things that Nang Seng has got.

Answers: visa, suit.

Elicit the use of already. (We use already to show that something has been done earlier than expected.) Then tell students to read the already section of the Language Reference.

B. Students respond to the statements using already and yet.
Possible answers: 1. I’ve already studied it. 2. No, not yet.

C. Establish the situation: two people are about to have a party and are getting ready. They have a list of things they need to do. Students write sentences using yet and already to describe what they have and haven’t done.

Answers: They’ve already cooked the food. They haven’t bought the drink yet.
They’ve already cleaned the house. They haven’t lit the candles yet.

2. Present Perfect or Past Simple?
This section contrasts the present perfect and past simple tenses. This is quite difficult – English language learners usually need many years of practice with this until they can produce these tenses accurately every time.

2.1 Which tense?

A. Students read the conversation and identify the tense used in each sentence.

Answers: Past simple: Why did you do that? I didn’t like washing and combing it.
Present perfect: What have you done to your hair? I’ve cut it short.

B. Students look at the two sentences and decide what time period is the main focus of each sentence.

Answer:
• ‘I’ve cut it short’ focuses on the situation now. The main idea in this sentence is that now her hair is short (a past action with a present result).
• ‘I didn’t like washing and combing it’ focuses on a past situation. It describes a completed situation in the past.

Tell students to read the Present perfect or past simple? (1) section of the Language Reference.

C. Students choose the correct tense: present perfect or past simple.

Answers: a. ‘Has he woken up yet?’ ‘Yes, He woke up an hour ago.’
b. ‘Did you go into town last weekend?’ ‘No, but I went two weeks ago.’
c. ‘Err, I’m not sure. I’ve forgotten it.’
d. ‘She hasn’t come home from work yet.’
e. ‘No, sorry. I’ve broken my toe.’ ‘When did you do that?’

2.2 Listening: What’s the situation?

A. Introduce the activity: in each picture, something has happened. Talk about each picture – get students to guess what has happened.

Pre-teach accountant. Play audio 5.4. Students match each conversation with a picture.

Answers: Conversation 1. d Conversation 2. a Conversation 3. c Conversation 4. b

B. Play audio 5.4 again. Stop after each conversation to give students enough time to write their answers.

Answers: 1. a. He’s lost his glasses. 3. a. She’s sold her motorbike.
b. They’re on the table. b. She rides a bicycle. / She goes everywhere by bicycle.
2. a. He’s had a baby. 4. a. She’s broken her arm.
b. (They met) at work. b. She had an accident on her bike.

Elicit or point out the use of different tenses in the answers:
• present perfect for actions that have a result in the present (1a, 2a, 3a, 4a)
• past simple for completed actions in the past (2b, 4b)
• present simple for states (1b) and habits (3b)
2.3 Find someone who...

A. Students walk around the class asking each other if they have done the activities on the list today. When they find someone who has done one of the activities, they ask when they did it. You may want to write an example conversation on the board:

A: Have you done your homework today?  B: Yes, I have.
A: When did you do it?  B: At half past nine.

B. In pairs, students tell each other who has done what, and when they did it.

3. Clothes

Section 3 is about clothes: vocabulary of common clothing, classifying clothing, what different clothes are made of, and appropriate clothing for different situations. There is also a section on describing clothing (and other items) which don’t translate into English.

3.1 Vocabulary: Casual and formal clothes

A. Pre-teach casual (informal) and formal.

Students brainstorm a list of clothing and other things they wear, and put them into categories. Write them on the board. Make sure they include the following:

Possible answers:

- **casual:** sunglasses, T-shirt, jeans, shorts, flip-flops, sweater, sunglasses
  (also called jumper, jersey and pullover in British English)
- **formal:** suit, tie
- **both:** sandals, shoes, skirt, belt, trousers, hat, shirt (short-sleeved and long-sleeved), socks, dress, coat, jacket, vest, blouse (a woman’s shirt), boots, jewellery (earrings, necklace, bracelet, ring, etc.)

B. Elicit a list of footwear (and socks), clothes to wear in cold weather, and jewellery.

3.2 What are they wearing?

A. Pre-teach top (something you wear over your upper body – a shirt, jumper, jacket, etc.) and cloak.

Students write sentences about the people in the picture.

Possible answers:

A – He’s wearing a pinni / Burmese jacket and a longyi.
B – She’s wearing a Kachin top / Kachin shirt.
C – He’s wearing a Pa-O hat and jacket.
D – She’s wearing a Kayan dress, belt and cloak.
E – He’s wearing a Shan jacket and trousers.
F – She’s wearing a Karen top / Karen shirt.
B. Go through the information in the box with the students, and clarify anything they don’t understand. Discuss the traditional clothes from the students’ cultures. What would be the best way to describe these clothes to an English-speaking person?

3.3 Clothes from different cultures

A. Look at the pictures, and introduce the exercise: these women are all traditional dancers from different countries. The dancers are from New Zealand, Scotland, Hawaii and South Africa. **Pre-teach** embroidered, flax (a plant with thick fibres that is often used to make clothes), headband (small strip of material to wear around your head), jade, spin. Explain that poi is a Maori (pronounced mau-ree) word, with no English translation. Students identify the Maori woman.

**Answer:** 2

Get students to identify the poi in the picture.

*They are the round white balls at her waist – they are attached to long strings. Part of Maori dancing is to spin poi.*

B. **Pre-teach** cotton. Using their dictionaries if necessary, students identify what each woman is wearing.

**Answers:**
1. 3 – a waistcoat is a sleeveless jacket.
2. 4 – straw is dried grass.
3. 1
C. Look at the pictures below. Students guess what country these people are from.

Pre-teach turban (cloth worn around the head to make a hat), silk, decorate, leather, beads, thick, wrap. Play audio 5.5 two or three times. Students listen and match the descriptions with the pictures.

Answers:
A. 2  B. 1  C. 4  D. 3

What countries or ethnic groups do these people come from?

Answers:

D. There are many words from different languages in this text: chapan (the Afghan jacket), sari (the Indian dress), kimono (the Japanese costume) and isicholo (the Zulu hat).

Ask students questions about the pictures. If necessary, play the audio again.

What’s the chapan made of? (wool)
What’s the sari made of? (cotton or silk)
What’s the kimono made of? (don’t know exactly – probably cotton or silk)
What are traditional Japanese shoes made of? (wood)
What’s the isicholo made of? (straw and beads)
What’s the Zulu skirt made of? (leather and beads)
What’s the Zulu necklace made of? (beads)

Ask students questions about the clothes they are wearing, e.g.

What’s your shirt made of? What are your shoes made of?

3.4 When do you wear…?

A. Discuss when people wear foreign-style clothes, and when they wear clothes from their own culture.

Pre-teach traditional, festival, ceremony. Students read the text.

B. Students choose five of the items of clothing, and write sentences about when they wear them, e.g.

I wear a hat when it’s sunny.

C. Pre-teach hunting. Students write lists of three things that people wear in each situation, e.g.

a. football boots, shorts, T-shirt

Make a class list on the blackboard.

3.5 Working clothes

A. Introduce the text – explain that three people are going to talk about what they wear to work.

Pre-teach attractive, actually. Play audio 5.6, and pause after each speaker.

Students match the speaker to the picture, and complete the first column of the chart.

Play audio 5.6 again. Students make notes about the clothes.

Answers:

<table>
<thead>
<tr>
<th>Picture</th>
<th>Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Short shirt, high heels, make-up (the clothes that some people think are attractive or ‘sexy’).</td>
</tr>
<tr>
<td>B</td>
<td>Comfortable clothes – jeans, shorts, T-shirts, jumper. No make-up. Sometimes a long-sleeved shirt.</td>
</tr>
<tr>
<td>C</td>
<td>Smart, formal clothes – suit, tie, black shoes and socks.</td>
</tr>
</tbody>
</table>

B. Brainstorm a list of what students know about the jobs from the audio.

Answers:
1. Private school. School fees are expensive. Must dress in formal, smart clothes.
2. NGO. Casual office so can wear casual clothes. Has air-con.
3. Expensive restaurant. Have to dress attractively so men buy more drinks. Sometimes the men are rude.
4. **Possession**

This section looks at different ways to express possession:

- possessive adjectives
- possessive pronouns
- the possessive ’s

### 4.1 Whose shoes?

**A.** Look at the picture. Get students’ ideas about who owns which shoes – the high-heeled shoes, the boots, the sandals, the flip-flops and the sports shoes.

**B.** Students complete the table, changing possessive adjective structures (my, your, etc.) into possessive pronoun structures (mine, yours, etc.) or possessive nouns structures (noun + ’s). If this is too difficult, tell students to read the Possessives section of the Language Reference before they answer.

**Answers:**

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

**Tell students to read the Possessives section of the Language Reference if they have not already.**

**C.** Students use the information to complete the chart.

**Answers:**

<table>
<thead>
<tr>
<th></th>
<th>high heels</th>
<th>boots</th>
<th>sports shoes</th>
<th>flip-flops</th>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>leather</td>
<td></td>
<td></td>
<td>Aung Aung</td>
<td></td>
<td>Baw Baw</td>
</tr>
</tbody>
</table>

### 4.2 Expressing possession

**A. Elicit** different ways students know to express possession, e.g.

*Possessive pronouns, adjectives and nouns (the possessive ’s), to own, belongs to…*

**Elicit** some examples:

*The bag is mine. It’s my bag. I own the bag. The pen belongs to me. It’s Aung Mon’s bag.*

**B.** Students fill the gaps with the correct possessive pronoun or possessive noun.

**Answers:**

1. - Whose umbrella is this? Is it **yours**?
   - No, **Mine** is green. Perhaps it’s **Tin Tin Nya’s**.
2. - Which is better, our school or **their’s**?
   - **Ours**. It’s got better teachers.
3. - Excuse me, is that bag **yours**? I think it’s **mine**.
   - Oh, I’m sorry. They look the same – both bags are white.
4. - Is this Sai Lek’s coat? I need to borrow it.
   - The blue coat is **his**. This one is Naw Moo’s coat, I think.
   - No, **hers** is green. Maybe this one is **the teacher’s**.
4.3 Pronouncing the possessive ’s

A. Students read and repeat the sentences.

B. Play audio 5.7. Students check their pronunciation, and make sure they are saying the final ’s. Play the audio a few more times: students repeat.

C. In pairs, students say the sentences again, and check each other’s pronunciation of the final ’s.

D. This is a version of the Speaking Stick activity.
One student gives another student one of their possessions, and says It’s mine.
That person gives it to another person, and says It’s (the owner’s name)’s.
It gets passed from person to person, until it gets back to its owner.
There should be many things moving, in different directions, at the same time.

5. Pronunciation: Short Forms
This section focuses on forming and pronouncing contractions with auxiliaries, not, and be.

5.1 Contractions

A. Students make contracted forms by matching the subject with the verb, and the verb with not. In number one there are 19 possible forms, and number two has 10.

B. Play audio 5.8. Students listen and check their answers. You might want to write them on the board.
   Answers:
   1. I’ve, I’m, I’ll        you’ve, you’ll, you’re        we’ve, we’ll, we’re
   she’s, she’ll           they’ve, they’ll, they’re       where’s
   that’s                 here’s                           Aung Mon’s
   the house’s
   2. aren’t  isn’t  wasn’t  weren’t  won’t  haven’t  hasn’t  didn’t  can’t  couldn’t
   (NOT: willn’t)

C. Play audio 5.8 again. Students listen and repeat each contraction.
   Tell students to read the information in the box.
UNIT 5

6. Shopping
This section focuses on the language used for shopping and bargaining. There is a short reading text about different cultures’ approaches to bargaining.

6.1 Shopping around the world
A. Discuss the questions – get a few students to talk about their recent shopping experiences.
B. Students read the text, and do the vocabulary matching exercise.

Extra Idea
Do a Disappearing Paragraph activity with the paragraph above. Write the paragraph on the board, and tell students to repeat it. Erase about 10% of the words. Students say the paragraph, including the missing words. Erase another 10% of the words. Students repeat. Continue erasing until the board is empty, and students say the paragraph from memory.

6.2 People buying things
A. Introduce the exercise – three people are bargaining, in different countries (Thailand uses baht, the USA uses dollars and Burma uses kyat). Pre-teach advertisement. Play audio 5.10 two or three times. Students listen, and write the missing information.

Extra Idea
Do a Disappearing Paragraph activity with the paragraph above. Write the paragraph on the board, and tell students to repeat it. Erase about 10% of the words. Students say the paragraph, including the missing words. Erase another 10% of the words. Students repeat. Continue erasing until the board is empty, and students say the paragraph from memory.

B. Roleplay. Students work in pairs. Partner A is selling something, and decides on a price. Partner B is buying it, and wants a lower price. They practise a few conversations. Get a few pairs to perform a conversation to the class. Encourage creative acting!

If necessary, demonstrate this with a strong student, and go over useful shopping phrases first:
- How much for (3 kilos)?
- Can I have a discount?
- I can give you (600 kyat).
- How about (5,000 kyat)?
- Is that your last price?

Students can also refer to the audioscript.
7. Writing: Punctuation

7.1 Capital letters, commas, full stops and apostrophes

A. Before students read the information, brainstorm when and where we use capital letters in English.
   Students read the information. Clarify anything they don’t understand. Students correct the sentences.

   Answers:
   1. *Min Min* and *Deborah* went to a very nice *Indian* restaurant on *Christmas Day*.
   3. *One* of the most important *English* writers of the sixteenth century was *William Shakespeare*.
   4. *She* has a job as the *Director of Training* at *Microsoft Corporation*.
   5. *They* are quite an unusual family: the wife is *Catholic*, the husband is *Jewish* and their son is *Buddhist*.

B. Pre-teach pause. Before students read the information, brainstorm when and where we use commas in English.
   Students read the information. Clarify anything they don’t understand. Students correct the sentences.

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

   *NOTE: In American English a comma is usually placed after the final adjective in a list, e.g. *fish, seafood, meat, vegetables, and desserts*, but in British English this is usually omitted (as in sentences 1 and 4).*

C. Students read the information. Clarify anything they don’t understand. Students correct the paragraph.

   Answers:
   1. I work for a small organisation. It helps poor children. Some children can’t go to school because their parents are poor. My organisation pays school fees, buys school uniforms and builds boarding houses. Some children can’t go to school because there is no school in their village. My friends have built four boarding houses in large towns. They’ve built them in Bhamo, Lashio, Shwebo and Zitaw, Kachin State. The organisation is called *Access Education*.

Before students read the information about apostrophes, brainstorm when and where we use apostrophes in English.
Then students read the information. Clarify anything they don’t understand.
UNIT 5

8. Thinking about Learning: Vocabulary (2)

This section follows up on the vocabulary learning ideas discussed in Module 4. In this module, students discuss different techniques for learning and remembering key vocabulary.

8.1 How do you like to learn?

A. **Pre-teach topic, remind, prefer** (to like something more than other things).
   Read the different methods that the students use, and check your students understand each method. Students talk about which of these methods they use. Which are their favourite methods?
   What other ways do they like to learn vocabulary?
   **Brainstorm**, and write a list on the board.
   Make the point that different students learn in different ways. There is no ‘best’ way to learn vocabulary. If students get the opportunity to try different techniques, they can identify the ones that work best for them.

Exercises B and C will take quite a long time, so you can skip them if you don’t think they will be very useful or if you are short of time.

B. This is an experiment that you are going to do with your class. It is important to follow these steps closely.

   **Step 1** – Write these words on the board:
   *dissertation*   *significant*   *trend*   *mediate*   *anthropology*   *crucial*   *collapse*   *factor*   *adjacent*

   **Step 2** – Translate these words into students’ L1. Students copy the words and translations.

   **Step 3** – Give students exactly five minutes to learn the words. They can do anything they like – talk to each other, write, use a dictionary, ask you for more information…

   **Step 4** – Observe what they are doing, what techniques they are using. How many students are:
   - working individually?
   - testing each other in pairs or groups?
   - working silently?
   - saying the words?
   - looking in a dictionary?
   - asking you for help?
   - writing the words down?
   - using other techniques?

   **Step 5** – After five minutes, tell them to stop. Now, distract them. Do something completely different for a few minutes – talk about homework, ask some quiz questions, discuss an upcoming festival…

   **Step 6** – Test the students to see how many words they remember. They get a fresh piece of paper and cover any notes they have made. Say the word in L1, and they write down the word in English. Find out who was able to remember the most words (don’t worry about exact spelling).

C. Discuss the different ways that students used to remember the words. If you have a large class, students can do this in groups before discussing it as a class.

8.2 Vocabulary learning strategies

A. Read through the strategies, and clarify anything that students don’t understand.

B. **If you don’t have time to do this in class, tell students to do this for homework, and move on to exercise C.** Students try out these strategies with the words from the Vocabulary review section. Discuss which strategies they prefer, and why. Make the point that different strategies work for different people.

C. Discuss which other strategies students have identified that help them to learn vocabulary.

   If you like, tell them to use some of these with the vocab from this module for homework, and discuss the students’ experiences in the next 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. What’s the rule?
Students complete the puzzle.
Answers: 1. put  2. brought  3. eaten  4. washed  5. seen  6. gone  7. got
These sentences are all examples of the _present perfect_ tense.

B. Make sentences
Answers:
2. He’s stopped smoking.
3. They haven’t arrived yet.
4. We’ve seen all these.
5. We haven’t made it yet.
6. She’s studied a lot.
7. I’ve met a really nice girl.
8. I haven’t bought you a present.
9. They’ve played two football matches.

C. just and yet
Answers:
2. I’ve just seen her.
3. They’ve just arrived.
4. I haven’t read it yet.
5. I haven’t done it yet.
6. I haven’t decided yet.
7. We’ve just finished building it.
8. I haven’t told him yet.

D. Present perfect or past simple
Answers:
1. I’ve built a new house. I finished it yesterday.
2. I saw her five minutes ago.
3. They’ve arrived already. They caught the train yesterday.
4. I haven’t read it yet.
5. I was sick last week, so I didn’t go to school on Friday.
6. I haven’t decided.
7. Have you had your dinner yet?
8. Did he like the plan?
   I don’t know. I haven’t spoken to him yet.
E. **still, yet and already**

Answers:

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

**F. What are the clothes?**

Answers:

1. shorts
2. headscarves
3. belts
4. socks
5. suits
6. necklaces

**G. be made of**

Possible answers:

- A hat is usually made of cotton or wool but some hats are made of bamboo, leather or plastic.
- Boots are usually made of rubber, leather or plastic.
- A bag is usually made of plastic, cotton, wool or leather.
- A house is usually made of wood or bamboo.

**H. Possessives**

Answers:

1. These books are hers.
2. This shirt is his.
3. The necklace is Kyi Kyi’s.
4. That house is theirs.
5. Those bags are Saw Htoo’s.
6. This cup of tea is yours.
7. This money is his.
8. These cows are my friend’s.
9. That motorbike is ours.

**I. Write the reply**

There are many correct replies; here are some examples.

Possible answers:

1. What about that?
2. That’s expensive – can I have a discount?
3. How much for two?
4. OK. Here’s 2,500 kyat.
9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Five. 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. cotton, leather, plastic, rubber (silk is also OK)
   2. casual
   3. staff
   4. bargain
   5. congratulations
   6. non-
   7. conference
   8. century
   9. matter
   10. prefer
   11. private
   12. expect

C. Students choose five words from the wordlist and make up gap-fill sentences using these words. They should make sure that there is only one possible answer for each question. For example, I like to wear _________ is a bad question because there are many possible answers (boots, jewellery, silk, wool, cotton, make-up…). A better question is: Rings, necklaces and bracelets are all types of _________. because there is only one sensible answer (jewellery).

They give them to a partner to solve.

NOTE: There will probably be lots of mistakes in the questions. Don’t worry too much about this. It is still useful for students to practise making these questions, partly because it helps them revise the words, partly because it gives them extra writing practice, and partly because some of them may become teachers in the future and they may have to write questions like this for their students.

You can also do some activities from the Vocabulary review sections of Modules 1-4.
Module Six

1. Quantity
This section looks at quantity, and how to express it:
- expressions of quantity used with countable and uncountable nouns
- expressions of quantity used to make requests and offers
It includes three intensive listening exercises designed to demonstrate and familiarise students with how these expressions are used in daily conversation.

1.1 What do we need?
A. Brainstorm the ingredients people need to make pork curry.

B. Look at the picture. What ingredients does Bee Bee have?
Answers (from left to right):
Top shelf: a bag of rice, long beans, radishes, morning glory, pumpkin
Bottom shelf: lettuce, cabbage, eggplants (aubergines), eggs, carrots, tomatoes, cucumbers

C. Students decide what ingredients Bee Bee will need to buy to make pork curry.

D. Establish the situation: Bee Bee is asking his mother to buy some things for him, so he can make a special pork curry for his girlfriend.
   Play audio 6.1. Students identify what Bee Bee wants his mother to buy.
Answers: pork, cooking oil, potatoes, onions, garlic, chilli

E. Play audio 6.1 again two or three times. Students write the phrases used to talk about each item.
Answers:
2. Can you please buy some things for me?
3. Is there any cooking oil in the house? Please get some oil.
4. Have we got any eggs? We’ve got some eggs.
5. We haven’t got any onions.
6. There are some beans.
7. We haven’t got a large knife. Can you get a knife, too?
   There’s a new knife in the cupboard.

F. Elicit the meaning of countable and uncountable nouns. If necessary, tell students to read the Countable and uncountable nouns section of the Language Reference.
   Students use the answers in E to work out the rules about a/an, some and any, and complete the chart.
Answers:

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

A. **Pre-teach** any words from the stories that you don’t think your students will understand.
   Students read the texts and fill the gaps.

   **Answers:**
   1. Yesterday I invited *some* important visitors to my house. I bought *some* biscuits from the shop, and *some* cakes from the market. Then I remembered I didn’t have *any* coffee, so I went back and bought *some* coffee and *a* tin of milk. When I arrived home, I found I didn’t have *any* hot water! There wasn’t *any* wood or charcoal, so I couldn’t heat the water. I sent my little brother to buy *some* charcoal and *some* sugarcane juice. Fortunately, my visitors didn’t want *any* coffee. They liked the sugarcane juice.
   2. I was on *a* train in Mandalay, and I saw *a* man with *a* large packet of tea standing by the open window. As I watched, he took *some* tea and threw it out the window. Then he threw out *some* more.

   ‘Why are you doing that?’ I asked.

   ‘To keep the kangaroos away’, he replied.

   ‘But there aren’t *any* kangaroos in Burma’, I said.

   ‘You see,’ he said. ‘It works!’

B. Students make sentences about the things they have in their bags (or pencil cases or pockets if they don’t have a bag with them), and tell a partner. They make sentences about things they don’t have in their bags, and tell their partners – encourage students to be as creative as possible with this activity!

1.3 *some and any in questions*

A. Students look at the questions. Some of the questions use *some*. Try to *elicit* from the students what type of questions use *some* – what is the function of the questions that use *some*?

   **Answer:**
   *Questions where you offer or request something.*

B. Students write questions for the situations, using *some* or *any*. They can use the example structures, or use other structures, e.g. *Have you got... Do you have... Do you want... Can I have...*

   **Possible answers:**
   2. Are there *any* textbooks in the room?
   3. Do you have *any* orange juice?
   4. Would you like *some* biscuits?
   5. Have you got *any* grandchildren?
   6. Can I have *some* more water, please?
   7. Is there *any* noise outside?

C. In pairs, students ask and answer their questions. They can use either *Yes/No* + subject + auxiliary (e.g. *No, I haven’t*; *Yes, there are*) or *Yes, please / No, thank you*. You might want to *demonstrate* this first, and write some appropriate answers on the board for students to refer to.

D. In pairs, students write a dialogue, following the instructions in the boxes. Encourage them to be creative and to make the dialogue sound natural.

   **Possible answers:**
   A: *Would you like some tea?*  B: *No, thanks. Can I have some water?*
   A: *Yes, here’s some water. Do you want some coffee?*  B: *Yes, please.*
   A: *Would you like some sugar?*  B: *Yes, please. Do you have any milk?*
   A: *Sorry, we haven’t got any milk.*  B: *No problem. Thanks for that. Goodbye!*

E. Get some pairs to perform their dialogues to the class.
1.4 Quantity expressions

A. Students read the texts. Clarify anything they don’t understand.
Students identify which text refers to which topic.

Answers: Hobbies – 1 Food – 3 Clothing – 2 Exercise – 4

B. Students identify the quantity expressions from the texts. If they have difficulty with this, go through the texts as a class, and get students to underline the quantity expressions:

- lots of, quite a lot of, very few, not any, a lot of, hardly any, not much, a few, very little

Students decide whether these expressions can be used for countable or uncountable nouns, or both. They complete the chart.

Answers:
- **Countable** – very few, a few
- **Both countable and uncountable** – loads of, hardly any, quite a lot of, not any, a lot of, hardly any
- **Uncountable** – not much, very little

Tell students that loads of is a little bit stronger than lots of but is very informal. Elicit or point out other quantity expressions, and put them in the chart, e.g. not many (countable) and a little (uncountable).

C. Students order the quantity expressions.

Answers:

<table>
<thead>
<tr>
<th>a lot of</th>
<th>quite a lot of</th>
<th>not much</th>
<th>very little</th>
<th>not any</th>
</tr>
</thead>
<tbody>
<tr>
<td>loads of</td>
<td></td>
<td>a little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a few</td>
<td></td>
<td>very few</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>hardly any</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Tell students to read the **Quantity expressions** section of the **Language Reference**.

Students answer the questions. They should use a quantity expression or a yes/no answer.

Possible answers:

1. He gets very little exercise.
2. Yes, he’s got a lot of ties.
3. No, he wears hardly any jewellery.
4. I’ve got a few books.
5. I earn very little money.
6. No, there aren’t many women in this class.
7. Yes, I’ve learned quite a lot of English in this class.

E. Students write questions using much and many following the examples in D. In pairs, they ask and answer these questions. Get a few pairs to do this in front of the class.

F. Students complete the grammar rules.

Answer: 1. negative 2. negative

G. Students decide whether the sentences are true or false.

Answers: 1. True 2. False. There is quite a large Muslim population in the north of China. 3. False. Singapore doesn’t sell oil to other countries. 4. True 5. False. George W Bush hasn’t made any movies. 6. False. There are a lot of mountains in Burma.

H. Students write six sentences about themselves using each of the quantity expressions.

I. Students rewrite the sentences so they are true. There are a few correct answers for each.

Possible answers:

1. A lot of students want to attend university.
2. There aren’t any people on the moon.
3. There are lots of mosquitoes in Burma.
4. There’s hardly any rain in February.
5. Quite a lot of people speak English.
6. Teachers earn very little money.
7. There’s lots of rice in Asia.
1.6 In the library

A. Introduce the exercise – explain that this is a photo of the social studies section of the Lek Tho Teacher’s Training College Library. Students match each topic with its definition.

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

B. **Elicit** definitions of the words, or get students to check unknown words in their dictionaries.

C. Students **predict** the conversation. Ask students a few questions, e.g.
- Are there many history books?
- Are there a lot of psychology books? Why not?

Get students to make sentences, using expressions of quantity, about each topic.

Possible sentences:
- There are a lot of / lots of books on history / geography / health
- There are quite a lot of books on environment / development
- There are a few / not many books on politics / gender
- There are very few / hardly any books on economics / religion / psychology

D. Play audio 6.2. Students see if any of their sentences are mentioned on the audio:
- ...a lot of books on history and geography.
- ...very few books on psychology or religion.
- ...not many books on politics.

E. Play audio 6.2 two or three times. Students answer the questions.

Answers:
1. Local groups.
2. Mostly from overseas.
3. They are written for people in Western countries – they aren’t so relevant to people here.
4. No, hardly any.
5. Most psychology books are too difficult.
6. Mostly in English, some in Myanmar, a few in Kayin and Kachin.
7. Yes.

F. Students discuss what they would like to read from the library.
1.7 Practice with countable and uncountable nouns

A. Students classify the nouns into countable and uncountable, using their dictionaries if necessary. If you like, give them a time limit to complete this exercise.

Answers:

**Countable:** birthday community interview neighbour blanket
culture (usually) factory holiday journey situation container jar
onion programme vegetable army key opinion shower village
assistant ceremony CV discount meal wedding idea person

**Uncountable:** air breakfast information toothpaste development
environment (usually) fruit advice bamboo cloth education furniture
stuff research love

B. Students write sentences about their classroom. They can use any nouns, not just the ones in A. Check they use the correct type of noun.

Answers:

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

Get some students to read some sentences to the class. Does the class agree with the sentences?

C. Students write questions that make the answers true. They can either write about themselves, or well-known facts.

D. Students practise the questions and answers in pairs. Get a few pairs to read their questions and answers to the class.

2. Complaints

This section looks at the language of complaints and introduces the structures *too much/many* and *not enough*. There is also an exercise on expressing cause and effect with *so*. Before you start, pre-teach *complaint*.

2.1 *too and enough*

A. Introduce the exercise: students will look at some problems of living in towns and cities, and hear some people complaining about their place. Look at the items in the box, and check that students understand these words. Do students think each item is a good or a bad thing? Which could be both good and bad?

B. Look at the examples in the corner of the picture. Point out that:
- we use *too much/many* and *not enough* when there is a problem.
- we use *too much* with uncountable nouns and *too many* with countable nouns.
- we use *not enough* with both countable and uncountable nouns.

If students need further information, refer them to the *too and enough* section of the Language Reference. Students predict what the speakers on the audio will say and make sentences with the words in the box, using *too much/many* and *not enough*.

C. Play audio 6.3 two or three times. Students look at the audioscript and check their sentences.

Answers:

1. *There’s too much traffic,* and *too much pollution and noise* from all these cars and motorcycles.
2. *There aren’t enough trees.* I love birds, but here there isn’t anywhere for birds to live. *There isn’t enough water* in this city either. Sometimes we can’t wash in the mornings.
3. *There are too many police.* There are police on every corner these days. And *there are too many tourists.*
4. *There aren’t enough schools.* My six year old daughter has fifty students in her class. That’s too big. *And there’s too much rubbish* in the streets. It smells awful.
5. *There’s too much crime* – I’m afraid to go out at night. My friend’s bicycle got stolen last week. *There aren’t enough restaurants or cinemas.*

D. Students write three complaints about the place they live, using *too much/many* and *not enough*.

E. Students take turns to read out their complaints in groups of 5-8 (or to the whole class if you have a small class). What are the most common complaints?
2.2 What are their problems?
A. Students look at the pictures. **Elicit** students’ ideas on why these people are annoyed. Students complete the sentences with their own ideas.

**Possible answers:**
1. There are too many _news programmes_. There isn’t enough _sport_.
2. There’s too much _noise_. There are too many _students_. There aren’t enough _books_.

B. Students make notes of things they want to complain about: their home, school, health, etc. In pairs, students complain to each other, using *too* and *enough*, e.g.

> At home my brothers argue too much. There aren’t enough job opportunities in my area.

2.3 Cause and effect

This activity is quite easy. If your students don’t need more practice with *too* and *enough*, you can skip this.

A. **Pre-teach** *cause, effect*. Students make sentences by matching the causes and effects using *so*.

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

B. Students write their own sentences, using *too* and *enough* with *so*.

Get some students to read their sentences to the class.

3. Measurement

This section reviews containers, which students looked at in Module 3, and introduces and practises units of measurement. It focuses on the metric system of measurements (metres, kilograms, millilitres, etc.), not the imperial system (feet, pounds, pints, etc.).

3.1 Units of measurement

A. Students decide if the nouns are countable or uncountable.

**Answer:** They are all uncountable.

B. Students put the nouns into appropriate containers.

**Answers:**
1. A bag of _all these things can come in bags_.
2. Six bottles of _milk / water / fishpaste / oil_.
3. Another jar of _coffee / fishpaste_.
4. A large tin of _milk / fishpaste / oil_.
5. Half a cup of _all these things can come in cups_.
6. Two cartons of _milk / coffee_.

**Language/Culture Notes**

Uncountable things can be counted when you put them into containers, e.g. _some rice_ becomes a _sack of rice_, or _five kilograms of rice_. This is because containers are countable nouns.

Discuss what happens when you put the nouns into containers. Explain the information in the box.
C. Look at the examples. Students fill the gaps with a unit of measurement. Check they understand that these units, like containers, are countable nouns.

Answers:
1. Two __metres__ of string.
2. Half a __litre__ of oil.
3. 200 __grams__ of tea.
4. A __litre__ of fruit juice.
5. Ten __kilos / kilograms__ of pork.
6. Two __kilograms / kilo__ of bananas.
7. Half a __kilogram / kilo__ of onions.
8. 200 __grams__ of chillies.
9. A __kilo / kilogram__ of biscuits.
10. Ten __kilos / kilograms__ of yellow beans.

D. Pre-teach **weight** (pronounced the same as ‘wait’), **length** and **volume**. Students complete the sentences.

Answers:
We measure length using __metres__ and __kilometres__.
We measure volume using __litres__ and __millilitres__.

E. **Brainstorm** units of measurement and make a class list on the board, e.g. pound, mile, viss (1.6 kgs).

### 3.2 Pairwork: Listen and draw

*This activity takes a long time, so skip it if necessary.*

**Pre-teach** **scales** (a machine used to weigh things).

Students work in pairs. Partner A looks at this page, and Partner B looks at page 68. Each partner has different sections with drawings in them.

Partner A describes a section to Partner B, who draws it. Then Partner B describes a section to Partner A, who draws it. They continue until they have the same picture, which should look a little like this one:

If students find this difficult, **elicit** descriptions:

1. There are two cans of fish.
2. There’s half a kilo of sugar on some scales.
3. There are two bottles of oil.
4. There are four metres of rope / string.
5. There are two metres of cloth.
6. There are ten litres of water. / There is a ten-litre bottle of water.
7. There’s a bag of rice.
8. There are two kilos of chicken. / There’s a two-kilo chicken.
9. There are two packets of butter.

Don’t worry about the quality of the drawing!

### 3.3 Gap-fill dictation: The shopping trip

A. Play audio 6.4 two or three times. Students write the words they hear. For each **ping** sound, they draw a line. When they have finished, tell them to compare their writing with a partner’s. Do they agree?

Then tell them to look at audioscript 6.4 and correct any mistakes.

Answers:
I needed two __________ of rice and more __________, because there were so many relatives in my house! I went to the market. I bought the rice, and also a __________ of potatoes, a packet of __________ and two litres of __________. After this, I was very thirsty, so I sat down and drank a __________ of juice. On the way home, I stopped at the fish shop and bought two __________ of fish for dinner. I’m cooking it with __________ and a few spices. All my relatives are hungry!

B. Students fill the gaps, using their own ideas. Encourage imagination!

Possible answers:
I needed two __kilos__ of rice and more __fishpaste__, because there were so many relatives in my house! I went to the market. I bought the rice, and also a __bag__ of potatoes, a packet of __biscuits__, and two litres of __oil__. After this, I was very thirsty, so I sat down and drank a __bottle__ of juice. On my way home, I stopped at the fish shop and bought two __kilos__ of fish for dinner. I’m cooking it with __vegetables__, and a few spices. All my relatives are hungry!
4. The Present Perfect (2)
This section looks at the present perfect to describe continuing situations – things that started in the past and continue until now. It introduces the prepositions for and since, which are often used with this tense.

4.1 How long?
A. Students read the text and answer the questions.
   Answers: She lives in Rangoon. She works at the Global Learning Centre. She stays in an apartment near Kandawgyi.
B. Students decide which actions in the text are finished, and which are still happening
   Answers: Finished – lived in Hong Kong, stayed in a guesthouse, moved to an apartment
   Still happening – has lived in Rangoon, has been in her apartment for three weeks
C. Students answer the questions using full sentences, e.g. I live in Nu Po. I’ve lived here for eight years.
D. Tell students to read the Present perfect or past simple? (2) section of the Language Reference. In pairs, students tell each other where they work, study and/or live. Get some pairs to tell the class.

4.2 for and since
A. Students look at the picture. Elicit what is happening – they’re waiting for a bus. Pre-teach nearly.
   Play audio 6.5 two or three times. Students complete the sentences. They will need to figure out what time people arrived, based on how long they’ve been there and the time now (nearly 12 o’clock).
   Answers:
   1. The woman arrived at 11.00. She’s been there since 11.00.
   2. The man arrived at 9.00. He’s been there for nearly/almost three hours.
   3. The family arrived at 11.50. They’ve been there for nearly/almost ten minutes.
   Elicit or point out the rule for using for or since:
   • We use for with periods of time (five minutes, a week, three years).
   • We use since with a point in time (last week, this morning, 9.30, February, 1998).
   Tell students to read the for and since section of the Language Reference.
B. Students fill the gaps with for or since.
   Answers: 1. since 2. for 3. since 4. for 5. since 6. for 7. since 8. since

4.3 Aung Mon and San San Aye
A. Students read the text, and fill the gaps using for and since.
   Answers:
   2. She has worked for Central Accountants since 1994.
   3. She has known Aung Mon since 2003.
   4. They have been married since 2005.
   5. They have lived in Insein Township for (four) years. (in 2009)
   6. They have had a computer for six months.
B. Students write two answers to each question – one using for, one using since. The for answers depend on when they are written.
   Answers (in March 2009):
   2. since 1994 / for fifteen years. 4. since September 2005 / for four and a half years.
   3. since 2003 / for six years. 5. since February / for one month.
C. Students make true sentences about themselves, using for or since.
   Possible answers:
   1. I’ve lived here since 1998. 5. I’ve known my best friend since 2002.
   2. I’ve lived here for five years. 6. I’ve had my green jacket since 1999.
   3. I’ve studied English for ten years. 7. I’ve been a teacher for a few weeks.
   4. I’ve had a radio for three weeks.
5. Health

This section looks at health issues:

- parts of the body
- common problems, and how to express them
- cures for illnesses, and how to have a healthy life

5.1 Body parts

A. Pre-teach torso and organs. Students brainstorm a list of body parts in each category. If you like, do it as a group brainstorm competition. Write lists on the board. Make sure they include the following:

**Answers:**

| head and neck: | face, chin, mouth, lips, teeth, nose, ears, throat |
| arms: | shoulders, elbows, wrists, hands, fingers, thumbs |
| torso: | chest, breasts (women only), stomach, back |
| legs: | knees, ankles, feet, toes |
| organs: | brain, heart, lungs, liver, kidneys, skin |

Explain the information in the box.

B. This activity requires quite a lot of space and takes quite a lot of time. Skip it if necessary.

Play **Thingy Says.** Stand in front of the class, and get everyone to stand up. Say ‘Thingy says, touch your (body part)’. Students do what you tell them. Explain that if you don’t say ‘Thingy says,’ they should not obey. If they do, they are out, and they must sit down. If they touch the wrong body part, they are also out.

Continue until a few students are left. Then get one of them to be ‘Thingy’.

Repeat the activity until it is clear that most students know the body parts well.

If this is too easy, add other verbs: ‘Thingy says shake your arm/stamp your foot/nod your head’, etc.

**Language/Culture Notes**

In English, **hand** only refers to the part below the wrist, including the palm and fingers. It does not include the part between the wrist and elbow – that is part of the **arm**. We use **upper arm** for the part between the shoulder and elbow, and **lower arm** for the part between the elbow and the wrist.

Likewise, **foot** is only the part below the ankle, not including the part between the ankle and the knee. We can say **lower leg** for that part, and **upper leg** for the part above the knee.

5.2 At the clinic

A. Pre-teach joints, ache [pronounced ake], hurt, pain, sore, rash and fever.

Get students’ ideas about what this man’s illness is.

**Answer:** dengue fever – although it could be many other things, as these symptoms are common with many illnesses.

B. Use the text to focus on the words ache, sore, pain and hurt.

Point out that:

- **pain** is a noun (I’ve got a pain.)
- **hurt** is a verb (It hurts.)
- **ache** can be a verb or a noun. (It aches. / I’ve got an ache.)
- **ache** is also a suffix. We can talk about a headache, a backache, a toothache...
- **sore** is usually an adjective. (I’ve got a sore shoulder.)

Students fill the gaps.

**Answers:**

My stomach _hurts_.

My stomach _aches_.

I’ve got a _pain_ in my stomach.

I’ve got a _sore_ stomach.

C. Pre-teach symptoms (pronounced simp-tumz). In groups, students try to think of the symptoms for malaria, a cold and a broken leg.

D. Students choose a different health problem – not one already mentioned in this section – and think of the symptoms for it.

In pairs, they describe their symptoms to their partner, who tries to identify the problem.

If you like, get some students to describe the symptoms to the class. Can the class guess?
5.3 Be careful!

A. Look at the pictures. Elicit students’ ideas about the situation: What has happened? What is the problem? Play audio 6.6. Students match the conversation with the picture.

Answers: Picture 1 – c  Picture 2 – b  Picture 3 – a

B. See if students can do this from memory first. If not, play audio 6.6 again two or three times. Students match the sentences with the conversations.

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

5.4 Cures

A. Students make as many useful sentences as they can, matching problems with solutions. Elicit students’ ideas – what do they do in these situations? Discuss the structure: if / when + present simple + present simple. This is sometimes called the zero conditional. We use it to talk about things that are always or generally true, e.g.

If it’s sunny, clothes dry quickly. If you drink coffee, you can’t sleep.
When people get angry, their faces go red. When I have free time, I like to read novels.

Tell them that in this type of sentence, if and when usually have the same meaning.

B. Students write about themselves, and what they do in each situation. They discuss these problems in pairs. Get some students to explain their cures to the class.

C. Each pair takes two pieces of paper, and writes down their cures for two of the problems in B. Make sure they don’t write the name of the illness on the paper! Collect all the cures from the students.

D. Put students in groups of four or five. Give each group some of the cures. The group decides what illness or problem each cure is for, and classifies them under that problem. Get all the groups to put the cures for each problem together. If possible, get six large sheets of paper, one for each problem, put them on the wall, and get the groups to stick the cures on them. Then, if possible, students go around the room and check that their cures are recommended for the right problem.

If you have a crowded classroom, you might want to collect the cures and then give one to each student, or give two cures to each pair. They then identify what problem the cure is for. For small classes, get the class to work together on sorting out the cures, but the students must not tell others what their own cures (the ones they wrote) are for.

5.5 A healthy lifestyle

A. Have a class discussion about ways to stay healthy.

B. Pre-teach regularly (often, frequently). Students read the questions. Clarify anything they don’t understand. In pairs, students interview each other using the questionnaire.

Then check they know which ones indicate good health (2 and 8), and which ones bad health (1, 3, 4, 5, 6, 7, 9 and 10).

C. Students add up their partner’s score and read the results analysis. They tell their partner. If you like, get a few students to report briefly to the class about their partner, e.g.

Ma Aye scored 9, so she is quite healthy. However, she smokes and drinks too much, and doesn’t eat enough fruit and vegetables.
6. Making Appointments

This section focuses on making appointments: contacting people and arranging a convenient time to meet. There is no new language taught in this section; it is mostly fluency practice for previously met structures and functions.

6.1 Making an appointment

A. Brainstorm situations in which students might need to make an appointment. Ask students if they have done this recently, and what the situation was. Was it easy or difficult?

Elicit phrases that people might use to arrange an appointment. Write students’ suggested phrases on the board.

B. Establish the situation by reading the text. Play audio 6.7. Students listen and fill the gaps.

Answers:
- U Aung: Hello?
- Cho Cho: Hello, is U Aung there, please?
- U Aung: This is U Aung. How can I help you?
- Cho Cho: I’m Cho Cho from the Teacher Training College Library. I’d like to make an appointment to meet with you.

- Cho Cho: That’s fine.
- U Aung: OK, see you then.
- Cho Cho: Thank you. See you on Monday.

C. Pre-teach inconvenient. In pairs, students decide on alternative things Cho Cho could say.

Possible answers:
1. I’m sorry, I’m busy on Monday. How about Tuesday?
2. I’m sorry, 11.30 is not possible for me. Can we meet later?
3. I’d like to talk about our school library. We’re trying to get some money to buy more books.

D. In their pairs, students choose one of the situations from C and write a conversation about it using the format of the conversation in B.

E. Pairs practise their conversations. Get a few pairs to perform their conversations to the class.

6.2 An appointment with Ban Ki-moon

A. Check that students know of Ban Ki-moon (the Secretary-General of the United Nations since 2006). Establish the situation: each student is a journalist working for Freedom magazine. They want to interview Ban Ki-moon when he visits their town. They are phoning him to make an appointment. Students fill the gaps in the conversation with their own ideas.

Possible answers:
- You: Hello. I’m (student’s name) from Freedom magazine. I’d like to interview you when you are in (your town).
- Ban Ki-moon: Well, I’m very busy that day. I’ll look at my schedule. Hmmm…
- You: Are you free at 11.30?
- Ban Ki-moon: Sorry, I’m meeting the NGOs at 11.30.
- You: How about quarter to four?

B. In pairs, students write the rest of the conversation. They can either agree to meet, or decide that it’s not possible. Get a few pairs to perform their conversations to the class.
7. Writing: Informal Letters and Emails

This section looks at the language and formats used in informal letters and emails. If your students are unfamiliar with email, you can use this as an introduction to electronic communication.

7.1 Informal letters

Students read the introduction. Clarify anything they don’t understand.

A. Review the words formal and informal (formal in this context means official, following requirements, and informal means casual, relaxed and unofficial.)

Elicit some times when you might send an informal letter or email.

Possible answers:

- To invite someone to a casual event (e.g. a party, a meal)
- To congratulate a friend on a special occasion (e.g. graduation, promotion)
- To thank a friend or family member for something (e.g. a gift, staying at their house)
- To tell a friends some news, and ask about what is happening in their lives

B. Pre-teach ages (an informal word meaning a long time), barbecue (an outdoor party where you cook meat and/or vegetables outside over a charcoal fire), make it (to manage to come) and greeting.

Students read the letter and identify the different parts.

Answers:

1. June 21, 2009
2. Hi Htoo Aung!
3. How are you?... Let us know if you can make it (Tel. 0813610095).
4. Hope to see you soon,
5. Neil

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

Answers: 1. d  2. c  3. a  4. b

7.2 Emails

Pre-teach automatically. Students read the introduction. Clarify anything they don’t understand.

A. Pre-teach available. Students read the email and identify the different parts.

Answers:

1. htwehtwe442@bizmail.com
2. sanssanaye@centralaccounting.com
3. job news
4. 21/01/09
5. Hi Ma San San Aye,
6. How are you? I hope you and Ko Aung Mon are well.
7. I’ve quit my job… Are you free on Thursday?
8. See you soon, and say hi to Ko Aung Mon from me!
9. Love, Htwe Htwe xxx

NOTE: The xxx at the end of an email or letter represents kisses. People sometimes include this when they are writing to very close friends or relatives.

B. Students identify the main point of this email, and write a short summary.

Possible answer:

Htwe Htwe has quit her job and wants a new one. She wants to meet Ma San San Aye.

C. Students write an informal letter or email inviting a close friend or relative to a party. When you check it, see that they have included all the relevant information (a greeting, details about why, when and where the event is happening, contact information and a closing).
8. Thinking about Learning: Language Awareness

This section is about languages and communication. It looks at:

- what is a ‘native speaker’
- formal and informal language learning

8.1 Who’s speaking?

This is a trick exercise. It is not possible to know what people’s voices sound like from their photographs, except whether they are male or female (and maybe age!)

A. Play audio 6.8, pausing after each speaker. Students listen, and try to match the photos with the spoken voices.

B. In groups, students discuss how and why they decided who was who.

Answers: Nicolas – 5   Ros – 3   Tun Tun – 2   Tze Ming – 4   Tanny – 1

8.2 Native speakers?

A. In groups, students listen to audio 6.8 again, and decide who they think is a native speaker and who speaks English as a foreign language.

Answers: Native speakers – Ros (Australian), Tze Ming (American)
Non-native speakers – Nicolas (French), Tanny (Thai), Tun Tun (Burmese).

B. There are opinions only! There are no objective answers to this.

C. These two recordings are of people speaking. One is from New Zealand, one is from Burma. Pre-teach qualifications. Play audio 6.9 two or three times: students decide which speaker is easier to understand.

One opinion:

The Burmese speaker is slower, and perhaps her accent is more familiar to students. She stops sometimes to think about what she is saying. The New Zealander is very fast, but her pronunciation is more accurate.

Point out to students that if they go on to work in an organisation or to study, a lot of the English they use will be with non-native speakers (Europeans, Africans, people from other Asian countries). It is very useful for students to hear as many different types of English as they can – native and non-native – in many different accents.

8.3 Formal and informal language learning

A. Students think about the languages they can speak. Which ones can they read and write?

B. Discuss the difference between learning formally (by studying it systematically, usually with a teacher), and informally (through seeing, hearing and using it in daily life). In pairs or groups, students discuss the questions about each language they speak.

Often, formal study of grammar, vocabulary and pronunciation is done with non-native languages, not native languages. However, in some places the native language is taught formally at school, and some people learn non-native languages without formal study.

C. In pairs or groups, students discuss the advantages and disadvantages of formal and informal language learning.
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. Countable or uncountable?
Answers:
Countable: qualification, roof, solution, appointment, disease, pocket, instructions, language, receipt, divorce, interview
Uncountable: pollution, fruit, development, traffic, wool, make-up, meat, entertainment, advice

B. some and any
Answers:
1. There’s _some_ water in the bucket.       6. Could I borrow _some_ shampoo?
2. There aren’t _any_ goats in the compound. 7. We are waiting for _some_ visitors.
3. He wants _some_ more friends.             8. I haven’t heard _any_ news on the radio.
4. My parents haven’t got _any_ trees in their garden.
5. Are there _any _children in your house?

C. Offers and requests
There are a few possible correct answers.
Possible answers:
1. Would you like some sugar for your coffee? 4. Can I please borrow some money?
2. Do you want some cake?                    5. Can I have some more pens for the class?
3. Would you like some fruit?                6. Could I have some more tea, please?

D. Quantifiers
Answers: 1. quite a lot of  2. not much  3. ’s hardly got any  4. some  5. any

E. few and little
Answers: 1. very little  2. a few  3. very few  4. a little  5. a few  6. very few
7. very little  8. a little

F. too much/many
Answers:
- He drinks too much beer.                   - She watches too much TV.
- He eats too much meat.                     - She eats too many cakes.
- He smokes too many cigarettes.            - She drinks too much coffee.

G. not enough
Possible answers:
1. We want to go to the conference, but _there isn’t enough time. / we haven’t got enough time. / we don’t have enough time._
2. We’re trying to grow a vegetable garden, but _we haven’t got enough seeds. / we don’t have enough seeds._
3. The students can’t go to school because _there aren’t enough teachers._
4. I’m trying to write a report, but _I haven’t got enough information. / I don’t have enough information._
5. I want to invite you over for dinner, but _we haven’t got enough food. / we don’t have enough food. / there isn’t enough food._
6. The organisation needs a new computer, but _there isn’t enough money. / they don’t have enough money. / they haven’t got enough money._
H. Measurement
Answers:
2. metres (or centimetres)
3. grams (or kilograms)
4. grams (or kilograms)
5. litres (or millilitres)
6. metres (or centimetres)
7. litres
8. millilitres (or litres)

I. Containers
Answers:
1. packet, sometimes box or tin
2. bag, sometimes box
3. carton, sometimes can or bag
4. jar, bottle, tin
5. bowl, plate, bag
For 6-10, many answers are possible.
Possible answers:
6. fruit, oil
7. cigarettes, sweets
8. jam, sweets
9. fish, beans
10. juice, milk

J. for and since
Answers:
1. for 6. since
2. since 7. for
3. since 8. since
4. for 9. for
5. since 10. since

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

L. Body and health crossword
The clues for this are in two parts. The body parts are in the picture, and the conversation gives information about what the problem is. Students read the conversation, and look at the letters in the gaps to see which body part is the clue. Other clues refer to diseases or symptoms.
Answers:
9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Six. 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. social studies
2. reject
3. workshop
4. skin
5. appointment
6. elbow, joints, throat, wrist
7. beliefs
8. librarian
9. communicate
10. experience
11. quantity
12. heat

C. Divide students into two teams. Give one member from each team a word from the wordlist. They mime the word to the rest of their team (no speaking aloud). The first team to guess the word gets a point for their team.

You can also do some activities from the Vocabulary review sections of Modules 1-5.

Test
On page 93 there is a test of the language and skills from Modules 5 and 6. 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 96.
Module Seven

1. Predicting the Future
This section looks at ways to predict the future, using the structure will in positive and negative sentences and question forms.

1.1 Fortune telling

A. Introduce the activity: discuss fortune telling. Have any students been to a fortune teller? What did they say? Were any predictions correct?

B. Tell students to look at the picture and establish the situation: a woman is visiting a fortune teller to get predictions about her future life. Students look at the words and phrases in the box. Clarify anything they don’t understand. (NOTE: happily ever after is a phrase used in stories to mean that someone lived happily until their death.)

What do students think the fortune-teller is predicting? Elicit students’ ideas, and write some on the board.

C. Play audio 7.1 two or three times. Students listen, and check their predictions. Were any correct?

Answers:

- You will go to university, and graduate with very high marks.
- You will meet a handsome American man.
- You will like him a lot.
- He will ask you to marry him.
- At first, you won’t agree.
- But later, you will marry him and move to America.
- Your parents will be unhappy.
- You won’t like America.
- You will have a beautiful baby daughter.
- You will miss your family.
- You will all return to your country.
- Everyone will live happily ever after.

D. Check students understand that won’t is a contraction of will not.

Copy the chart onto the board. Students complete the chart using the grammar terms.

Answers:

<table>
<thead>
<tr>
<th>Column 1 – subject</th>
<th>Column 2 – modal verb</th>
<th>Column 3 – base verb</th>
</tr>
</thead>
</table>

Elicit some more examples of sentences with will and won’t.

Tell students to read the will and Modal auxiliary verbs: General sections of the Language Reference, but NOT the Questions and answers part yet – they will look at that later.

E. Students decide whether the sentences are grammatically correct or not, and correct the wrong ones.

Answers:

1. wrong (She will take you…)
2. right
3. wrong (He will be…)
4. wrong (Eh Soe will eat with us…)
5. right
6. right
F. Students read the situation, and use the verbs in the box to make predictions.

**Possible answers:**
2. She won’t pass her exams. She’ll fail them.
3. He’ll miss his bus. He won’t catch it.
4. She’ll stay in bed. She won’t go to the party.
5. They’ll lose the game. They won’t win.

G. Students make four predictions – two with *will* and two with *won’t* – about what will happen tomorrow.

H. Get some students to read their predictions to the class. Do people agree with these predictions?

1.2 **Questions with will**

A. Students complete the chart, using the grammar terms.

**Answers:**

<table>
<thead>
<tr>
<th>Column 1 – question word</th>
<th>Column 2 – modal verb</th>
<th>Column 3 – subject</th>
<th>Column 4 – verb</th>
</tr>
</thead>
</table>

B. Students write *yes/no* or *wh-* questions with *will*.

**Answers:**

2. How many ducks will we need?
3. What time will the car leave? / When will the car leave?
4. Will it rain tomorrow?
5. Will there be food at the party?
6. Where will you go tomorrow?
7. When will I see you again?
8. How much will the books cost?
9. Will the meeting start on time?
10. Will the new teacher be single?

1.3 **Roleplay: Tell a fortune**

A. *Exercise A is optional. If you don’t have much time, you can skip it. If you choose to do this section, do not spend much time on it – just have a brief discussion then move onto the roleplay.*

Discuss what students know about fortune telling. How do people do fortune telling in the students’ communities? Do they know of any ways of telling fortunes that are not used in their communities? Look at the pictures and text, and clarify anything the students don’t understand.
B. Students work in pairs. Encourage them to work with someone they know.
Students use what they know about their partner to think of six predictions about their future life.
They also make a list of about six questions about what they want to know about their own future.

C. In pairs, students take turns to tell each other’s fortune, and to ask questions about their future.
Get a couple of students to perform their discussion to the class.
You may want to demonstrate this activity first, with a confident student.

1.4 Pairwork: A visitor from the future

A. Students work in pairs or groups. Each pair/group makes a list of predictions about life in the year
3050. Write the predictions on the board.
Pre-teach to travel through time and time travel (when someone goes into the future or the past). Ask
if students think time travel will be possible in 3050. If necessary, go through short answer forms
with will:
Yes, I/you/she/he/it/we/they will. No, I/you/she/he/it/we/they won’t.
Yes, there will. No, there won’t.

B. Pre-teach time traveller (someone who travels through time), time machine (a machine used to travel
through time), control, cancer, bomb (verb and noun), petrol, logging, extinct, population.
Students work in pairs. Partner A looks at page 35; Partner B looks at page 68.
Partner A is a visitor from 3050. S/he reads the text, and prepares to answer questions about it.
Partner B wants to know about life in 3050. S/he prepares questions to ask. Students ask and answer
the questions. Where relevant, students should give information in their answers, not just yes or no.

Questions and possible answers:
1. Will computers control everything? - Yes, they will. There will be computers everywhere.
   Computers will do all the work.
2. What will people do? - They won’t work. They will have a lot of free time.
3. Will there be diseases? - There won’t be AIDS or malaria, but there will be
cancer and colds, and many new diseases.
5. Will people live on Mars? - Yes, there will be a large human population on Mars.
6. Will time travel be cheap? - No, it will be very expensive.
7. Will there be cancer? - Yes, there will.

C. Students change roles. Partner B is a visitor from 3050. S/he reads the text on page 68, and prepares
to answer questions about it. Partner A wants to know about life in 3050. S/he prepares questions to ask.
Students ask and answer the questions.

Questions and possible answers:
1. Will there be enough food and water? - Yes, there will. Scientists will discover ways
to grow lots of food with little land.
2. Will people have wars? - Yes, Japan and Canada will be at war.
3. Will there be refugees? - Yes, there will. Canadian refugees will cross the
border into the US.
4. Who will be Secretary-General of the United Nations? - A woman from Jupiter.
5. Will cars use petrol? - There won’t be any cars. People will fly small
aeroplanes that use water.
6. Which animals will be extinct? - Elephants, tigers and chickens.
7. Will there be trees? - Yes, there will be lots of trees. Logging will be illegal.
2. **Probability**

This section introduces various structures for expressing probability and possibility:

- the modal auxiliary verb **might**
- will probably and probably won’t
- maybe and perhaps

It focuses on degrees of probability, and how to express them.

### 2.1 It might happen

**A.** Tell the students to close their books, then establish the situation: Aung Mon is going away for a job interview, and his wife San San Aye is advising him about what he should take with him. Play audio 7.2. Students listen, and write a list of the things she suggests he take.

**Answers:** an umbrella, money, a warm jacket, an extra shirt.

**B.** Students open their Student’s Books. Play audio 7.2 again, and students identify the reasons San San Aye recommends he take the items.

**Answers:**

1. more money – he might need to stay overnight.
2. warm jacket – he weather might be cold.
3. extra shirt – he might get dirty on the bus.

**C.** Look at the items pictured. San San Aye thinks Aung Mon should take them. In pairs or individually, students think of reasons he might need them. They write sentences advising Aung Mon to take the items.

**Possible answers:**

- **telephone:** You might need to call someone.
- **bottle of water:** You might get thirsty.
- **camera:** You might want to take some photos.
- **notebook and pencil:** You might want to write something.
- **hat:** You might get cold. / It might be very sunny.

**D.** Brainstorm a class list of other things he could take, and why.

### 2.2 **might**

**A.** Elicit the use of **might** (to show that you are not sure about something). Tell students to read the **might** section of the **Language Reference**.

Students write sentences using **might**, expressing the same information in the sentences.

**Answers:**

2. I might see him again.
3. Si Si might be late.
4. My friends might visit me.
5. He might be sick.
6. She might come.
7. They might invite us.
8. My brother might study next year.
9. He might be Thai.
10. She might be playing her piano.

**B.** Students complete the conversation, using **might** and the verbs in brackets.

**Answers:**

- he might be _ in the library.
- he might be _ asleep.
- You might find _ him in his room
- She might know _

### 2.3 The next three years

**A.** Students write prediction sentences using the structures in the box. They should use their real opinions. Check by prompting, e.g. ‘go overseas?’, and pointing to students one by one. They give their predictions, e.g. ‘I probably won’t go overseas.’

**B.** Tell students to read the **Probability** section of the **Language Reference**. Students write five predictions about their future life, using the structures provided.

**C.** Students tell their predictions to the class. If you have a large class, get students to tell a partner or group.

**Extra Idea**

Instead of **C**, students write their predictions on pieces of paper. Number these, and put them up on the classroom wall. Students go around the class reading the papers, and guessing which student wrote each paper. Of course, this activity only works if they don’t already know each other’s handwriting.
3. **if…**

This section deals with uses of *if* and *when*. It introduces the first conditional, and revises the zero conditional, which students looked at in Module 6.

### 3.1 Global warming

A. Discuss global warming. Do students know what it is? Write their ideas on the board. How will it impact on student’s lives? Write up their ideas about that too. Only spend about 5-10 minutes on this exercise, and don’t worry if students are not sure.

B. Look at the pictures. What do they show? **Elicit** ideas about how global warming might affect the things in the pictures.

C. **Pre-teach** *temperature, gas, policy, climate, increase.* Ask students if they understand the words in bold in the text. Discuss the meanings of these words, and write definitions on the board if necessary.

- **global warming:** the world’s temperature is getting hotter.
- **fossil fuels:** something you burn to get energy that comes from very old, dead plants and animals.
- **carbon dioxide:** a gas that is produced when something is burned.
- **atmosphere:** the area surrounding the earth.
- **deforestation:** cutting down forests.
- **absorb:** to take in and hold something, such as a gas or liquid.
- **sea level:** the height of water in the sea.
- **storm:** very bad weather with strong wind and rain.
- **flood:** when water temporarily rises and covers the land.
- **hurricane:** a very bad tropical cyclone (storm), with winds over 74 miles per hour.

Students read the text. Clarify anything they don’t understand. Then they match the sentence halves.

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

D. Students identify the tenses used to make the first conditional.

**Answer:** The first half is present simple. The second half is future with ‘will’.

E. Students complete the sentences using a phrase with *will*.

**Possible answers:**
1. If a village floods, the people there will need a new place to live.
2. If plants can’t live in an area, animals will have problems.
3. If there isn’t enough food, people will move to a new area.
4. If people can grow different food crops, they will suffer less from global warming.

F. **Pre-teach** *products, the public, fault, taxes, damage, agriculture, blame, lead to.* Play audio 7.3, two or three times if necessary. Students listen, and list the suggestions to try to reduce global warming.

**Answers:**
- use less fossil fuels - don’t buy things you don’t need
- don’t use cars or motorbikes – walk or cycle - don’t burn rubbish
- don’t fly – take buses and trains - plant trees
- don’t use air conditioning – use a fan - reduce deforestation
- turn off lights when you’re not using them

G. Play audio 7.3 again. Students listen and identify what Lucy says about the items listed.

**Answers:**
1. bicycles: You will get exercise if you ride one.
2. rubbish: Don’t burn it, as this puts more carbon dioxide into the atmosphere.
3. trees: Plant them. They absorb carbon dioxide.
4. governments: Afraid to increase taxes on fossil fuels because they might damage the economy. Afraid of businesses, as they might cause problems if they lose money and the government tries to control them.
3.2 The first conditional

A. Students read the information. Clarify anything they don’t understand. They fill the gaps with the present simple or will + verb.

Answers: 2. We ___ will ___ be late if we ___ don’t leave ___ soon.
3. If I ___ go out ___ for a few minutes, ___ will ___ you ___ watch ___ the baby?.
4. We ___ won’t move ___ to the city if I ___ find ___ a job here.
5. You ___ will have ___ more friends if you ___ are ___ nice to people.
6. ____ Will ___ you still ___ love ___ me if I ___ leave ___ you?

Point out that in the first conditional:
• The if clause is usually in the present simple, and the main clause usually uses will.
• We usually use a comma if the if clause comes first, but not if the main clause is first.

B. Students do the Conditional Consequences activity. Give students the example sentence. The first student takes the main clause, and turns it into an if clause, adding a new main clause. The next student does the same with the new sentence. Continue until nobody can think of another sentence, and start with a new sentence, e.g. If it rains tomorrow, the roads will get muddy. or If I get a lot of money, I’ll give it to my teacher. If you have a large class, the activity can be done in groups.

3.3 if and when

A. Students read the conversation, and put it in order. There are a few other possible ways to do this, but this is the most likely.

Possible answers:
1 – Goodbye… Don’t forget to call me.
2 – OK, I’ll phone when I get to the bus station.
3 – And send me a postcard.
4 – OK, I’ll send a postcard when I get to Bangkok.
5 – Do you have enough money?
6 – I think so, but if I don’t have enough, I’ll borrow some from Uncle Bob.
7 – And be careful!
8 – Don’t worry, I’ll contact you if I have any problems.

Ask students what they think is the relationship between the speakers.

Answer: Probably parent and child, or any older relative and younger relative.

B. Elicit students’ ideas as to when we use if, and when we use when.

Answer: When – the situation in the condition clause is sure to happen.
If – the situation in the condition clause might happen.

e.g. When I go to Bagan, I’ll buy a new hat. The speaker is definitely going to Bagan.
If I go to Bagan, I’ll buy a new hat. The speaker might go to Bagan.

C. Students fill the gaps with if or when.

Answers: 1. When 2. If 3. If 4. when 5. when

3.4 Conditionals with other modals

This section looks at variations on the zero conditional (general truths) and first conditional (possible futures), with different modal verbs. Point out that will is not the only modal auxiliary you can use in the first conditional – can, should, might, may and must are also common. We can use ought to, have to, need to and going to as well. They are not modal verbs but they work in a similar way.

A. Students match the sentence halve.

Answers:
a. If he touches me, I’m going to hit him.
b. I can buy a car if I get a lot of money.
c. If you have a problem, I might help you.
d. When you get up, you should have a shower.
e. If you want to learn Chinese, you should speak with Chinese people.
f. Rivers are quite dangerous if you can’t swim.
g. When you go to university, you’ll have to work really hard.
h. If I don’t post the letters now, I must do it later.

B. Students complete the sentences.

Possible answers:
1. …I can buy a computer.
2. …if you want to pass your exam.
3. …I’ll work in a factory.
4. …we can eat.
5. …if we finish our work quickly.
6. …if people help each other.
7. …when I finish work.
8. …I’ll never speak to you again.
9. …we should go to a movie.
10. …it might bite someone.
4. **Places and Directions**

This section deals with places: what they are, what people do there, and how to get to them. It covers:

- vocabulary of common buildings and geographical features
- describing and evaluating different places
- asking and answering about directions.

4.1 **Indoors and outdoors**

A. Students brainstorm a list of places. Make sure they know NOT to write proper nouns like Sittwe, Dagon Township, Malaysia, The Golden City Restaurant, etc. If necessary, give them a few examples. Write the list on the board. Make sure they include the following:

- river, office, railway station/train station, forest, bus stop, factory, post office, fields/paddy fields/paddies, mountain, beach, park, playground, swimming pool, police station, island, sports ground/stadium, bank, clinic/hospital, hill, café/restaurant/teashop, internet café, airport

B. Students decide which places are indoors and which are outdoors. Some places can be both.

**Answers:**

- **indoors:** office, factory, post office, police station, bank, clinic/hospital, internet café
- **outdoors:** river, forest, bus stop, fields/paddy fields/paddies, mountain, beach, park, playground, island, sports ground/stadium, hill
- **both:** railway station, swimming pool, café/restaurant/teashop, airport

C. Students put a tick beside all the places they have been to in their lives.

Get students to tell their partner, then perhaps the class, about their list, e.g.

- I’ve been to an office, a factory and a river, but I haven’t been to a post office, a swimming pool or a railway station.

Make sure they use *or* to join items with a negative verb (*haven’t been*), and *and* for ones with a positive verb (*have been*).

4.2 **Around town**

A. Establish the situation: these groups of people are visiting a town, and want to know what they can do. **Pre-teach** **nature**. Students read what the visitors say. Clarify anything they don’t understand. Students identify each of the places in the pictures on pages 39 and 40.

**Answers:**

- **a. church**  
- **b. cinema**  
- **c. library**  
- **d. temple/pagoda**  
- **e. mosque**  
- **f. park**  
- **g. teashop**  
- **h. zoo**  
- **i. museum**  
- **j. mountain**  
- **k. lake**  
- **l. river**  
- **m. playground**  
- **n. nightclub**  
- **o. sports ground/sports field/football ground**  
- **p. theatre**

Explain the information in the box.

**Language/Culture Notes**

The word **nightclub** (or just **club**) is the same in Burma. However, in Western countries, and many non-Western countries such as Thailand, most nightclubs do not have sex workers. Both men and women go there simply to drink, socialise and dance.
B. Students match each group of visitors with places they might visit.
Possible answers:

1 – students: library, mosque, church, temple, zoo, museum, theatre
2 – relax: cinema, teashop, park, river, lake
3 – sports: park, river, lake, mountain, sports ground
4 – nightlife: nightclub
5 – children: library, cinema, park, zoo, playground
6 – nature: park, river, lake, mountain

C. In groups, students write six lists of places these visitors could go in their area.
Write class lists on the board.

4.3 Listening: Living in Chiang Mai

A. Read the introduction, and establish the situation: Alice and U Ba Shwe are teachers from Burma who are living and working in Chiang Mai, Thailand.
Pre-teach twice, work permit (official document that allows people from outside the country to work legally), cost of living (how much money you need for daily expenses), entertainment (things you can do for enjoyment), pollution and plenty (enough or more than enough).
Play audio 7.4. Students listen, and decide who talks about which things. They mark it on the table.

Answers:

<table>
<thead>
<tr>
<th></th>
<th>Alice</th>
<th>U Ba Shwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cost of living</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. entertainment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. food</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. security</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5. pollution</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. education</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

B. Play audio 7.4 again. Students write what the people say about each issue.
They don’t need to write exactly what the person says, just the main points.

Possible answers:

2. entertainment: Alice says there is a lot to do – it’s busy and exciting.
3. food: Alice says there’s plenty of different types of cheap food: Thai, Burmese, Chinese and Western.
4. security: U Ba Shwe says security is bad – his wife is afraid to leave the house.
5. pollution: U Ba Shwe says it’s polluted and there’s too much traffic and too many people.
6. education: U Ba Shwe says his children can’t go to school there. Alice says she attends English classes twice a week.

C. Students write sentences about these six issues in their own area.
Get them to read their sentences to the class.
Do most of them have similar or different opinions?
4.4 How do I get to…?

A. Brainstorm questions Paw Paw might want to ask to find out about the neighbourhood. Write their questions on the board, e.g.
   - Is there a market near your house?
   - Where’s the clinic?
   - How do I get to the park?

B. If necessary, review prepositions of place and movement with them first:
   place: behind, in front of, between, next to, near, opposite, in, on, at
   movement: across, into, out of, past, around, through, up, down, under, over

   Students match the phrases with the pictures. Clarify anything they don’t understand.

   Answers:
   1. Go past the park
   2. Turn right into Bridge Street
   3. Go through the market
   4. Go around the market
   5. Go down Central Street
   6. Take the second left

C. Pre-teach documents. Play audio 7.5 two or three times. Students identify where Lu Lu Aung’s house and the photocopy shop are.

   Answers: photocopy shop, Lu Lu Aung’s house
D. Students follow the directions, and identify where they are.

Answers:
1. the hairdresser
2. the restaurant
3. the cinema

E. Students look at the map, and write some directions. There are several possible answers.

Possible answers:
1. Go out onto Park Street, turn left, cross over Central Street and the petrol station is on your right.
2. Go down Park Street a little bit, and you’ll see it on your right.
3. Turn left into Central Street, and take the second right into Station Road. When you get to River Road, turn left, and the teacher’s house is on the left, opposite the primary school.
4. Go down River Road, and take the second right into Park Street. Walk through the park, and across Central Street. Go around the market.

4.5 In your neighbourhood

A. Students identify the places where people can do the activities listed.

Answers:
1. shop/market/supermarket
2. bus stop/bus station
3. cinema
4. hairdresser/barber

They then think of the most convenient place to do this near their class, and write directions to them.

B. In pairs, students give and receive directions. You may want to demonstrate an example dialogue first, e.g.

A: Excuse me, is there a market near here?
B: Yes, there is. It’s behind the high school. Go down Forest Street, turn left into 24th Street, and the school is on your right. The market is behind it.

5. Pronunciation: Silent Letters

This section provides practice of common words containing silent letters.

5.1 Code puzzle

A. Students say the words to themselves, and decide which letter is not sounded.

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

B. Play audio 7.6. Students listen and check their answers.

Play the audio again. Students repeat. Do this again if necessary.

C. Students write the silent letters in the gaps and spell a message.

Answer: You have nearly finished Module Seven, page forty-two. Good luck!

D. This activity gives extra practice of the words in A and B. Skip it if you don’t think your students need extra practice of these, or if you are short of time.

Students write sentences using as many of the words as possible. (If you have a big class, you can do this in pairs or groups.)

For each sentence, they get one point if they use one word, two points if they use two words, etc.

After five minutes, they count up their scores and read their sentences to the class. (If you have a big class, students can check their sentences with other students in groups.) If the sentences are incorrect, take away points. Which student (or pair or group) got the most points?
5.2 Common silent letters

A. In pairs or individually, students decide which of these words have a silent h, and which have a sounded h.  
   Answers: Silent: when, white, whisky, honest, ache   Sounded: perhaps, hotel, home, whole

B. In pairs or individually, students decide which of these words have a silent w, and which have a sounded w.  
   Answers: Silent: two, wrist, wrong, answer, who   Sounded: away, wing, west, wheel, walk

C. In pairs or individually, students decide which of these words have a silent k, and which have a sounded k.  
   Answers: Silent: knife, knowledge, knee, know   Sounded: kick, kill, awake, kiss, break, kitten

D. In pairs or individually, students decide which of these words have a silent b, and which have a sounded b.  
   Answers: Silent: bomb, comb, debt, climb   Sounded: obey, number, bus, beer, biscuit, bath, rob

E. In pairs or individually, students decide which of these words have a silent p, and which have a sounded p.  
   Answers: Silent: psychology, receipt   Sounded: appear, peace, cup, grandparents, escape, put, rope

F. Tell students to shut their books. Play audio 7.7. Students listen, and write down the sentences they hear.  
   Play it again so they can check their answers. Get them to repeat if you like.  
   Answers:
   1. I keep my comb in the cupboard next to my knives.
   2. I wrote the wrong answers in my psychology exam.
   3. I fell down and hurt my wrist, and now my knee aches too.
   4. Two hours ago I ate a whole chicken.
   5. Who took my white shirt?
   6. He's an honest man, but he drinks a lot of whisky.
   7. When will she pay her debts?
   8. That truck's got eight wheels, so it can climb large mountains.
   9. She has the knowledge of chemistry to make bombs.
   10. Please read the sign, and then knock on the door.
   11. The mechanic wants a receipt for the work.
   12. Be calm, and whisper if you need to speak.

   The next two activities might take a long time, so if your students don’t need more practice with silent letters,  
   omit G and H and move onto Section 6.

G. Students write three sentences, each using two or more words with silent letters.

H. Students do a pair dictation. Partner A reads her/his sentences aloud; Partner B writes. Then they swap  
   roles, and check each other’s writing.

6. Contradicting
This section revises short answers to yes/no questions, and shows how you can use the same structures to  
contradict statements you disagree with.

6.1 Listen and answer
Everything in this section has been covered in Modules 1-7, but you may like to go over the forms of short  
answers for the various structures before doing the exercises.

A. Play audio 7.8. The audio will ask a question. Students answer with a short answer. They should answer  
   truthfully! Repeat this two or three times, so students get plenty of practice. Try getting different students  
   or groups to answer, e.g. front row, boys, group 2.  
   If they need more practice, you could get them to test each other in pairs, using the audioscript at the  
   back of the Student’s Book.

B. In pairs, students write a list of yes/no questions. They join with another pair. Pair A asks a question.  
   Pair B answers. Then they change roles. Pair B asks; Pair A answers.
6.2 Listen and contradict

A. Play audio 7.9. The audio will say a false statement. Students contradict it. Play all the questions, students answer. Repeat this two or three times, so students get plenty of practice. Try getting different students or groups to answer, e.g. front row, males, group 2.

B. In pairs, students write a list of false statements. They join with another pair. Pair A reads a statement; Pair B contradicts. Then change roles. Pair B states; Pair A contradicts.

7. Writing: Formal Letters and Emails

This section follows on from the section on informal letters and emails in Module 6. It looks at rules and common phrases for writing formal, official correspondence.

7.1 Formal letters

Elicit occasions when you write formal letters and emails.

Possible answers:
• To answer a job advertisement
• To ask for information from a company or organisation
• To complain

Students read the rules for formal letters. Clarify anything they don’t understand.

A. Pre-teach signature, in reference to (about), grateful, bachelor’s and master’s (degree courses) and look forward to. Students read the letter and identify the different parts.

Answers:
1. 26E Anawrahta Road, Rangoon, Burma
2. Ms Stefanie Gray, Northopia University, Northopia 46QT55
4. Dear Ms Gray,
5. I am writing in reference to your science scholarship programme in 2010.
6. I recently graduated from the Rangoon Academy of Arts and Sciences with a bachelor’s degree in environmental science. I would be grateful if you could send me some more information about master’s courses in environmental science. I would also like some information about scholarships for these courses.
7. I look forward to hearing from you.
8. Yours sincerely,
9. Myo Win

B. Pre-teach look into (investigate; find out about), I am afraid that… (unfortunately; I regret that), postage, enquire. Students order the sentences.

Answers:
5 – Please could you…
6 – Yours faithfully,
1 – Dear Sir/Madam,
4 – I am afraid that I have not received my book yet.
2 – I am writing to enquire about…
3 – On the 29th of March I ordered…

C. Pre-teach require. Students decide whether the phrases are formal or informal.

7.2 Formal emails

Students read the rules for formal emails. Clarify anything they don’t understand. *Emoticons* are little faces or other pictures that some people put in emails or text messages, e.g. :-( or 😊

**A.** Students look through the email and identify the mistakes. There are six.

**Answers:**
- *Hi U Win Htut* (should be *Dear U Win Htut*)
- *I'm* (x 2; should be *I am*)
- *u* (should be *you*)
- *See you soon* (should be *Yours sincerely*)
- *the :-)* should not be there

**B.** Students write a formal letter or email to enquire about what courses are available at Singapore College. When you check students’ writing, make sure they include all the points listed in 7.1, and that the language they use is formal, correct English.

8. Thinking about Learning: Communication Strategies

This section looks at different communication strategies, and what happens when communication is difficult. It goes through several commonly used techniques, and looks at situations in which you can use them.

8.1 Situations

**A.** Discuss each of the three situations. **Elicit** ideas from students about how they would deal with each situation. Write their ideas on the board.

**B.** Students match words and definitions.

**Answers:**
- *repeat* – to say the same message again
- *rephrase* – to say the same message using different words
- *clarify* – to make the message clearer
- *translate* – to say the same message in a different language
- *check* – to ask if you understood the message correctly

**C.** Pre-teach *repair*. Play audio 7.10 a few times. Students work in pairs. They listen to the conversations, decide which strategy is being used and complete the sentences.

**Possible answers:**
1. In conversation 1, the woman _checks_.
2. In conversation 2, the woman _repeats_ and _rephrases_ the message.
3. In conversation 3, the woman _checks_ and the man _rephrases_ and _translates_.

Discuss these strategies. Can students think of situations where they have used them? This discussion might be better in students’ L1.

Get them to describe to the class what happened.

8.2 Pairwork: Shopkeepers and customers

**A.** Give each student a picture of an object (book, plate, table, bag of rice, etc.). Tell them not to show it to other students. (If you don’t have pictures, give them a piece of paper with the name of the object written on it.) Tell them they are going to be customers in a shop, and they have to communicate to the shopkeeper that they want to buy the item in the picture. They prepare which strategies they will use – what is the best way to communicate what they want? They are not allowed to use their L1 or the word in English.

**B.** Put students in pairs. They **roleplay** shopkeepers and customers. Partner A is the customer. S/he has to communicate what s/he wants to buy without using L1. Partner B is the shopkeeper. S/he has to try to guess what the customer wants. (Partner B can guess in their L1 if they want.)

Then they change roles.

If you like, get students to change pictures/words with another pair, and repeat the activity.
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. will and won’t
Possible answers:
2. She won’t pass her maths exam.
3. I won’t get married.
4. The school committee will have a meeting next week.
5. The party will be fun.
6. Htay Htay and Mi Mon won’t be in class tomorrow.
7. The teacher will be annoyed.
8. There will be a lot of people at the game.
9. Su Su will meet us at 5.00.
10. There won’t be any dinner tonight.

B. Questions with will
Answers:
1. What will he eat?
2. When will Khaing Oo leave?
3. Who will we invite?
4. How many people will come?
5. When will they get married?
6. Where will the teachers eat?
7. What will Ko Ko do after school?
8. How far will we walk?
9. How will my aunt travel?
10. How much oil will you need?

C. might
Answers:
2. might wake
3. might slip
4. might bite
5. might not like
6. might break
7. might need / might want
8. might not come
9. might need / might want
10. might not eat

D. Probability
Answers:
Nang Seng is going to a conference in China. At the conference she will make a speech and she will organise a workshop. She’s sure about that. But she doesn’t know where she will stay. She will probably stay with friends, but her friends might be away. She probably won’t stay in a hotel. She doesn’t like hotels. She is interested in Chinese history and culture, so in her free time she will probably go to the museum and she might go to the theatre. She might go shopping, but she hasn’t got much money. Some of her friends want to go out at night, but she won’t go out dancing. She hates dancing.

E. if and when
Answers:
2. I’m going to the meeting. I’ll tell you about it when I get home.
3. If we don’t do something now, it’ll be too late.
4. I’m going to the shop. If Ko Ko calls when I’m out, I’ll call him back.
5. We’ll visit my uncle when we go to Magwe.
6. We’ll be late if we don’t hurry.

F. Conditionals and modals
Answers:
1. I might come to the party if I’m not busy.
2. My sister can fight really well when she has to.
3. When you finish your homework you can visit your friends.
4. If you like fish, you should visit Ni Ni’s seafood restaurant.
4. If you can speak Shan, it’s easier to learn Thai and Lao.
G. Directions
Possible answers:

2. Turn right out of the hospital and go down Main Street. Cross Grass Street and River Road, and the big house is on your right.
3. Go left onto Main Street. Cross River Road, and the teashop is on your right, between the clothes shop and the shoe shop.
4. Go left on Grass Street and turn left into Main Street. Turn left again into River Road, and the bus station is on your right.

H. Where are you?
Answers:

2. the hospital
3. two houses
4. the bus station
5. the small houses

I. Places
Students think of places they can go to do these activities. There are no exact answers to this, as many things can be done in many places.
Possible answers:

2. theatre, festival, nightclub, etc.
3. football field, playground, stadium, volleyball court, swimming pool, etc.
4. office, library, meeting room, school, etc.
5. temple, mosque, church, monastery, etc.
6. library
7. restaurant, teashop, café, noodle shop, etc.
8. post office, post box

J. Contradicting
Answers:

2. Yes, they are.
3. No, she isn’t.
4. No, you’re not.
5. No, you haven’t.
6. No, they can’t.
7. Yes, it will.
8. No, there aren’t.

K. Silent letters
Answers:

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

This is a page of vocabulary learning using words from Module Seven. 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. repair
   2. whisper
   3. receipt
   4. clarify
   5. degree
   6. increase
   7. rise
   8. annoy
   9. logging
  10. café
  11. global
  12. fossil fuels

C. Students work in pairs. Both partners choose five words from the wordlist, without showing their other partner. They should choose words they know. They both say their words at the same time, and then try to write sentences using both the words.

   You can also do some activities from the Vocabulary review sections of Modules 1-6.
1. Comparing Things
This section is about comparison: comparing one thing / group of things to another. It looks at:
• comparative adjectives (with and without than)
• degrees of comparison

1.1 Which is better?
A. Pre-teach concrete, convenient. Look at the pictures, and read the conversations.
Students identify all the things that are being compared.

Answers:
Top picture: bamboo house and concrete house
Middle picture: motorbike and bicycle
Bottom picture: working on a farm and working in a factory
country life and city life

B. Students list the advantages and disadvantages of each thing, according to the speakers.

<table>
<thead>
<tr>
<th></th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>bamboo house</td>
<td>cheaper, more environmentally friendly</td>
<td>weaker so it gets damaged easily</td>
</tr>
<tr>
<td>concrete house</td>
<td>bigger, stronger, cooler</td>
<td>more expensive</td>
</tr>
<tr>
<td>motorbike</td>
<td>faster, more fun, more convenient</td>
<td>more dangerous</td>
</tr>
<tr>
<td>bicycle</td>
<td>more enjoyable, more reliable</td>
<td>slower</td>
</tr>
<tr>
<td>farming</td>
<td>more independent, country life is healthier and more relaxing</td>
<td></td>
</tr>
<tr>
<td>working in a factory</td>
<td>more regular, the pay is better, city life is more exciting</td>
<td>harder, city life more dangerous</td>
</tr>
</tbody>
</table>
C. In pairs, students ask and answer the questions. They should answer the questions according to their own opinions. Get a few students to explain their partners’ answers to the class.

1.2 Forming comparatives

A. Look at the examples in the box. Can students use this information to make rules about forming comparatives? Elicit the rules, and write them on the board.

Answers:
For one syllable adjectives, add -er. (You sometimes have to double the consonant.)
For two syllable adjectives ending in -y, remove the -y, and add -ier.
For most other adjectives, use more.
A few adjectives are irregular. They don’t follow any rule.

B. Students write replies to the remarks, using a comparative form.

Possible answers:

2. Yes, but cats are more intelligent.
3. Yes, but mosquitoes are more dangerous.
4. Yes, but Japanese is more difficult.
5. Yes, but ours is better.
6. Yes, but April is hotter.
7. Yes, but Bangladesh is poorer.
8. Yes, but there are more in China.
9. Yes, but the nursery school is noisier.

C. Check that students understand the adjectives. Elicit the comparative forms.

Answers:
more violent more crowded drier more experienced nicer

D. Students use the comparatives from C to add information to the sentences in B. Encourage them to add other new comparatives, too.

Examples:

2. Yes, but goats are more intelligent and nicer.
3. Yes, but tigers are more dangerous, and more violent.
5. Yes, but ours is better. We’re also more experienced.
6. Yes, but April is hotter and drier.
7. Yes, but Bangladesh is poorer and more crowded.

E. In pairs, students practise the conversations. Partner A says one of the statements from B. Partner B responds, using their own replies. You may want to demonstrate this with a couple of strong students first.

F. This activity might not be possible with all classes. If your classroom doesn’t have enough room, or your students don’t need more practice with this structure, you can skip this.

Have a Team Adjective Competition. Divide the class into two teams. If you have a large class, divide into three or four teams. Give one member of each team a pen, and call out an adjective. The teams’ representatives come to the board, and write the comparative form. The first person to write the correct form gets a point for their team. Continue until all team members have had at least one turn. The team with the most points is the winner.

NOTE: This activity is a very good warm-up/revision activity for the start of a lesson.

Tell students to read the Comparatives section of the Language Reference if they need to review the rules.
Ask students if they can guess the meaning of the idiom *love triangle* (a situation where two people love the same person.)

**A. Pre-teach** grow up, save [money], attention, wonderful, manager.

Play audio 8.1. Students decide which person is which photo.

*Answers:* Carol is the woman. Max is the man on the left. Tim is on the right.

**B.** Play audio 8.1 again. Students answer the questions.

*Answers:*

1. For 18 years.
2. He’s a gardener.
3. He’s nervous.
4. A month.
5. He’s interesting and has exciting stories to tell.
6. Nearly every day.
7. Yes, she thinks they’ll be friends forever.
8. Yes, he’s had many girlfriends.
9. She’s warm, friendly and fun to be with.
10. No, he hasn’t. Not yet.

**C. Pre-teach** shiny, confident, responsible, dependable, wise, wide, warm (personality), fault, charming.

Play audio 8.2. Students decide who is singing it.

*Answer:* Tim.

**D.** Play audio 8.2 again. Students listen, and fill the gaps. Sometimes they need to add *than* as well as the adjective.

*Answers:*

His arms are stronger than mine
His legs are *longer than* mine
His clothes are always *cleaner*
And his trees are so much *greener*
But my heart is *bigger than* his
And my love for you is *stronger than* his

My love for you is *stronger*

His hair is *shinier than* mine
His habits are *tidier than* mine
His eyes are *bluer*
And his faults are *fewer*
But my heart is *bigger than* his
And my love for you is *stronger than* his

My love for you is *stronger*.

**E.** Play audio 8.2 again. Students answer the questions.

*Answers:*

1. Max
2. Max
3. Tim
4. Tim
5. He is neater, better organised
6. ‘There is more love in my heart than in his.’

**F.** In pairs, students decide what Carol should do: marry Tim, marry Max, or neither?

Then they get into groups and give their reasons for that opinion. Can they all agree?

Then they tell the class. Take a class vote on what Carol should do.
1.4 Degrees of comparison

A. Look at the pictures, and check that students understand:
   • we use a bit or a little when there is a small difference between things
   • we use much when there is a big difference between things (a lot is also possible but is less common in comparatives)

B. Students rewrite the example sentences, using opposite adjectives.
   **Answers:**
   2. Box A is a little smaller than box B.
   3. Box A is much smaller than Box C.
   4. The black T-shirt is a bit/a little cheaper than the grey T-shirt.
   5. The grey T-shirt is much cheaper than the white T-shirt.
   Tell students to read the Degrees of comparison section of the Language Reference.

C. Students write answers.
   **Possible answers:**
   2. Today I feel much better than yesterday. / Yesterday I felt much worse than today.
   3. I can carry a little/a bit more than my brother. / I am a little/a bit stronger than my brother. My brother can carry a little/a bit less than me. / My brother is a little/a bit weaker than me.
   4. U Tin Gyi has much less hair than Si Si. / U Tin Gyi’s hair is much shorter than Si Si’s. Si Si has much more hair than U Tin Gyi. / Si Si’s hair is much longer than U Tin Gyi’s.
   5. China has a much bigger population than New Zealand. China’s population is much bigger than New Zealand’s. New Zealand has a much smaller population than China. New Zealand’s population is much smaller than China’s.

2. Superlatives

In this section, students look at superlative adjectives: how to compare one thing to the rest of a group. They also look at objective and subjective comparison – what is fact and what is opinion. Elicit or pre-teach superlative.

2.1 Schools

A. Pre-teach facilities, campus. Students read the texts. Clarify anything they don’t understand. Students decide which of the three schools they like the best. Ask a few students which school they prefer, and why.

B. Students count and identify the superlative forms in the texts.
   **Answers:** There are 16 superlative forms:
   - **Future Education Institute:** most attractive teachers, newest buildings, most modern facilities, largest campus, most beautiful campus, most expensive school
   - **Youth Learning Centre:** poorest school, best teachers, most difficult entrance exams, students work hardest, best results
   - **Slow Learning Programme:** most relaxed, laziest teachers, biggest TV, nicest students, most delicious food.

C. Put students in pairs or groups. Give them a few minutes to make rules for forming superlatives. If they find this difficult, tell them they are very similar to the rules for forming comparatives. Elicit some ideas from students, then tell them to read the Superlatives section of the Language Reference.
2.3 Objective and subjective
A. The aim of this exercise is to show the difference between objective (factual) and subjective (according to opinion) statements. Students read the questions. Clarify anything they don’t understand.

B. Students work in groups of four or five, or in pairs if it is a small class. Each group tries to find out the answers to the questions. They may know some answers already, but will need to ask questions of people in their group, and other groups. You may want to elicit some questions first:

   - The safest way to travel is by motorbike.

   - No, the safest way to travel is by bus.

   OR

   - No, the most dangerous way to travel is by motorbike.

You may want to demonstrate this first.

If you like, get the students to give opinions about different subjects to the class, their group or their partner. Others have to reply with their opinions, using comparatives and/or superlatives, e.g.

   - Maths is the most interesting subject

   - No, Social Studies is the most boring subject. English is much more interesting.

2.4 World records

A. Students read the statements, and decide whether they agree or disagree with them.

B. In pairs, students make conversations using the statements. Partner A makes one of the statements. Partner B disagrees, s/he contradicts it using a more appropriate noun or adjective, e.g.

   The safest way to travel is by motorbike.

   - No, the safest way to travel is by bus.

   OR

   - No, the most dangerous way to travel is by motorbike.

   You may want to demonstrate this first.

If you like, get the students to give opinions about different subjects to the class, their group or their partner. Others have to reply with their opinions, using comparatives and/or superlatives, e.g.

   - Maths is the most interesting subject

   - No, Social Studies is the most boring subject. English is much more interesting.
2.4 World records

A. Pre-teach world record, the Vatican (capital of the Roman Catholic Church, an independent country in Europe), cheetah (an animal similar to a leopard or tiger). Students use the information in the box to make sentences.

Answers:
2. China has the largest population in the world.
3. Russia is the largest country in the world.
4. The whale is the largest animal in the world.
5. The cheetah is the fastest animal in the world.
6. The Nile is the longest river in the world.
7. Mount Everest is the highest mountain in the world.

B. Demonstrate the how + adjective question structure. Write this table on the board:

Elicit more examples of this structure.

Students make questions about these records.


How
<table>
<thead>
<tr>
<th>far</th>
<th>can you throw a ball?</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>does it fly?</td>
</tr>
<tr>
<td>big</td>
<td>is it?</td>
</tr>
</tbody>
</table>

C. Pre-teach adult, square kilometres (measure for area), kilometres per hour / kph (measurement for speed). Students guess the answers to each question.

Elicit three or four answers to each question, and write them on the board.

D. Play audio 8.3. If you like, for each question, find out which student’s guess was the most accurate.

Answers: 1. 1,000 people 2. 1.2 billion people 3. 17 million square kilometres 4. 25 metres 5. about 100 kilometres per hour 6. 6,695 kilometres 7. 8,872 metre

2.5 Pairwork: More world records

This information gap pairwork exercise is quite difficult. Don’t expect the students to use the correct structure in their questions; the aim is to communicate the information, by any words possible! Be very strict here with LI – they should try to use only English.

A. Pre-teach royal family, tortoise, species, rare, survivor, continuously, salary, surrender. Students work in pairs.

Partner A looks at page 54, Partner B looks at page 69. Students take some time to read the text, and think of the questions they need to get the missing information.

B. Students ask and answer about the missing information. Sometimes more than one question is possible, but the answer must be exactly the same as the text.

Possible questions and answers:

<table>
<thead>
<tr>
<th>A’s questions</th>
<th>B’s answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How old was Jeanne-Louise Calment when she died?</td>
<td>122</td>
</tr>
<tr>
<td>2. Where were Kin Narita and Gin Kanie born?</td>
<td>Japan</td>
</tr>
<tr>
<td>3. When did William Meredith play for England? How old was he?</td>
<td>1920 45</td>
</tr>
<tr>
<td>4. When did Tui Malila die?</td>
<td>1965</td>
</tr>
<tr>
<td>6. How heavy was Robert Hughes?</td>
<td>484 kg</td>
</tr>
<tr>
<td>7. How heavy is the heaviest snake?</td>
<td>183 kg</td>
</tr>
<tr>
<td>8. Which city has the largest population?</td>
<td>Tokyo</td>
</tr>
<tr>
<td>10. How many people danced for 50 hours in India?</td>
<td>56</td>
</tr>
<tr>
<td>11. Where is Usain Bolt from?</td>
<td>Jamaica</td>
</tr>
<tr>
<td>12. When did Zanzibar surrender?</td>
<td>9.45 am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B’s questions</th>
<th>A’s answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. When were Kin Narita and Gin Kanie born? How old was Kin when she died?</td>
<td>1892 107</td>
</tr>
<tr>
<td>4. What was the oldest animal’s name? When did Captain Cook give it to the Tongan royal family?</td>
<td>Tui Malila 1777</td>
</tr>
<tr>
<td>5. What is the world’s rarest animal?</td>
<td>a tortoise</td>
</tr>
<tr>
<td>7. How long is the heaviest snake?</td>
<td>8.23 metres</td>
</tr>
<tr>
<td>8. What is the population of Tokyo?</td>
<td>26.4 million</td>
</tr>
<tr>
<td>9. How long was the longest beard?</td>
<td>1.83 metres</td>
</tr>
<tr>
<td>10. How long did people dance in India?</td>
<td>50 hours</td>
</tr>
<tr>
<td>11. How far did Usain Bolt run?</td>
<td>100 metres</td>
</tr>
<tr>
<td>12. When was the shortest war?</td>
<td>1896</td>
</tr>
</tbody>
</table>
3. Comparing Quantity

In this section, students look at ways to compare amounts and quantities:

- more, less and fewer
- most, least and fewest

A major focus is comparison of statistics.

3.1 more, less and fewer

A. Pre-teach pumpkin, ton.

Students read the examples, and try to figure out the grammar rule for the use of less and fewer.

**Answer:** We use less for uncountable nouns, fewer for countable nouns.

Then tell students to read the more, less and fewer section of the Language Reference.

B. Students make sentences using the information.

**Answers:**

1. Women have less blood than men. Men have more blood than women.
2. Jupiter has fewer moons than Saturn. Saturn has more moons than Jupiter.
3. The average family in the USA has fewer children than the average family in Indonesia.
   The average family in Indonesia has more children than the average family in the USA.
4. Cows eat more grass than sheep. Sheep eat less grass than cows.

C. In pairs, students compare these things with their partners, and make sentences, e.g.

I've got fewer sisters than Ko Ko.  Naw Moo's got more teaching experience than me.

If they are the same, they can say, ‘We have the same amount of (teaching experience)’ or ‘...the same number of (brothers)’.

3.2 most, least and fewest

A. Pre-teach barrel (container for oil or other liquids, like in the picture in the Student’s Book).

Students read the examples, and try to figure out the grammar rule for the use of least and fewest.

**Answer:** We use least for uncountable nouns, and fewest for countable nouns. (But explain the information in the box below.)

<table>
<thead>
<tr>
<th>Language/Culture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In informal English, some people use less/least with both countable and uncountable nouns, e.g. less people. However, some people think this is incorrect, and it should not be used in formal situations, so it is better to teach students to always use fewer/fewest with uncountable nouns.</td>
</tr>
</tbody>
</table>

Tell students to read the most, least and fewest section of the Language Reference.

B. Pre-teach employ. Students read the information about the three companies.

Individually or in pairs, students write sentences comparing the companies. There are a lot of possible answers. Here are some of the most likely.

**Possible answers:**

MyanMart employs the most people.
Daw Hla’s company employs the fewest men / the most women.
Interfish employs the fewest women / the most men.

C. Pre-teach billion (a thousand million – 1,000,000,000), second/third/fourth + superlative, and one of the + superlative.

Students read the text about three rich people.

Individually or in pairs, students then write sentences comparing these people. They can use more/most, less/least and comparative adjectives.

There are a lot of possible answers. Here are some of the most likely.

**Possible answers:**

Queen Elizabeth has less money than Madonna.  Queen Elizabeth has the least money.
Bill Gates has more money than Queen Elizabeth.  Bill Gates is the richest.
3.3 Listening: The most and the fewest

A. Play audio 8.4. Students answer the questions.

**Answers:**
1. **Speaker B** (Lisu, Pa-O, Burmese, Shan, Thai, English, Chinese)
2. **Speaker A** (English)
3. **Speaker C** (most of Europe, Canada, US, Mexico, India, Sri Lanka, Nepal, Bangladesh)
4. **Speaker A** (has never been out of Britain)
5. **Speaker C**
6. **Speaker B**
7. **Speaker C**
8. **Speaker B**
9. **Speaker C** (speaks Spanish – people speak Spanish in Mexico)
10. **All** (people speak English in Australia)

B. Students find out the answers to the questions.

Try not to help them – let them figure out the easiest way to get this information without using their L1.

They should be able to figure out they have to ask other students, *How many languages do you speak?*

3.4 Random comparison

A. Students come up with creative ways to compare each two items.

**Elicit** a couple of example comparisons first, and write them on the board, e.g.

- A banana is quieter than a chicken.
- I have more maths textbooks than houses.
- A fish is better at swimming than a bicycle.

Students think of their own ways to compare each pair of items.

In pairs, they tell their partner their comparisons.

B. Choose two students. They say their nouns. Then choose another student, who makes up a sentence comparing the two nouns.

Continue this until all students have had one or two chances to make comparisons.

*If you have a large class, do this activity in groups. This activity is also good as warm-up/review activity to do at the start of the next lesson.*

3.5 Usage Noughts and Crosses

This activity reviews some non-comparative as well as comparative quantity expressions. It might take a long time, so if your students do not need to practise these, you can skip it.

**Pre-teach in a row** (next to each other in a straight line).

Students work in groups of three or four, competing against another group.

Let students try to understand this game by reading the instructions, but clarify anything that they have difficulty with.

**NOTE:** The other team decides if each sentence is correct. If there is disagreement, they can ask the teacher.
4. Free Time
This section looks at free time activities:

- hobbies and crafts
- sports: equipment, places, people and competitions

4.1 Activities
A. Students brainstorm a list of activities. Write the list on the board. Make sure they include the following:

swimming, chess, table tennis, dancing, playing musical instruments (guitar, piano, violin, etc.),
running/jogging, basketball, football, knitting, reading, sewing, painting/drawing, cycling,
badminton, collecting stamps, fishing, photography, caneball, hunting, making models, writing
stories/poetry, collecting stamps, weaving, doing crosswords, watching TV/films/movies/DVDs

B. Students decide which activities are used with go.
Answers: swimming, dancing, running/jogging, cycling, birdwatching, motor racing, fishing, hunting

C. Students decide which activities are used with play.
Answers: chess, table tennis, basketball, badminton, caneball, musical instruments

Tell students to read the go, play and do section of the Language Reference.

D. In pairs, students tell each other about which activities they do (or have done), and which ones they
would like to try one day.

E. Students tell the class about their partners.

4.2 Things people do
A. Students decide which person or people are in each picture.
Answers:

a. Nang Si  e. Zaw Zaw
b. U Tin Oo and Daw Myint  f. Mi Chan
c. Mary  g. Ko Than
d. Saw Htoo

B. Students look at the pictures, and read about the people. For each person, they write sentences
using two ideas from the box, and one other free time activity.

Possible answers:

2. **Saw Htoo** – He loves cycling, and he often plays caneball. He also enjoys swimming in
the river.

3. **Ko Than** – He reads a lot of poetry, and sometimes he reads novels. He also wants to
write a book.

4. **Mary** – She plays the violin and the guitar, and she is very interested in traditional music.

5. **U Tin Oo and Daw Myint** – They go to concerts every week. They love going to the theatre.
They really like festivals and celebrations.

6. **Mi Chan** – She knits, and she’s very good at weaving. She likes painting, too.

7. **Zaw Zaw** – He’s the best chess player in the school, and he often does crosswords. He plays
Scrabble sometimes, too.

C. Students decide who they are the most similar to; which person they have the most in common with.
Get a few students to explain their decision to the class. Does the class agree?
4.3 Sports

A. **Pre-teach** equipment, competition. **Brainstorm** sports words. Write the chart on the board, and try to think of as many sports words for each column as possible. Encourage students to use their dictionaries.

**Possible answers:**

<table>
<thead>
<tr>
<th>sports</th>
<th>players</th>
<th>places</th>
<th>equipment</th>
<th>competitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>footballer</td>
<td>pitch, field, ground, stadium</td>
<td>ball</td>
<td>match</td>
</tr>
<tr>
<td>volleyball</td>
<td>player</td>
<td>court</td>
<td>ball</td>
<td>match</td>
</tr>
<tr>
<td>badminton</td>
<td>player</td>
<td>court</td>
<td>racquet, ball</td>
<td>match</td>
</tr>
<tr>
<td>tennis</td>
<td>player</td>
<td>court</td>
<td>racquet, ball</td>
<td>match</td>
</tr>
<tr>
<td>table tennis</td>
<td>player</td>
<td>table</td>
<td>bat/racket, ball</td>
<td>game, match</td>
</tr>
<tr>
<td>caneball</td>
<td>player</td>
<td>court</td>
<td>ball</td>
<td>match</td>
</tr>
<tr>
<td>basketball</td>
<td>player</td>
<td>court</td>
<td>ball</td>
<td>game</td>
</tr>
<tr>
<td>boxing</td>
<td>boxer</td>
<td>ring</td>
<td>gloves</td>
<td>round, match</td>
</tr>
<tr>
<td>running</td>
<td>runner</td>
<td>track</td>
<td>car</td>
<td>race</td>
</tr>
<tr>
<td>motor racing</td>
<td>driver</td>
<td>track</td>
<td>horse</td>
<td>race</td>
</tr>
<tr>
<td>horse racing</td>
<td>jockey</td>
<td>track</td>
<td>bicycle</td>
<td>race</td>
</tr>
<tr>
<td>cycling</td>
<td>cyclist</td>
<td>track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td>swimmer</td>
<td>pool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Students complete the crossword.  
**Answers:**  
1. hit  
2. team  
3. track  
4. players  
5. drive  
6. ring  
7. court  
8. kick  
9. ground  
10. goal  
11. bat  
12. ride  
13. net  
14. field  
15. table

4.4 3-2-1: Sports

This is a speaking fluency activity. The aim is to get students saying as much as possible about a topic. It is very important that you don’t correct grammar or vocabulary in this exercise, as the aim is to get students to speak fluently and confidently.

A. Introduce the activity. Tell students they will speak for three minutes about sports. (If this is too hard, make it 90 seconds.) You might want to brainstorm possible ideas for talking, e.g. a sports event they have participated in, their favourite sport, why they like or dislike some sports, etc. Students spend about five minutes making notes, writing down all the things they could talk about. They should not write out a speech, only brief notes.

B. Students work in pairs. One student talks about sport. The other listens. After exactly three minutes (or 90 seconds), they change roles.

C. Tell students they are going to talk on the same topic for two minutes (or 60 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for two minutes (or 60 seconds), the other listens, then they change roles.

D. Tell students they are going to talk on the same topic for one minute (or 30 seconds), to a different partner. Give them a minute to decide what information they will include, and what they will leave out. Put them with different partners. One student talks for a minute, the other listens, then they change roles.
4.5 Listening: Buzkashi

A. Discuss the picture. What do students think is happening?
   Explain that they are going to listen to someone talking about the Afghan sport of Buzkashi – a sport played on horseback, using a dead goat as the ‘ball’.

B. Elicit definitions of these words from the students. Encourage them to look them up in their dictionaries, if possible.
   Answers:
   - **whip** – a long piece of rope on a stick, used to hit people or animals (can also be a verb)
   - **to protect** – to stop something from being injured or damaged
   - **fierce** – angry, violent, wild
   - **except** – not including
   - **deliberately** – doing something while wanting or planning to do it, not by accident
   - **opponent** – someone you are fighting or playing against

C. Pre-teach detail, limit, skilled, horseback. Play audio 8.5.
   Students decide whether the statements are true or false.
   Answers: 1. true 2. true 3. false – they sometimes last several days 4. false – they are not allowed to hit each other with their whips 5. true

D. Pre-teach crowd, go wild (to make a lot of noise to show that you are excited), drag, fall apart, referee, whistle. Play audio 8.6 two or three times. Students complete the sentences.
   Possible answers:
   1. First, you cut off the goat’s head and legs.
   2. Then you leave it in water to make its skin harder.
   3. Sometimes, you fill the body with sand to make it heavier.
   4. For important games, you use a calf instead of a goat.

E. Students think about it and tell their partner their reasons why they do or don’t want to play it. Get some students to tell the rest of the class.

5. Ability
In this section students look at ways to express and compare ability, using the structure good/better/best at.

5.1 good at

A. Students read the text. Individually or in pairs, they figure out what expressions they need to fill the gaps.
   Answers:
   1. Aung Ko is not very good at English.
   2. Nu Nu is good at languages, but she’s no good at maths.
   3. Naing Naing is not very good at science.
   4. Naing Naing is very bad at English.
   5. Mi Mi is really good at science.
B. Students rank the phrases according to ability.

Answers:

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

C. Copy the chart on the board. Elicit other ability expressions, e.g.
- *extremely good at*, *really good at*, *fairly good at*, *not bad at*, *not much good at*, etc.
- *can do something*, *can do something well*, *can’t do something*...

Tell students to read the Ability section of the Language Reference.

5.2 Comparing ability

A. Read and discuss the opinion. Do students agree with it, or do they think women and men can be good at the same things?

B. Students look at the tasks on the chart, and decide who is the best at that in their families.
   - If it is a female family member, they write F in the chart.
   - If it is a male family member, they write M in the chart.
   - If nobody in their family does that activity, they write nobody.

Copy the chart onto the board. After students have completed their charts, find out the results for each task – get students to raise their hands for M or F in each task.

C. Students complete the sentences about themselves.

**Possible answers:**

1. I’m good at _sports_.
2. I’m very good at _singing_.
3. I’m no good at _chess_.
4. I’m better at _maths_ than _Ko Htut_.
5. In my family, I’m the best at _cooking_.

D. Students look at the phrases and have a discussion about what they are good at and what they are not good at.

**Possible answers:**

I’m no good at swimming.
I’m quite good at singing.
I’m better at English than my sister.
I’m not very good at volleyball.
I’m fairly good at organising my time.
I’m good at remembering people’s names.
6. Pronunciation: Sentence Stress
This section looks at sentence stress – which words should be emphasised in a sentence. It is similar to word stress, except that usually in a sentence, the content words (the words that contain most of the meaning of the sentence) are stressed, and the structure words (the ‘grammar words’), which do not have so much meaning, are weakened.

6.1 How many words?
A. Play audio 8.7. Students listen, and count the words in each sentence. (Contractions are one word.)

Answers:
1. 7 words
2. 7 words
3. 6 words
4. 7 words
5. 8 words
6. 6 words
7. 6 words
8. 7 words

B. Play audio 8.7 again. Students write the sentences.

Answers:
2. What’ll you do if they don’t arrive?
3. I’ll write if I have time.
4. We’ll phone if the bus is late.
5. How will they get here if it’s snowing?
6. If she goes, will you stay?
7. We’ll take you if you like.
8. I won’t come if you don’t want.

6.2 Stressed words
A. Play sentences 1, 2 and 3 again two or three times. Students listen and look at the stress patterns.

To demonstrate, write sentence 1 on the board, with its stress pattern:

If she asks, I’ll tell her everything

Give students about a minute to try to figure out the answers to the questions. It is quite difficult to work out the rules so you may just have to tell them.

Answers:
The ‘content words’ (the words that contain the important information) are stressed. These are usually:

- main verbs
- nouns
- adjectives
- adverbs
- negative auxiliaries (e.g. can’t, aren’t)
- question words

The words that do not give important information are unstressed. These are usually:

- pronouns
- prepositions
- articles
- conjunctions
- positive auxiliaries
- the verb to be (is, was, etc.)

B. Play sentences 4-8 a few times. Students match the sentences with the stress patterns.

Answers: a. 7  b. 5  c. 8  d. 4  e. 6

C. Play audio 8.7 a few more times. Students repeat. Check that they put the stress in the correct places.

D. Students practise the sentences in pairs, and check each other’s sentence stress.

E. Students identify the stress in the sentences, then practise saying them in pairs.

Answers:
1. Where are you going?
2. I don’t like bananas.
3. I work for my parents in their shop.
7. Writing: Linking Words
This section looks at linking words (transitions), including some that students will remember from Module 3 (Signal Words). It focuses on identifying advantages and disadvantages, and using them in persuasive writing. It also introduces some different parts to include in a short essay.

7.1 Advantages and disadvantages

A. In groups, students list the advantages and disadvantages of working as a teacher. Groups present their ideas. Make two lists on the board.

B. Pre-teach develop, rewarding, working conditions, rural, tiring. Students read the text, and identify the purpose or topic of each paragraph.

Answers:
Paragraph 1 – The advantages of teaching
Paragraph 2 – The disadvantages of teaching
Paragraph 3 – Conclusion

C. Explain that the text does not flow very well without linking words; there is no connection between ideas. The purpose of linking words is to make text run smoothly from point to point. Students insert the linking words into the essay. They are already in the correct order. Two of them are used here to join sentences, so students will have to change the punctuation when they combine sentences.

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

However, there are many disadvantages to teaching. Firstly, it is very hard work. Secondly, the pay is very low – most other jobs pay more than teaching. For example, taxi drivers often earn more money than teachers. Most importantly, the working conditions are often very hard. Many schools have hundreds of students, but very few teachers. Rural schools are usually poorer than city schools, so rural teachers have a more difficult job.

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

D. Students identify the function of each of the linking words.

Answers: 1. Therefore 2. In conclusion 3. because, as 4. For example 5. Also
6. Firstly, Secondly 7. However 8. Most importantly

E. Students put the linking words into the gaps.

Answers: 1. However 2. because / as 3. also / most importantly 4. Therefore
5. for example 6. also

F. Students complete the sentences.

Possible answers:
1. Some children have to leave school because they have to work for their families.
2. Plastic bags are bad for the environment. Therefore, don’t use them.
3. I’d like to buy a car, but petrol is expensive. Cars are also bad for the environment.
4. Some people are not very friendly. For example, my brother doesn’t like other people.
5. People have children for many reasons, most importantly to look after them when they are old.

G. Students choose a topic to write about, and make lists of the advantages and disadvantages of their topic. They should write at least 3 paragraphs, using the example text as a model. When you check their essays, focus on correct use of the linking words.
8. Thinking about Learning: Listening Strategies
This section deals with some strategies students need for effective listening. It explains the two main types of listening: listening for gist (listening to get the main ideas), and listening for details (listening for specific important information). It might be easier to explain many of these ideas in the students’ L1.

8.1 How do you listen?
A. Students read what these people think about listening. Discuss your students’ opinions – do they agree more with Noi or Paul?
Students write a sentence describing their feelings about learning English. Get some students to read their sentences to the class. In groups of about four, students discuss listening to English.
Each group selects a student to report back to the class.

B. Explain the activity. This text is about a Burmese woman in London. She asks for directions to Tottenham Court Road, but she can’t understand these directions.
Play audio 8.8. What problems is she having? Why does she have difficulty understanding?
Elicit students’ ideas.
Possible answers:
- the man is speaking too fast
- he is giving too much information
- she is unfamiliar with some of his expressions
- she is unfamiliar with his accent
Ask students if they ever have similar problems.

C. Play audio 8.9 at least three times. Students put a mark over the stressed syllables. (This is very difficult, so don’t expect your students to do it perfectly.) NOTE: right at the end of the first sentence means something like Do you understand?, or OK? Tube is an informal name for underground trains in London.
Answers:
- You go up to the top of the street, right?
- Turn left, carry straight on, and you’ll see the tube station on your right...
- Go past that, turn left and you’ll have Tottenham Court Road.
Ask students how the non-stressed words are different.
Answer: The words between the stressed words are reduced/weakened – they are faster, quieter and less clear.
Ask students what kind of words are stressed. If they can’t answer, ask: ‘Are they important or unimportant words?’
Answer: The important words, which have most of the meaning of the sentence, are stressed.
Briefly explain stress timing to the students, using the information in the box below.

D. Give students a short time to think about this, then elicit ideas.
Possible answer: If you concentrate on the stressed words, you’ll get most of the message.

8.2 Listening for gist
See the next page for instructions and answers.

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Language/Culture Notes
In stress-timed languages such as English, German and Russian, some words are stressed (louder, longer, pronounced more clearly). The stresses are timed quite regularly (i.e. there is an almost equal amount of time between stressed syllables). The words between the stressed words are reduced (quiet, short, not pronounced clearly). This is why students can’t hear every word clearly – this is normal English pronunciation!
In syllable-timed languages such as Burmese, Hindi, Thai and French, each syllable is given about the same amount of stress, and takes about the same amount of time. No syllables are reduced.
8.2 Listening for gist

These conversations will probably very difficult for the students, with many new words, unfamiliar situations, and fast speech in unfamiliar accents. (‘Regional British accents’ are accents from parts of Britain outside the London area; they are not heard very often by language learners so many people find them hard to understand.) Don’t let students read the audioscript – the point is to focus on ways to understand difficult spoken language.

A. Play audio 8.10. Students match the conversations with the pictures.

**Answers:**

- **Conversation 1** – c  
- **Conversation 2** – a  
- **Conversation 3** – b

B. Students listen, and write down the important words in each conversation, the words that helped them choose the pictures. They should try to do this from memory, but if necessary, play the audio again. Make class lists on the board. Listen again. Are these words stressed?

8.3 Listening for detail and gist

A. Explain **listening for detail** (listening to get specific pieces of information) and **listening for gist** (listening to get the general idea). Play audio 8.11. Students decide what type of listening is most appropriate in these situations: listening for detail or gist.

**Answers:**

- **Conversation 1:** detail – it is important to understand all the information.  
- **Conversation 2:** gist – it is only necessary to get the main points.

B. Play Conversation 1 again. Students identify the important details.

**Answers:** The address and phone number.

C. Read through the situations; check that students understand them all. Students work in groups of four or five. They decide what listening style is most appropriate. Check their answers, and ask them to explain their choices.

**Answers:**

1. gist  
2. detail  
3. detail  
4. gist  
5. detail  
6. gist

D. Numbers 2, 3 and 5 involve listening for detail. Students identify the types of detail that might be important to understand.

**Possible answers:**

2. Rules for the test, time of the test, types of questions, what you should bring...  
3. Names of movies, times of movies, cost of movies, which movie theatre...  
5. Lyrics of the song, where to put your fingers, how fast to play...

E. Brainstorm some more listening situations, for both gist and detail listening. Make a class list on the board.

8.4 Listening problems

This section is optional. If you don’t have much time, or you don’t think it will be useful for your students, you can skip it.

A. In groups, students list problems that they have when they listen to English.

B. Get all the lists, mix them up, and give one to each group. (Make sure no group gets their own list back!) Each group looks at the other group’s problems, thinks of some solutions, and writes them down.

C. Groups read out the other group’s problems and their solutions. Does the class agree with the solutions?  
If you have a very large class, form new groups that include one or two members of each of the original groups. Students can discuss the problems and solutions in groups, not with the whole 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. Comparatives
Answers:
1. Silver is cheaper than gold.
2. High school students are older than primary school students.
3. Plastic is lighter than metal.
4. The Sahara Desert is drier than Indonesia.
5. Driving is easier than flying.
6. Europe is richer than Africa.
Students take the first letters of the adjectives in 1-6, to find the answer to 7:
7. Mars is __colder__ than Venus.

B. More comparatives
Possible answers:
1. They’re also safer and faster.
2. She’s also more popular and more famous.
3. They’re also more useful and more boring.
4. It’s also uglier and dirtier.
5. It’s also more exciting and dirtier.
6. She’s also kinder and more experienced.
7. It’s also richer and more powerful.
8. It’s also hotter and drier.

C. Degrees of comparison
Possible answers:
2. My father is a little taller than my mother.
3. I’m much healthier than my friend.
4. My teacher is much more intelligent than me.
5. Tigers are much more dangerous than dogs.
6. Inle lake is a bit more beautiful than the Irrawaddy River.

D. Superlatives
This exercise is rather difficult and may take students quite a long time to do, so you may want to give it for homework. Or you could do it in class and give a prize to the first student to finish.
Answers:

Sentences
Answers:
1. Si Si is the shortest students in the class.
2. Mosquitoes are the most dangerous animal in Asia.
3. U Tin Maung is the kindest person I know.
4. The roses are the most beautiful flowers in the garden.
5. This watch is the cheapest in the shop.
6. New Zealand is the furthest/farthest country from Britain.
7. Su Su is Ma Ma’s best friend.
8. Mangoes are the most delicious fruit available here.
F. Comparison of quantity
Students write sentences based on the information in the chart.
Possible answers:
- French has the fewest native speakers.
- Hindi has more native speakers than English.
- Japanese has fewer native speakers than Spanish.
Etc.

G. good at
Students rephrase the sentences using good/better/best at. There are many possible ways to do this; here are some examples.
Possible answers:
1. My sister is no good at table tennis.
2. I’m better at running than Nyi Nyi.
3. My parents are very good at teaching maths.
4. Daw Nu is the best weaver in the village.
5. You’re really good at cooking.
6. Naw Moo isn’t very good at riding a bicycle.
7. Mya Mya Than is the best at English in the class.
8. Devi is better at science than Ali.

H. Free time and sports
Students find the words, and answer the questions.
Answers:
1. reading, music, knit, writing, chess, tennis, stamps, violin, guitar, badminton, game, team,
dance, race, puzzle, track, competition, photography, collect, paint, poetry, ball, boxing, field
2. swimming, badminton, tennis, boxing
3. chess, boxing, football, badminton, competition, tennis, race
4. track, field
5. violin, guitar

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

J. Translation
Students translate the sentences into their L1.
9.2 Vocabulary review

This is a page of vocabulary learning using words from Module Eight. 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. motor
   2. appropriate
   3. race
   4. estimate
   5. badminton, cycling, table tennis
   6. knit
   7. confident
   8. rural
   9. grow up
   10. rare
   11. sand, shell
   12. salary

C. Students choose words (or more if you have time). Give them a couple minutes to think of questions using these words. Then they ask and answer the questions in pairs.
   If you have time, get them to change partners and ask more questions.
   To make it harder, tell them each question must use two or three of the words in the text.

   You can also do some activities from the Vocabulary review sections of Modules 1-7.

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**Test**

On page 97 there is a test of the language and skills from Modules 7 and 8. 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 100.
Additional Material

6.3.2 Pairwork: Listen and draw

Work in pairs.
Partner B: look at these pictures.
Partner A: look at the pictures on page 23.

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

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

7.1.4 Pairwork: A visitor from the future

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

1. computers / control everything?
2. what / people / do?
3. there / be / diseases?
4. how long / people / live?
5. people / live / Mars?
6. time travel / be / cheap?
7. there / be / cancer?

C. Now change roles. You are a time traveller. You live in the year 3050. You come back to talk to the people who are living now. This is what you say about life in 3050:

In 3050, there is enough food and water for everyone. Scientists have discovered ways to grow a lot of food with only a little land, so now there is no hunger.
Unfortunately, there is still war. We can’t stop humans fighting each other yet! At the moment, Japan and Canada are at war. Canadian terrorists put a bomb in Tokyo city, so Japan is bombing Canada – lots of Canadian refugees are crossing the border into the US.
The United Nations is trying to stop this war – the Secretary-General of the UN is a woman from Jupiter.
There are no cars now, everyone drives small aeroplanes that look like bicycles. They don’t need petrol - you just put water in them, so they are very cheap!
Many animals are extinct. There are no more elephants, tigers or chickens.
Fortunately, there are a lot of trees. Logging is illegal in every country now.

Answer Partner A’s questions.
8.2.5 Pairwork: More world records

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

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

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

1 - The oldest person in the world was a French woman, Jeanne-Louise Calment. When she died she was 122 years old.

2 - Kin Narita and Gin Kanie (born ________ in Japan) were the oldest twins. Kin died on January 23, 2000, at the age of ________.

3 - William Meredith (1874-1958) became the oldest international football player when he played for England in 1920, aged 45.

4 - A tortoise from Madagascar called ________ was probably the oldest animal. In ________ British explorer Captain Cook gave it to the Tongan royal family. It died in 1965, so it was at least 188 years old.

5 - The world’s rarest living creature is also a ________. An old male named Lonesome George is the only survivor. When he dies, the species will be extinct.

6 - The heaviest person in the world was Robert Hughes of the US. He had a rare disease, which made him get fatter and fatter. When he died, he weighed 484 kg.

7 - The heaviest snake is a Burmese python weighing 183 kg. She is 21 years old and ________ metres long. Her name is ‘Baby’, and she lives in a snake zoo in the USA.

8 - The city with the biggest population is Tokyo, Japan, with an estimated population of ________ million people.

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

10 - India holds the record for the longest dance party. 56 people danced continuously for ________ hours in 1999.

11 - Usain Bolt from Jamaica is the world’s fastest man. In 2008 he ran ________ in 9.69 seconds.

12 - The shortest war happened in Zanzibar in _________. British ships bombed the island of Zanzibar at 9am on August 27. At 9.45am Zanzibar surrendered.
A. Present perfect and past simple

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

A: Have you ever lost anything important?
B: Yes, I lost my English dictionary two weeks ago.
A: Yes. So I bought a new one yesterday. Look!
B: Wow! That’s really nice. Where did you buy it?
A: At the bookshop in town. What about you?
B: I lost my mobile phone in the movie theatre last month.
A: Oh! So that’s why you haven’t called me for a long time!
B: Sorry – I lost your number, so I couldn’t call you.

B. Planning a party

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

Zaw Min: Have you invited all Tin Maung’s friends?
Ma Aye: No, I haven’t told them yet. I’ll do it tomorrow. But I’ve bought a lot of my friends! What about a present?
Zaw Min: Yes, I have. It’s a book about fishing. Tin Maung really likes fishing!
Ma Aye: How many people do you think will come to the party?
Zaw Min: A lot of people will come. Tin Maung has a lot of friends.
Ma Aye: Yes, but it’s raining a lot, so some people not come.
Zaw Min: Who can make a cake?
Ma Aye: My cousin yesterday. He’ll make one.
Zaw Min: Let’s make a shopping list. What do we need to buy?
Ma Aye: OK, do we have balloons left from the previous party?
Zaw Min: I think I’ve got in my house.
Ma Aye: Good. I will make mohinga so we need to buy a few of noodles, a of onions, of cucumbers, and some bananas. Do you have any chillies in your?
Zaw Min: I don’t have very, but I probably have some.
Ma Aye: Great! I think we have a good plan! What are you going to?
Zaw Min: I don’t really like to wear formal clothes. I think I will just wear my and a.
Ma Aye: Oh, really? I think I will wear my new with big flowers and my new red high-heeled.
Zaw Min: OK, we don’t have work now. Just remember to invite Tin Maung’s friends!

C. Possessive pronouns

Replace the words in brackets with a possessive pronoun.

1. Your bicycle is faster than (my bicycle).
2. Your house is bigger than (our house).
3. Our teachers are friendlier than (their teachers).
4. My cousin is more intelligent than (your cousin).
5. Your food is more delicious than (his food).
6. His job is easier than (her job).
7. Your exams were harder than (my exams).
D. Clothing

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

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

E. Quantity: Find the mistakes

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

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

F. Too many problems

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

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

G. for and since

Complete these sentences with for or since.

2. I have played table tennis _______ several years.
3. Thida was a student in Mandalay _______ four years.
4. I’m so tired. I’ve been awake _______ 4:00 this morning.
5. My aunt and uncle have been married _______ about 45 years.
6. My mother has had the same hairstyle _______ she got married.
7. How are you? I haven’t seen you _______ your wedding.
8. Where have you been? I’ve been waiting _______ two hours!

H. Contradictions

Complete the statements and the contradictions.

1. He still hasn’t paid the rent. Yes he has.
2. (They / not / buy / food / yet.) They haven’t bought food yet. Yes they have.
3. I think I have malaria! No it won’t.
4. (It / probably / rain / tonight.) Yes it will.
5. Petrol is cheaper now. Yes it is.
6. (Your sister / very good at / singing.) Yes she is.
7. My friends are bad at writing in English. Yes you are.
I. Small town and big city life

Min Zaw needs some advice. He needs to choose between living in a small town or in a big city. Compare the two places to help him decide. What are the advantages and disadvantages of a small town and a big city?

1. There are more opportunities for education in a big city. There are fewer opportunities for education in a small town.

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<thead>
<tr>
<th></th>
<th>Small Town</th>
<th>Big City</th>
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<tbody>
<tr>
<td>Education</td>
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<td>+</td>
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<tr>
<td>Cost of Living</td>
<td>+</td>
<td>-</td>
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<td>Friendly People</td>
<td>+</td>
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<td>Food</td>
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<td>Shopping</td>
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<td>+</td>
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</tbody>
</table>

+ means better - means worse

J. Conditionals

Match the sentence halves.

1. If I go out tonight, a. we don’t have to cook!
2. If you come over, b. when you don’t have any money.
3. Cats eat rice c. I might cook
4. If you have a party, d. I’ll go to the cinema.
5. It is difficult to buy nice clothes e. will you invite me?
6. When you are sick, f. if they don’t have any meat.
7. If we eat in a restaurant tonight, g. if it rains.
8. I might stay home h. you must visit me.
9. If I move to another city, i. you should go to the clinic.
10. I’ll pay you back j. when I get a good job.

K. Superlatives

Ma Win is asking you questions. Complete her questions. Use a superlative + present perfect.

Answer the questions with your own ideas.

1. Ma Win: (What / good / movie / you see?) What’s the best movie you’ve seen?
   You: The Titanic.
2. Ma Win: (Which / large city / you / go to?)
   You:
3. Ma Win: (Who / interesting person / you / meet?)
   You:
4. Ma Win: (What / unusual food / you / eat?)
   You:
5. Ma Win: (How much / expensive thing / you / buy?)
   You:
6. Ma Win: (What / bad illness / you / have?)
   You:
7. Ma Win: (Where / cold place / you / go?)
   You:
8. Ma Win: (Who / lazy person / you / know?)
   You:
L. Crossword

Across
2. A large meeting.
5. A lot of containers are made of this light, cheap material.
8. Nobody knows a ____ for cancer.
10. Making living conditions better.
12. A celebration, usually with music and dancing.
15. A ____ person doesn’t work any more.
17. People wear these in their ears.
18. The natural world.
20. A crossword is a type of ____.
21. Everything not made by people.

Down
1. Buddhism is a ____.
3. A light material you use to make clothes.
4. A pain or uncomfortable feeling.
6. A big shop where you can buy a lot of different things.
7. My ____ is to pass this course.
8. A piece of paper you get after you finish studying.
9. Often made of gold or silver, people wear this to look nice.
11. A place where you can drink coffee or tea and eat snacks.
13. Should I get married or stay single? This is a very difficult ____.
14. To make plans and prepare for something.
16. Money you borrow, and need to pay back.
19. A part of your foot.

M. Check your knowledge
Think about all the things you have learned while studying Modules 5-8. Complete this checklist. Give yourself a score of 1-5. 1 = very badly 5 = very well. Which ones have the lowest scores? What can you do to improve your ability in them?

<table>
<thead>
<tr>
<th>I can…</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>talk about things that have just happened</td>
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<td>identify appropriate clothing for different situations</td>
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<td>buy things and bargain</td>
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<td>use different vocabulary learning techniques</td>
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<td>talk about quantity</td>
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<td>complain</td>
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<td>make an appointment</td>
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<td>make predictions about the future</td>
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<td>talk about the probability of something happening</td>
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<td>give and understand directions to a place</td>
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<td>contradict someone</td>
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<td>use a range of communication strategies</td>
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<td>compare things</td>
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<td>discuss free time activities</td>
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<td>use appropriate listening strategies</td>
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</tbody>
</table>
A. Present perfect and past simple
Answers:
1. lost  2. Have you found  3. bought
4. did you buy  5. got  6. Have you ever lost
7. left  8. didn’t call  9. lost

B. Planning a party
Some gaps have more than one correct answer.
Possible answers:
1. will  2. invited  3. Have  4. will
5. loads  6. might  7. asked  8. any
9. some  10. packets  11. kilo  12. some
13. house  14. many  15. wear  16. longyi
17. T-shirt  18. dress  19. shoes  20. much

C. Possessive pronouns
Answers:
2. ours  3. theirs  4. yours  5. his
6. hers  7. mine

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

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

F. Too many problems
Possible answers:
2. There are too many people.
3. There is not enough pork in the shop.
4. There are too many tourists.
5. There are not enough places in university.
6. There is too much rubbish in the water.

G. for and since
Answers:
2. for  3. for  4. since  5. for
6. since  7. since  8. for

H. Contradictions
Answers:
3. No, you don’t
4. It will probably rain tonight.
5. No, it isn’t.
6. Your sister isn’t very good at singing.
7. No, they aren’t.
8. I am not very good at fishing.
I. Small town and big city life
Possible answers:
2. The cost of living is lower in a small town. It is higher in a big city.
3. People are more friendly in a small town. People are less friendly in a big city.
4. There is better food in a big city. A small town only has a few types of food.
5. There is more pollution in a big city than in a small town.
6. Security is usually better in a small town. A big city is often more dangerous.
7. Entertainment is better in a big city. There is usually less entertainment in a small town.
8. There are more jobs in a big city. There are fewer jobs in a small town.
9. There is better health care in a big city. Health care in a small town is probably worse.
10. Shopping is better in a big city. Small towns don’t have as many shops.

J. Conditionals
Answers:
1. d. I’ll go to the cinema.
2. c. I might cook.
3. f. if they don’t have any meat.
4. e. will you invite me?
5. b. when you don’t have any money.
6. i. you should go to the clinic.
7. a. we don’t have to cook!
8. g. if it rains.
9. h. you must visit me.
10. j. when I get a good job.

K. Superlatives
Answers:
2. What is the largest city you’ve been to?
3. Who is the most interesting person you’ve met?
4. What is the most unusual food you’ve eaten?
5. How much is the most expensive thing you’ve bought?
6. What is the worst illness you’ve had?
7. Where is the coldest place you’ve been?
8. Who is the laziest person you’ve known?

L. Crossword

M. Check your knowledge
Answer the questionnaire and make a plan for improving your weakest skills.
Module Five

The present perfect (1)

The present perfect links the past with the present. Sometimes we use it to talk about past events with a present result. The time of the event is unknown or unimportant.

- I've had my dinner. (So I'm not hungry.)
- He's broken his leg. (So he's in pain.)
- They've arrived. (So they're here now.)
- She's become a doctor. (So she's a doctor now.)

We use the adverb just to show that it happened a short time ago.

- I've just eaten. (I ate 10 minutes ago.)
- My friend has just got married. (He got married last week.)

Statements

We make the present perfect with the auxiliary have + the past participle.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>'ve</td>
<td>cooked</td>
</tr>
<tr>
<td></td>
<td>haven't</td>
<td>eaten</td>
</tr>
<tr>
<td>She/He/It</td>
<td>’s</td>
<td>hasn’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dinner.</td>
</tr>
</tbody>
</table>

NOTE: ’ve = have, ’s = has, n’t = not

Spelling

1. Regular past participles are the same as regular past simple verbs. (See Language Reference Module 4 for spelling and pronunciation rules.)

- I've just washed my hair.
- School's just finished.

2. Verbs with an irregular past simple form also have an irregular past participle. Sometimes the past participle is the same as the past simple verb, and sometimes it is different.

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
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<tr>
<td>bleed</td>
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<tr>
<td>do</td>
<td>did</td>
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<td>fall</td>
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<td>see</td>
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<td>seen</td>
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<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
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</tbody>
</table>

There is a list of irregular verbs on page 82.

Questions and answers

To make questions in the present perfect, we put the auxiliary (have/has) before the subject.

1. yes/no questions and short answers

   STATEMENT: They have arrived.
   QUESTION: Have they arrived?
   ANSWER: • Yes, they have.
             • No, they haven't.
             NOT: Yes, they've.
             NOT: No, they've not.

   STATEMENT: It has stopped.
   QUESTION: Has it stopped?
   ANSWER: • Yes, it has.
             • No, it hasn't.
             NOT: Yes, it's.
             NOT: No, it's not.

2. wh- questions

   - Which places has she visited?
   NOT: Which places she has visited?
   - Where have you been?
   NOT: Where you have been?

yet

We use yet to show that we expect something to happen (we think it will happen).

1. In statements we use not yet to say that something that we expected has not happened before now.

   - She hasn't left yet. (But she will leave later.)

2. In questions, we use yet to ask if something has happened that we expect to happen.

   - Have you eaten yet?

3. Yet usually goes at the end of a clause.

   - The bus hasn't arrived yet, so I'm going to be later for my appointment.
   - The bus hasn't arrived yet, so I'm going to be late for my appointment.

still

1. We use still to say something is unchanged.

   - Has Aye Aye moved to Mandalay?
   - No, she's still living in Lashio.

2. It usually goes before the main verb.

   - I still love you.
   - We're still eating.

3. It goes after the verb to be.

   - I'm still here.
   - There is still some rice in the pot.
already

1. We use already in statements to show something has happened earlier than expected or believed.
   - Here Ko Ko, I’ve made you some dinner.
   - I don’t want any, thanks. I’ve already eaten.

2. It usually goes before the main verb, but after the verb to be.
   - I’ve already told her about you.
   - They’re already here.

Present perfect or past simple? (1)

1. The present perfect links the past with the present. We use it when we are interested in the result, not the time it happened.
   - I’ve done my homework, so I can relax.

2. The past simple describes a completed action in the past. We use it when:
   a. we are interested in the action, not the result.
      • I’ve hurt my leg. I fell off a ladder.
   b. we are interested in the time of the event.
      • I gave you my essay last week.

NOTE: When there is a time expression which refers to a finished time in the past (last year, yesterday, a minute ago, at 6am) we must use the past simple.
   • I ate at 6 o’clock. NOT: I’ve eaten at 6 o’clock.

When the time expression includes the present (today, this week, this year, in my life, never, always), we can use the present perfect.
   • Have you eaten today?

Possessives

My, your, our, their, his, her and its are possessive adjectives. We use them before nouns.

Mine, yours, ours, theirs, his and hers are possessive pronouns. We use them alone, not before a noun.

<table>
<thead>
<tr>
<th>possessive adjectives</th>
<th>possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is my pen.</td>
<td>This pen is mine.</td>
</tr>
<tr>
<td>Those are your bags.</td>
<td>Those bags are yours.</td>
</tr>
<tr>
<td>This is her bicycle.</td>
<td>This bicycle is hers.</td>
</tr>
<tr>
<td>That is his drink.</td>
<td>That drink is his.</td>
</tr>
<tr>
<td>These are our children.</td>
<td>These children are ours.</td>
</tr>
<tr>
<td>That is their house.</td>
<td>That house is theirs.</td>
</tr>
<tr>
<td>This is its food.</td>
<td></td>
</tr>
</tbody>
</table>

We use ’s to make nouns possessive.
   • This is Na Na’s shirt. • This shirt is Na Na’s.

Module Six

Countable and uncountable nouns

1. Some nouns are countable. We can count them.
   - three apples • seven bags • a thousand dollars
   They have a singular and plural form.
   - I want an apple. • I want four apples.

2. Some nouns are uncountable. We cannot count them.
   - three fruits • seven oils • a thousand petrols
   They have only one form.
   - I want some fruit. NOT: I want four fruits.

a/an, some and any

1. We use a before a consonant sound and an before a vowel sound.
   - It’s a university, not a school.
   - Please pass me an apple.

2. We use a/an in all kinds of sentences.
   - I need a box.
   - He hasn’t got a bicycle.
   - Is there an airport?

3. We use some in positive statements.
   - I’ll get some sugar.

4. We use any in negative statements and most questions.
   - There isn’t any milk.
   - Is there any pork in the fridge?

5. We use some in requests and offers.
   - Can you buy some oil, please?
   - Would you like some tea?
Quantity expressions

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

loads of
a lot of / lots of
quite a lot of
a few / a little, not many / not much
very few / very little
hardly any
not any

1. We only use a few and not many with countable nouns, and a little and not much with uncountable nouns.
   - Pass me a few onions, please.
   - There’s a little oil in the cupboard.

2. We use loads of, a lot of, lots of, hardly any and not any with both countable and uncountable nouns.
   - We’ve hardly got any carrots or sugar.

3. Loads of is very informal.

much and many

1. We use much with uncountable nouns in questions and negative statements.
   - How much orange juice have we got?
   - There isn’t much furniture in the house.

2. We use many with countable nouns in questions and negative statements.
   - How many people died?
   - I can’t see many psychology books.

3. We can use much and many in formal positive statements.
   - Many people died in the cyclone.

too and enough

1. We usually use too when there is a problem.
   - They’re too young. (So they can’t get married).
   - This coffee’s too sweet. (So I don’t like it).

2. Too much / too many means ‘more than I want’ or ‘more than is suitable for the situation’. There is a problem.
   - There is too much noise here. (So I can’t read my book).
   - There’s too much salt in the curry. (So it tastes bad).

   NOTE: Too much does not mean ‘a lot’.
   - I eat a lot of meat. (Maybe this is good, maybe bad.)
   - I eat too much meat. (This is bad.)

3. Enough means ‘the amount I want, or more’.
   - We have enough chairs. (We don’t need more.)

4. Not enough means ‘less than I want’ or ‘less than I need’. There is usually a problem.
   - There isn’t enough chilli in the curry (so it doesn’t taste very nice).
   - There isn’t enough medicine (so people are sick).

Present perfect or past simple (2)

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

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

for and since

We use for with a period of time.
for a moment
for nine years
for a long time

We use since with a point of time.
since 1992
since last week
since one o’clock

1. For and since are very common in the present perfect.
   - I’ve lived here for a really long time.
   - I’ve been sick since last Tuesday.

2. We can also use for in other tenses.
   - I lived in Thailand for two years, and then I moved to Malaysia.
   - I play football for an hour every weekend.
3. We cannot use *since* in the past simple or present simple because it means ‘from a point in the past until now’.

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

**Module Seven**

**will**

We use the modal auxiliary *will* to make predictions or general statements about the future.

- In the future, people *will have* enough to eat.
- Hurry up, or we’ll be late for class.

See below for more information about modal verbs.

**Modal auxiliary verbs: General**

The following are modal auxiliary verbs (also called *modal verbs* or just *modals*).

<table>
<thead>
<tr>
<th>can</th>
<th>could</th>
<th>might</th>
<th>will</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td>should</td>
<td>shall</td>
<td>must</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

They have different meanings and uses, but the structure is similar for all of them.

**Statements**

<table>
<thead>
<tr>
<th>subject</th>
<th>modal</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>be.</td>
</tr>
<tr>
<td>He</td>
<td>can</td>
<td>dance.</td>
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<tr>
<td>She</td>
<td>should</td>
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<tr>
<td>It</td>
<td>will</td>
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<td>We</td>
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<td>You</td>
<td>should</td>
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<td>They</td>
<td>will</td>
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<td></td>
<td>can</td>
<td>dance.</td>
</tr>
<tr>
<td></td>
<td>should</td>
<td>come.</td>
</tr>
</tbody>
</table>

1. We always use the base form of the verb after modal auxiliary verbs. There is no -s in the third person singular.
   - She will *fall* in love.
   - NOT: She will *felle* in love.

2. We form the negative with *not*. There is no *does/doesn’t*.
   - I *can’t* speak Kachin.
   - NOT: I *don’t* can speak Kachin.

3. We can often form short negatives with modal + *n’t.*
   - can’t = couldn’t
   - mustn’t = wouldn’t
   - NOT: won’t = *willn’t*

**Questions and answers**

To make questions with modals, we put the modal before the subject.

1. *yes/no questions*

   **STATEMENT:** They should get married.
   **QUESTION:** Should they get married?
   **ANSWER:** *Yes,* they should.
   *No,* they shouldn’t.

2. *wh- questions*

   - What *will* happen?
   - How many languages *can you* speak?

   NOTE: Most modal verbs talk about the present or future. Only *can* has a past tense: *could*.
   - I *could* ride a bike when I was four.

**might**

We use the modal auxiliary verb *might* to show that we are not sure.

- Things might get better.
  = Maybe things will get better.
- He might not live. = Maybe he won’t live.

**Probability**

![Probability diagram](Diagram)

Note the word order:

- He probably won’t *die*.
  - NOT: He won’t probably *die*.
- He will probably *die*.
  (He probably will *die*. is also possible, but less common.)

**The first conditional**

1. We use the first conditional to talk about things that might happen.
   - If you get up late, you’ll miss the bus.

2. We usually use the present simple in the condition clause (*if/when* clause) and *will* in the main clause.

   **condition clause**  **main clause**
   If you *pay* me, I *will be* happy.
3. The condition clause can go before or after the main clause. If it is before, we usually put a comma at the end of the if clause.
   • If it rains, we won’t play football.
   • We won’t play football if it rains.
4. We use if for a possible (but unsure) condition. We use when for a definite (sure) condition.
   • I’ll phone you if the bus is late.
   (The bus might be late.)
   • I’ll phone you when I arrive. (I’m sure I’ll arrive.)
5. We can use the same structure with many conjunctions, not just if and when.
   • Before I fall asleep, I’ll read my book.
   • You can go out after you finish your work.
6. We can use other modal verbs in the same structure.
   • You should phone me if the bus is late.
   • If you get up late, you might miss the bus.

Module Eight

Comparatives

1. We use comparatives to compare two people, places or things.
   • Maung Aye is taller than Ma Thet.
2. We often use than after a comparative.

Spelling

1. For one-syllable adjectives, add -er.
   young—younger       strong—stronger
   If the adjective ends in -e, just add -r.
   large—larger          nice—nicer
   If the adjective has one vowel and one consonant, double the consonant.
   hot—hotter            big—bigger
2. For two-syllable adjectives ending in -y, remove the -y and add -ier.
   busy—busier           easy—easier
3. For adjectives with two or more syllables (where the second syllable is not -y), put more before the adjective.
   violent—more violent  intelligent—more intelligent
4. Some adjectives are irregular. There is no rule.
   good—best             bad—worst           far—furthest

Degrees of comparison

1. If there is a small difference, we use a little, a bit or a little bit.
   • My son is a little younger than his friends.
   • Nilar is a bit more intelligent than Aye Aye.
   • Your shoes are a little bit bigger than mine.

   We can use a little in any situation. A bit and a little bit are informal.

2. We use much / a lot if there is a big difference.
   • Real coffee is much nicer than instant coffee.
   • You’re a lot taller than last time I saw you.

   We can use much in any situation. A lot is informal.

Superlatives

1. We use superlatives to compare a person, place or thing with the whole group.
   • Maung Aye is the tallest in the class.
2. We use the before a superlative.
   • This is the best school.

   NOT: This is best school.

3. We often use in after the adjective to show the group.
   • Bill Gates is the richest person in the world.

Spelling

The spelling follows the same pattern as comparatives.

1. For one-syllable adjectives, add -est.
   young—youngest       strong—strongest
   If the adjective ends in -e, we just add -st.
   large—largest          nice—nicest
   If the adjective has one vowel and one consonant, double the consonant.
   hot—hottest            big—biggest
2. For two-syllable adjectives ending in -y, remove the -y and add -iest.
   busy—busiest           easy—easiest
3. For adjectives with two or more syllables (where the second syllable is not -y), put most before the adjective.
   violent—most violent   intelligent—most intelligent
4. Some adjectives are irregular. There is no rule.
   good—best              bad—worst            far—furthest
**go, play and do**

We **go** swimming, dancing, running, jogging, cycling, fishing, bird watching, motor racing, hunting.

We **play** chess, table tennis, basketball, badminton, caneball, football, the guitar/violin.

**NOTE:** With musical instruments, we use **play the** + the name of the instrument.

• I play the piano.  
• He plays the guitar.

With sports and games, we use **play without the**.

• I play football.  
• She plays chess.

We **do** photography, karate/judo, crosswords, puzzles, homework, housework, the dishes.

We knit, sew, write, read, paint, draw, watch TV, make models, collect stamps, weave.

**Ability**

1. We use **good at** to say someone can do something well.
   - He’s **good at** football.

2. We can use adverbs of degree, comparatives and superlatives with **good at**.
   - She’s **really good at** caneball.
   - Tom’s **better at** cooking than me.
   - I’m the **best at** science in my class.

3. There are many ways of saying someone is not good at something.

```
not very good at
no good at
quite bad at
very bad at / really bad at
```

4. **Adjective + at** is always followed by a noun. Often we use a gerund (a present participle used as a noun).
   - He’s really good at knitting.
   - I’m not very good at speaking English.
## Irregular Verbs

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
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</thead>
<tbody>
<tr>
<td>be</td>
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5.1 - On the phone
I’ve finished work, and I’m just leaving the office.
I’ve bought the onions, and now I’m crossing the street.
I’ve just caught the linecar, and now I’m heading home.
I’ve just washed my hair.
I’ve chopped the onions and chillies.
We’ve cooked the food. It’s delicious!
I’ve left the house.
I’ve just arrived at your place.
Oh, no! I’ve spent all my money on phone calls!

5.2 - What’s happened?
Woman: Yes!
Man: What is it?
Woman: I’ve got a scholarship to study at university in Chiang Mai!
Man: That’s great! Congratulations!

Woman: You guys look unhappy. What’s the matter?
Man 1: We’ve just lost a very important match.
Woman: Oh dear. What was the score?
Man 2: Five – nil.

Man: Oh, no!
Woman: What is it?
Man: A tree’s just fallen on my house!
Woman: Ooooh… was anyone inside?
Man: No, luckily! My wife’s at work and the children are at school.

5.3 - Are you ready?
San San Aye: OK, have you bought a new shirt? You can’t go to an interview wearing your old shirt!
Aung Mon: Yes, I bought a new shirt yesterday. I’m wearing it now. Do you like it?
San San Aye: Oh yeah. It’s nice. Have you cleaned your shoes?
Aung Mon: Oh, no, I haven’t. Uhh… where’s the shoe cleaning stuff?
San San Aye: Don’t worry, I’ll do it. Give them to me.
Aung Mon: Thanks. I haven’t prepared my CV. I’ll do that now.
San San Aye: What about your glasses – have you remembered them? You forgot them yesterday.
Aung Mon: Yes, I’ve put them in my bag.

San San Aye: And your certificates? Have you packed your certificates?
Aung Mon: Yes, I’ve just done that.
San San Aye: And have you brushed your teeth?
Aung Mon: Yes, of course I’ve brushed my teeth! I’m not a baby!

5.4 - What’s the situation?
1.
A: What are you doing?
B: I’ve lost my glasses. I had them here a minute ago. Maybe they’re behind here.
A: Have you looked in your pocket?
B: Yes, I have.
A: Hmmmm. What about the… Oh, hey! Here they are – on the table.
B: Oh, thanks.

2.
A: Hello Ko Soe. What a tiny baby! Is she yours?
B: Yes. I’ve just become a father. She’s one week old.
A: Really? I didn’t even know you were married.
B: I got married two years ago. I met my wife at work – she’s an accountant in my office.
A: Well, congratulations!

3.
A: Where’s your motorbike?
B: I haven’t got a motorbike any more. I’ve sold it.
A: Sold it? Why?
B: I needed the money. So now I go everywhere by bicycle. It’s much cheaper and healthier.

4.
A: What’s happened to your arm?
B: I’ve broken it.
A: Oh dear. How did you do that?
B: Well, I was on my bike, and a car came out suddenly, and I fell off. I had to go to hospital.
5.5 - Clothes from different cultures
A. This person is from Afghanistan. He’s wearing a turban on his head, and a *chapan* – a thick coat made of wool. It gets very cold in the mountains in Afghanistan!

B. Many women in India wear the *sari*. A *sari* is usually made of cotton or silk, and it is five or six metres long. To wear a *sari*, you wrap it around your body.

C. In Japan, men and women can wear the *kimono*, although they are very different shapes and colours. Men’s *kimonos* are usually dark colours – black is very popular. Traditional Japanese shoes are made of wood.

D. Zulu women wear an *isicholo*, a wide hat made of straw and decorated with beads, and a skirt made of leather which is also decorated with beads. This woman is also wearing a necklace made of beads.

5.6 - Working clothes
A: I work in an expensive restaurant. I have to dress attractively, so the men buy more drinks from me. I have to wear a short skirt and high-heeled shoes, and a lot of make-up. Sometimes the men are very rude. I hate this job, but I need the money.

B: Well, I work for an NGO. Our office is very casual, so I usually wear comfortable clothes like jeans, shorts and T-shirts. I never wear make-up – it’s very uncomfortable. We have an air-conditioner in the office, so sometimes I wear a long-sleeved shirt. I hate air-con – it’s too cold!

C: I work in Singapore, at a private school. Families pay a lot of money to send their children to us. All our teaching staff wear very smart, formal clothes. I always wear a suit and tie, with black shoes and socks. I actually like wearing suits – I think they look good. After work I relax, and put on some jeans.

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

5.8 - Contractions
I’m
that’s
you’re
we’ll
won’t
I’ll
here’s
we’ve
they’ll
haven’t

we’re
they’ve
aren’t
hasn’t
they’re
the house’s
you’ve
isn’t
didn’t

she’s
wasn’t
can’t
where’s
I’ve
she’ll
weren’t
you’ll
couldn’t

5.9 - My auntie
I’m waiting at the bus stop with my sister. The bus hasn’t arrived yet. We’re going to a small village near Loikaw to visit our auntie. Loikaw’s a long way away. Auntie’s been sick, but she’s better now. In her village there wasn’t any medicine. The medic didn’t have any. The village hasn’t got a car, so she couldn’t travel very easily. Some of her neighbours walked to Loikaw and got her medicine. I don’t know about her illness – maybe it was malaria. She’s quite old so her health isn’t so good, but she likes to live alone. She doesn’t want to leave her village. We’re trying to persuade her to come and live with us.

5.10 - People buying things
1.
A: How much is this shirt?
B: It’s 325 baht.
A: No, thanks.
B: Wait, wait… 250 baht.
A: 125.
B: 225.
A: No, I don’t think so.
B: 200?
A: 150.
B: 175, OK?
A: OK. Here you are.

2.
A: Hello? I’m ringing about the motorbike.
B: The Yamaha 750?
A: Yes. Your advertisement says it’s 7000 dollars. Is that the final price?
B: I’m afraid so. I bought it for 8000, and it’s in very good condition.
A: I can give you 6500.
B: Sorry, it’s 7000.
A: Well, I want to look at it. Can I see it this afternoon?
B: Yeah, sure. Come round about four.
3.
A: Fish… fish… delicious fish… only 300 kyat a kilo?
B: Mmm. I’d like some fish for dinner. How much for three kilos?
A: Well, 300 for one kilo, so three kilos is… 900 kyat.
B: Can I have a discount?
A: OK, well… 800 kyat. These are really delicious fish!

6.1 - What do we need?
Bee Bee: Hi Mum! Can you please buy some things for me?
Mum: Sure. What do you need?
Bee Bee: Well, I’m making pork curry. Can you buy some pork, please?
Mum: OK. Is there any cooking oil in the house? I used a lot with breakfast.
Bee Bee: No, there isn’t. Please get some oil too. And some potatoes.
Mum: Have we got any eggs?
Bee Bee: We’ve got some eggs, and some tomatoes. We haven’t got any onions. Or any garlic.
Mum: OK… onions, garlic, oil, potatoes, pork. Anything else?
Bee Bee: Chilli. And beans… No, it’s OK, there are some beans next to the rice. Oh, and we haven’t got a large knife. Can you get a knife, too?
Mum: There’s a new knife in the cupboard. I bought it yesterday.

6.2 - In the library
Interviewer: So Cho Cho, you’ve got a lot of social studies books.
Cho Cho: Yes, about 400. We’ve also got quite a lot of reports on environment and health issues – you can’t see them in the photo. Maybe… about 200 reports. There are lots of local groups writing reports, and publishing them. For example, this one arrived recently. It’s a report about malaria in the mountain areas, written by the Shan State Health Education Network. It’s very good.
Interviewer: OK. So, I see you’ve got a lot of books on history and geography. Where do they come from?
Cho Cho: Mostly from overseas – people donate them. Some are really good, but a lot are not very useful.
Interviewer: Why not?
Cho Cho: They’re written for people in Western countries – about British geography, American history… We’ve got a few books on Southeast Asia, but hardly any on Myanmar.
Interviewer: And you’ve got very few books on psychology or religion. Why is that?
Cho Cho: Most books on psychology are very difficult. There are hardly any easy ones.

6.3 - Complaints
1. There’s too much traffic, and too much pollution and noise from all these cars and motorcycles.
2. There aren’t enough trees. I love birds, but here there isn’t anywhere for birds to live. There isn’t enough water in this city either. Sometimes we can’t wash in the mornings.
3. There are too many police. There are police on every corner these days. And there are too many tourists.
4. There aren’t enough schools. My six year old daughter has fifty students in her class. That’s too big. And there’s too much rubbish in the streets. It smells awful.
5. There’s too much crime – I’m afraid to go out at night. My friend’s bicycle got stolen last week. There aren’t enough restaurants or cinemas.

6.4 - The shopping trip
I needed two ping of rice and more ping, because there were so many relatives in my house! I went to the market. I bought the rice, and also a ping of potatoes, a packet of ping and two litres of ping. After this, I was very thirsty, so I sat down and drank a ping of juice. On my way home, I stopped at the fish shop and bought two ping of fish for dinner. I’m cooking it with ping and a few spices. All my relatives are hungry!

6.5 - for and since
Woman 1: What’s the time now?
Woman 2: Nearly 12. How long have you been here?
Woman 1: Since 11.
Man: I’ve been here for three hours.
Woman 1: How about you two? How long have you been here?
Woman 2: We’ve only been here for ten minutes.
6.6 - Be careful!

a.
A. Be careful here, it’s wet… Careful! Are you all right?
B. I’m not sure. Oh, my knee hurts!
A. Try to stand up.
B. Aaaah!
A. OK?
B. No, it really hurts. I think I’ve broken it.

b.
A. Ah, my head!
B. Have you got a headache?
A. Yes, it was all that cigarette smoke at the party. It always gives me a headache.
B. Oh dear. Do you want some medicine?
A. No, I think I’ll just go and lie down for a bit.

c.
A. Aaaah, my back!
B. What happened?
A. I tried to lift this sack of rice… I need to carry it to the storeroom.
B. Oh, it’s very heavy. You can’t lift this!
A. Yes, I know.
B. Come on, I’ll take you to the clinic. Can you walk?

6.8 - Who’s speaking?
Hello. I’m Nicolas. I’m a scientist. I’m just 21 years old. I’ve got two brothers. I’ve got a twin brother. His name is Sebastian. I’ve got a younger brother. His name is Benjamin, and he’s just 15 years old.

Hello, I’m Ros. I work at a university, and I’m 43 years old. I’m married, and I have three children. I have two girls and one boy. I like swimming. I go swimming every day.
Hello, my name is Tun Tun. I am married and I have five children. I have a printing business. I live in Mawlamyine.
Hello, my name is Tze Ming, and I am a travel agent. I am 25 years old, and I enjoy running and reading, and I also enjoy going to coffee shops and watching live music. I am an only child.
My name is Tanny. I am 18 years old. I’m a student at the university. I live with my two sisters. I like swimming.

6.9 - Native speakers

Speaker 1
There is a lot of mis-information about ‘native’ and ‘non-native’ speakers. In many countries, an unqualified, inexperienced native speaker can easily get a job as an English teacher. A qualified, experienced non-native teacher has more difficulty. For example, in Thailand, most language schools prefer native speakers as teachers, even if they have no experience. Foreign teachers also normally get paid a lot more than local teachers, even if local teachers have higher qualifications.

Some people think that native speakers are always better teachers than non-native speakers. In my opinion, good teaching techniques and the ability to communicate are more important than fluency in the language. Many native and non-native teachers have got these skills.

Speaker 2
The words are the same as Speaker 1.

7.1 - Fortune telling
You will go to university, and graduate with very high marks. You will meet a handsome American man. You will like him a lot. He will ask you to marry him. At first, you won’t agree. But later, you will marry him and move to America. Your parents will be unhappy. You won’t like America. You will have a beautiful baby daughter, but you will miss your family a lot. Eventually, you will all return to your country, and everyone will live happily ever after.
7.2 - It might happen
San San Aye: Have you got your umbrella? It might rain.
Aung Mon: Good idea, thanks.
San San Aye: And how much money have you got?
Aung Mon: About… 6000 kyat.
San San Aye: Oh, you need more than that. You might need to stay overnight.
Aung Mon: OK, I’ll take more.
San San Aye: And a warm jacket – you need a warm jacket. The weather might be very cold there.
Aung Mon: Yes, a warm jacket. OK. Anything else, dear?
San San Aye: Yes. Take an extra shirt. You might get dirty on the bus.
Aung Mon: All right. An extra shirt.

7.3 - Interview with an environmental activist
Interviewer: So Lucy, what are some things people can do to reduce global warming?
Lucy: Well, the most important thing is for people to use less fossil fuels. Try not to use cars and motorbikes. If you walk or ride a bicycle, it’s better for the environment. And you’ll get exercise. Flying is also bad because aeroplanes put a lot of carbon dioxide into the atmosphere. If you take a bus or train, you’ll produce less carbon dioxide.
Interviewer: And in the home?
Lucy: Don’t use air conditioning – use a fan instead. Turn off lights when you aren’t using them. Don’t buy things you don’t need. And don’t burn your rubbish – if you burn rubbish, you’ll put more carbon dioxide into the atmosphere.
Interviewer: Is there anything we can do as a community?
Lucy: Yes, if we plant more trees, they’ll absorb carbon dioxide – that will help a little bit. But a bigger problem is deforestation. We have to try to reduce the number of trees cut down for logging and agriculture.
Interviewer: Some people blame businesses for global warming. Are they right?
Lucy: Yes and no. It’s true that companies cut down a lot of trees and use a lot of electricity when they make things in factories. But they only do this because people – especially rich people – want to buy their products. If we don’t buy them, they’ll stop making them. So you can say it’s the public’s fault as well.
Interviewer: And what about governments? Are they doing enough?
Lucy: No, they’re not. They think that if they take strong action, such as increasing taxes on fossil fuels, they’ll damage the economy. They’re also afraid of businesses, because some big oil and logging companies won’t be happy if they lose money and they will cause problems if the government tries to control them.

7.4 - Living in Chiang Mai
Alice: I like living in Chiang Mai because there are so many things to do here. I go to English classes twice a week. I can go to the cinema, or to the shops – there are lots of interesting shops. Unfortunately I don’t have enough money to buy much! But there are some cheap places, too – I can walk in the parks, or go to the zoo. There are plenty of cheap restaurants as well: Thai food, Myanmar food, Chinese food, Western food – all kinds! Chiang Mai is an exciting, busy city.
U Ba Shwe: I don’t like living in Chiang Mai. It’s large and polluted, and there’s too much traffic, too many people. It’s also very expensive – we have to pay 3000 baht a month for a small, ugly apartment. Security’s bad here as well – I have a work permit but my wife doesn’t, so she’s afraid to leave the house. And there’s no school for our children, so they have to stay inside Myanmar. I have a good job here but I want to leave soon to go back to my home.

7.5 - Directions
Lu Lu Aung: Hi, Paw Paw. Did you get your bus ticket?
Paw Paw: Yes. The bus gets in at 2pm.
Lu Lu Aung: 2pm? Oh, sorry, I can’t come to meet you. I’m working until 3.
Paw Paw: That’s fine. I can find your house. How do I get there from the bus station?
Lu Lu Aung: It’s quite easy. You come out of the bus station, and you’re opposite the hospital.
Paw Paw: OK. Out of the bus station, opposite the hospital.
Lu Lu Aung: Turn right into Central Street, cross over Station Road, and walk past the teashop.
Paw Paw: Right, cross Station Road, past the teashop.
Lu Lu Aung: Turn left. Walk past the park. My house is on the right, just after the park. There’s a large restaurant opposite the house on River Road, and a small shoe shop on the opposite corner.
Paw Paw: OK. Oh, just one more thing – I need to copy my documents. Is there a photocopy shop near the house?
Lu Lu Aung: Oh yes, very near. Just come out of the house on River Road and turn left. Walk past the shoe shop, and the photocopy shop is next to it, on your right.
Paw Paw: OK. See you when you get home from work!
Lu Lu Aung: See you!
7.6 - Silent letters
1. whisper
2. mechanic
3. chemistry
4. calm
5. cupboard
6. hour
7. sign
8. knock

7.7 - Silent letter sentences
1. I keep my comb in the cupboard next to my knives.
2. I wrote the wrong answers in my psychology exam.
3. I fell down and hurt my wrist, and now my knee aches too.
4. Two hours ago I ate a whole chicken.
5. Who took my white shirt?
6. He’s an honest man, but he drinks a lot of whisky.
7. When will she pay her debts?
8. That truck’s got eight wheels, so it can climb large mountains.
9. She has the knowledge of chemistry to make bombs.
10. Please read the sign, and then knock on the door.
11. The mechanic wants a receipt for the work.
12. Be calm, and whisper if you need to speak.

7.8 - Listen and answer
Are you sick?
Will you study science tomorrow?
Are there any students in the classroom?
Do you like dancing?
Can you play the guitar?
Do you come from Myanmar?
Did you eat meat last night?
Have you done your homework?
Is your teacher married?
Are you sitting on a chair?
Is there a chicken in the classroom?
Were you at high school last year?
Have you got any sisters?
Are you Chinese?
Did the class learn maths yesterday?

7.9 - Listen and contradict
Rabbits eat meat.
There’s a kangaroo in the classroom.
You drank wine for breakfast.
Your grandmother was a princess.
It’s snowing.
You can’t cook.
You are teachers.
George W Bush is the president of Thailand.
Mother Teresa lived in Malaysia.
Elephants can fly.
You aren’t studying English.
There are lots of tigers here.
China is a small country.
Your teacher’s got a big car.
You’ll go to Bangkok after class.
You’ve got too much money.
There aren’t any pens in the classroom.
It won’t rain next July.
I am the Queen of England.
Gandhi didn’t live in India.
Your teacher hasn’t had breakfast.

7.10 - Communication strategies
1.
Woman: Can you please give me your telephone number?
Man: 09 453 8901.
Woman: 09 453 8910?
Man: No, it’s 09 453 8901.
Woman: 09 453 8901.
Man: Yes, that’s right.

2.
Man: Excuse me, is there a chemist’s shop near here?
Woman: Yes, there’s a large chemist’s shop just up there, on the corner of Main Street and Centre Road, just opposite the cinema to the left of the bicycle repair shop.
Man: Sorry, can you please speak more slowly?
Woman: There’s a chemist’s on the corner of Main Street and Centre Road, opposite the cinema.
Man: Can you please repeat that?
Woman: On the corner of Main Street and Centre Road, opposite the cinema.
Man: Thank you very much.
3.
Man: So, are you ready to leave? Have you packed your things?
Woman: Yes, I’m ready. What time does the car leave?
Man: Quarter to five from the office.
Woman: Is that fifteen past five?
Man: No, four forty-five.
Woman: Oh, I see. Thanks.

8.1 - A love triangle
Tim: Hi, I’m Tim. I’m a good friend of Carol’s. Well, actually, I want to be more than a good friend. I’ve known Carol for 18 years, and I’m 26 now. We were in primary school together. When we were young, I used to tell her that we’d get married when we grow up. Well, now we’ve grown up and I still want to marry her. I don’t earn much money, but I like my gardening job and I work hard. I’ve saved enough money to take Carol on a short holiday… after we’re married… well, that’s if she agrees to marry me. I haven’t asked her yet. I’m too nervous to ask. You see, I know there’s another man who wants her attention and she seems to be giving it to him. But… oh, I don’t think I’ll ever meet another woman as wonderful as Carol.

Carol: I’m Carol. I’m 25 and I live in New York. I went to a great party last month. So many of my friends were there, like Tim, Anne and Tim’s sister. That night I met a really handsome and intelligent man. His name’s Max. I really like talking with him – he’s so interesting and has many exciting stories to tell about places he’s been and things he’s seen. Since that night, I’ve seen Max nearly every day. I haven’t seen my friends for a while because I go out with Max so much. I miss Tim. Tim’s been a good friend for longer than anyone else. He’s a great guy. I think we’ll stay friends forever.

Max: Good morning, my name’s Max. Pleased to meet you. What can I tell you about myself? Well, I’m the manager of a big hotel. I’m 35 years old. I’ve got three cars and a big house by the sea. I like parties. I went to a party about a month ago, and met a lovely woman called Carol. She’s fun to be with – warm and friendly. I’ve had many girlfriends over the past few years, but Carol is special. I know we met only recently, but I wonder what she’d say if I asked her to marry me? Hmmm.

8.2 - A Bigger Heart
His arms are stronger than mine
His legs are longer than mine
His clothes are always cleaner
And his trees are so much greener

But my heart is bigger than his
And my love for you is stronger than his
My love for you is stronger

His hair is shinier than mine
His habits are tidier than mine
His eyes are bluer
And his faults are fewer

But my heart is bigger than his
And my love for you is stronger than his
My love for you is stronger

He’s more intelligent
Much more confident
More charming and polite than me
He’s more responsible
Much more dependable
He’s everything I long to be

His father is wiser than mine
His smile is wider than mine
He walks so much taller
His problems are smaller
But my heart is bigger than his
And my love for you is stronger than his
My love for you is stronger than his

8.3 - World records
There are only 1000 people living in the Vatican, making it the smallest country in the world. It gets a lot of visitors, though. China, on the other hand, has a population of 1.2 billion and an area of 9.5 million square kilometres. Russia is nearly twice the size. It has an area of 17 million square kilometres, but a population of only 150 million.

The blue whale is the largest animal. The average adult is 25 metres long. Cheetahs can run up to 100 kilometres per hour.

The Nile, in North Africa, is 6,695 kilometres long. Mount Everest in Nepal, the world’s highest mountain, is 8,872 metres high.
8.4 - The most and the fewest

1 A
I’m afraid I only speak English, and a little school French. I really only speak English.

1 B
My mother is Lisu and my father is Pa-O, so I can speak both those languages. Also Myanmar, and a bit of Shan. I can speak some Thai – enough to have a conversation. And some English. Oh, a little Chinese, too.

1 C
I’ve got a Spanish father and as a boy I learnt both Spanish and English. I lived in South India for a few years, so I can speak quite a lot of Tamil, and I also learnt some Hindi.

2 A
I’m sorry to say I’ve never been out of Britain. I must try to go away some time.

2 B
I’ve travelled a bit in Thailand, and went to China once, about three years ago. My auntie lived there. I wanted to go back and visit her again, but she died last year.

2 C
Oh, I’ve travelled a lot – I’ve been to most of the countries in Europe. I’ve also been to Canada and the US, and also down to Mexico, which was lovely. I worked in India for five years, and while I was there I visited Sri Lanka, Nepal and Bangladesh.

8.5 - What is Buzkashi?

Buzkashi is the national sport of Afghanistan. In Buzkashi, two teams of horseback riders try to get a dead goat into a goal. Riders carry whips to keep other riders and horses away, and they usually wear heavy clothes to protect themselves from other players’ whips and boots. Sometimes hundreds of players participate in one game, and there is no limit on the size of the playing field. Sometimes a field might include a river or stream. Games sometimes last for several days.

Competition is fierce. Players can do anything to stop the other team from scoring, except deliberately knock an opponent off their horse, or deliberately hit an opponent with a whip. The aim is to get the goat into your goal, which is a circle drawn at the end of the field.

8.6 - Buzkashi interview

Man: You can’t actually see much detail when you are watching a game of Buzkashi, as there are so many horses running up and down the field. The best part is when one of the riders takes the goat away from all the others and rides into the scoring circle alone. The crowd goes wild. That’s two points for that team.

Interviewer: So this dead goat is dragged across the ground, thrown around, hit with whips for several days. Doesn’t it fall apart, doesn’t it break?

Man: You’d think so, wouldn’t you? What they do is they prepare the goat the night before the game. They cut off its head, and also the legs at the knees. Then they leave it in water for 24 hours to make the skin harder, and sometimes they also fill the body with sand, to make it heavier. For important games, they use a calf – a young cow – as they’re stronger than goats.

Interviewer: What happens when the game starts?

Man: The goat’s put inside the ‘starting circle’ in the middle of the field. The referee blows the whistle and both teams try to take the goat. Once you get the goat, you ride as fast as you can towards the scoring circle, and the other team use their whips to try to get the goat off you.

Interviewer: It sounds dangerous.

Man: Yes, it is. Players wear heavy clothes. Although you are not allowed to hit people with your whip, it’s very difficult to control when there are lots of horses, all riding as fast as they can. Top Buzkashi players are very skilled. They usually start training when they’re teenagers, and most of the top players are over 40 because it takes a long time to become a skilled enough rider. The horses need a lot of training, too – some say the horse is even more important than the rider.

8.7 - Sentence stress

1. If she asks, I’ll tell her everything.
2. What’ll you do if they don’t arrive?
3. I’ll write if I have time.
4. We’ll phone if the bus is late.
5. How will they get here if it’s snowing?
6. If she goes, will you stay?
7. We’ll take you if you like.
8. I won’t come if you don’t want.
8.8 - Getting directions
Ma Thida: Er, excuse me please, um…
Man: Yeah?
Ma Thida: Er, excuse me, where is, er, Tottenham Court Road?
Man: What?
Ma Thida: Er, Tottenham Court Road?
Man: Oh, Tottenham Court Road.
Ma Thida: Yes, yes.
Man: Er, well, look, you go up to the top of the street, right? Turn left, carry straight on, you’ll see the tube station on your right…
Ma Thida: Yeah? Go past that, turn left and you’ll have Tottenham Court Road. Can’t miss it. All right?
Ma Thida: Thank you very much.

8.9 - Four sentences
You go up to the top of the street, right?
Turn left, carry straight on, you’ll see the tube station on your right…
Go past that, turn left and you’ll have Tottenham Court Road.
You can’t miss it. All right?

8.10 - Listening for gist
Part 1
A: …No, sure I did. It’s right here in my… Oh no! It’s gone!
B: What? What’s happened? What’s the matter?
A: My handbag! It’s gone! I don’t believe it!
B: Your handbag? Where did you last have it?
A: Umm… I don’t know. Um… I had it when we were in the café. In there, I guess.
B: Let’s think back. We left the café, we went to the bookshop – did you have it in the bookshop?
A: Just trying to think – I can’t remember. We didn’t buy anything there so I didn’t really notice.
B: Well, don’t worry. What was in it? Can you remember?
A: It had my passport and my phone… oh, everything! This is awful!

Part 2
B: Well, how about money? Was there any money in it?
A: Uh, no, I don’t think so. No, all my money’s here, in my pocket.
B: Well, that’s one thing…
A: Yeah, but I had all my ID cards in there.
B: Oh, no!
A: And my driver’s license – that was in there.
B: Well, we can replace those.
A: Oh, but my passport! We need to fly out next week. What can I do?
B: Let’s think. When did you last see it? Are you absolutely sure it was in your bag? I remember you took it out yesterday to check the visa stamps.
A: Oh, I can’t remember where I put the bloody thing.
B: Lucky we’ve still got all the money anyway.

Part 3
A: If my passport’s lost I’ll have to go and get a new one – I don’t know, can they do it in three days? And it might cost loads of money to get a new one, know what I mean?
B: OK, wait. Don’t start worrying just yet. Listen, we’d better go back to the café, and go see if someone found it. You never know.
A: No, I’ll call them first.
B: OK, good idea.
A: Oh! Can you lend me your phone? Mine was in my handbag.
B: Yeah, sure. Here you are.
A: Thanks. Well, let’s hope…

8.11 - Gist or detail?
Conversation 1
Woman: So, where shall I send the books?
Man: 167 Bridge Road South, Smallsville TN8534. Phone me if there are any problems – my phone number’s 071 673 2212.

Conversation 2
Woman: Hi, Jason! How are you? I haven’t seen you for ages!
Man: Well, not so good actually. You see, I got a new bike the other day but I’ve had no end of problems with it. I went for a ride yesterday and after a while the crank started creaking, and I didn’t have the right size spanner to tighten it up with, so it just got worse and worse as I went on – it was driving me mad. And as if that wasn’t enough, I noticed the front wheel wobbling a bit. Turns out the spokes were loose so the wheel was gradually getting more and more out of shape, and there was nothing I could do about it because I didn’t have a spoke wrench on me. I think there’s something wrong with the brakes and all. So I’m going to take it back to the shop tomorrow.
Test for Modules 5 and 6

1. What has happened?
Look at the pictures, and complete the sentences. Use the present perfect tense.
Example: a. His bicycle is broken because he’s just had an accident.

b. She can’t play volleyball because _____________.
c. She’s excited because _____________.
d. He’s tired because _____________.

2. Past simple and present perfect
Fill the gaps with either the past simple or the present perfect form of the verbs in brackets.

Dear Nyi Lay,

I’ve been (be) in Rangoon for a week now, but I a. __________ (not see) Shwedagon Pagoda yet. Yesterday, I b. __________ (go) to Theingyi Market and I c. __________ (buy) you some T-shirts. I d. __________ (not go) to Bogyoke Aung San Market yet. People say it is really expensive!
I e. __________ (have) a lot of problems since I f. __________ (get) here. Last week in Mahabandoola Street, two teenagers g. __________ (steal) my bag. Since that day, I h. __________ (be) very careful. Last night I i. __________ (lock) my bedroom door before I went to sleep. Also, I j. __________ (be) sick for a few days now. I don’t like the food here! How are you? k. __________ (you, do) today’s homework yet? l. __________ (you, feed) the chickens before breakfast? I miss home!

Love from your brother,

Kyaw Kyaw

3. Vocabulary
Write the words.

Three types of casual clothes:  a. __________  b. __________  c. __________
To like something more than something else:  d. __________
To think that something is true:  e. __________
Good-looking, beautiful, pretty:  f. __________
Amount:  g. __________
Going to have a baby soon:  h. __________
Young people:  i. __________
When your body is hot because you are sick:  j. __________
People who work in an organisation or a company:  k. __________
To stop doing something:  l. __________
Three subjects you can study at university: m. __________  n. __________  o. __________
4. for and since
Read the paragraph about Win Win Thant.
Win Win Thant was born in 1975 in Pyay. She moved to Pegu to study in 1996. She studied in Pegu for one year and then started teaching in a school in Pegu. She moved to Mandalay in 1998. She got married two years later in 2000, and moved to Mandalay with her husband and their little daughter. She got a job for the Sunflower school in 2001, and became the head teacher three years later. They bought a house last year. It is now 2007.

Complete the sentences using for or since.
Example: Win Win Thant has lived in Mandalay since 1998.

a. She has ______________________________ 1997.
b. She ______________________________ a year.
c. She has ______________________________ 7 years.
d. She has ______________________________ 2004.

5. Short forms
Add contractions (short forms) to this paragraph.
I have just started a new job. I am the Office Assistant at the Gold Star Company. Gold Star is a printing and photocopying business. My friend Mi Ma is also working there. She is the Accounting Assistant. We have worked there for three weeks now. It is an interesting job. I have got a problem because I do not know about computers. At my school, we did not have any computers because there was not any electricity. The company is training me to use their computers, but this makes problems with the staff at Gold Star. They are not very happy about this because they want training too.

6. Clothes
Answer the questions. Write a complete sentence for each.
Example: What do you usually wear to work? I always wear a longyi and a white shirt.

a. What do you wear to a traditional dance event?
b. What do you usually wear when you play sports?
c. What do you usually wear at home?

7. An appointment
Complete the conversations by choosing the correct answer.

1. Barry: Hello. I'm Barry Chan. I'd like to see Dr Say Say. Is she ________?
   i. appointment ii. out iii. available iv. today
2. Thida: I'm sorry. She went out this morning, and she hasn't returned ________.
   i. yet ii. now iii. still iv. already
3. Barry: ________ is she free later today?
4. Thida: ________ 3pm?
   i. How about ii. What iii. When iv. What time
5. Thida: Oh, hello Barry. She's in a meeting. It started at 1, and they're ________ talking. Perhaps you can wait here.
   i. but ii. very iii. still iv. yet
6. Barry: I'll come back at 3.30. ____ you soon!
   i. Wait ii. Goodbye iii. Meet iv. See

Page 2 of 3
8. Is it yours?
Fill the gaps with a correct possessive pronoun.
Example: Whose pen is this?
Is it yours (your pen)?

1. 'Excuse me, are those children a. _______ (your children)?'
   'Two are b. _______ (our children). The
   youngest one is c. _______ (my sister’s child).'

2. 'Is that Ma Hlaing's motorbike? It's very new!'
   'No, that's d. _______ (Jim's motorbike). e. _______ (Ma Hlaing’s motorbike) is red.'

3. 'Hey - where are you taking that bag? It's f. _______ (my bag)!'
   'Oh, sorry! I didn't know it was g. _______ (your bag).'

9. Quantity
These sentences are wrong.
Rewrite them to make them correct.
Example: There are a lot of kangaroos in Asia.
There are no kangaroos in Asia.
a. A lot of people in Burma have aeroplanes.
b. There are hardly any mosquitoes in the jungle.
c. I’ve got a lot of penguins.
d. Lots of students in this class are wearing suits.
e. There’s very little rain in July.

10. Shopping
Write the other half of this conversation.
Customer: Have you got any potatoes?
Shopkeeper: We've got these small potatoes.
Customer: a. __________________________
Shopkeeper: 350 kyat a kilo.
Customer: b. __________________________
Shopkeeper: 700 kyat.
Customer: c. __________________________
Shopkeeper: Ok, 600 kyat. They're very good potatoes.
Customer: d. __________________________
Shopkeeper: Here you are. Goodbye!

11. What’s the matter?
Describe what is the problem with the people in the pictures. Write one sentence for each.
Example: Thingy has a toothache.

a. __________________________
b. __________________________
c. __________________________
d. __________________________
e. __________________________

Page 3 of 3
Test for Modules 5 and 6 - Answers

1. What has happened?
Give two points for each correct answer. Take one point off for a minor mistake. Take two points off for a mistake in the present perfect.
Possible answers:
b. ...she’s broken her arm.
c. ...she’s just received a love letter.
d. ...he’s just woken up / he’s ill.

2. Past simple and present perfect
Give one point for each correct answer.
Answers: a. haven’t seen b. went c. bought 
d. haven’t been e. have had f. got g. stole 
h. have been i. locked j. have been 
k. Have you done l. did you feed

3. Vocabulary
Give one point for each correct answer. There are other possible correct answers.
Possible answers:
a-c. jeans, T-shirt, shorts. Most clothes can be casual, except suits, ties and high-heeled shoes.
d. prefer e. believe f. attractive g. quantity 
h. pregnant i. youth j. fever k. staff l. quit 
m-o. history, zoology, psychology etc.

4. for and since
Give two points for each correct answer. Take one point off for minor mistakes.
Answers: 
a. She has taught / has been a teacher since 1997. 
b. She has owned a house for a year. 
c. She has lived in Mandalay for 7 years / She has been married for 7 years. 
d. She has been a head teacher since 2004.

5. Short forms
Give one point for each correct change.
Answers: 
I've just started a new job. I'm the Office Assistant at the Gold Star Company. Gold Star's a printing and photocopying business. My friend Mi Ma's also working there. She's the Accounting Assistant. We've worked there for three weeks now. It's an interesting job. I haven't got a computer. I don't know about computers. In my school, we didn't have any computers. There wasn't any electricity. The company's training me to use their computers, but this makes problems with the staff at Gold Star. They aren't (or They're not) very happy about this because they want training too.

6. Clothes
Give two points for each correct sentence. Take one point off for minor mistakes. Take two points off if the sentence doesn’t make sense. There are many possible answers.
Possible answers:
a. I wear my traditional clothes: a red striped longyi and a Karen shirt. 
b. I wear some shorts, a T-shirt, and running shoes. For football I wear football shoes. 
c. I usually wear an old longyi.

7. An appointment
Give one point for each correct answer.
Answers: 1. iii 2. 1 3. ii 4. i 5. iii 6. iv

8. Is it yours?
Give one point for each correct answer.
Answers: 
a. yours b. ours c. my sister's d. Jim's 
e. Ma Hlaing's f. mine g. yours

9. Quantity
Give two points for each correct answer. Take one point off for minor mistakes. The answers depend on the actual situation.
Possible answers:
a.Hardly any people in Burma have aeroplanes. 
b. There are a lot of mosquitoes in the jungle. 
c. I haven't got any penguins. 
d. A few students in this class are wearing suits. 
e. There's lots of rain in July.

10. Shopping
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. How much are they? 
b. How much for two kilos? 
c. Can I have a discount? 
d. OK -- two kilos, please.

11. What's the matter?
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. Daw Lu Lu's got a cold / has a cold. 
b. Min Min's got a headache. 
c. Ma Aye's got a stomach ache. 
d. Ko Shwe's broken his arm. 
e. Andrew's got a sore throat.
Test for Modules 7 and 8

1. The future
Complete the sentences and questions with phrases from the box.
Example: Zaw Zaw: Do you think I’ll pass my exam?
Ma Win: You’ll probably pass, because you always study hard.

|’ll probably | probably won’t | might | won’t | will |

1. Aung Mon: Tomorrow our team’s playing. Will you come to watch?
San San Aye: I a. _________ come, I’m quite busy. If I finish this report…
Aung Mon: Come and watch! We b. ______________________ win - I feel lucky. However, the other team is quite good.

2. Min Min: Do you think it c. ______________________ rain tomorrow?
Saw Reh: I don’t think so. The sky looks really clear tonight.

3. Teacher: Please, don’t forget to bring your dictionary to class tomorrow!
Students: OK. We d. ______________________.

4. Sai Awng: What e. ______________________ you do next year?
Mi Chan: If ______________________ study here, or I g. ______________________ go back to my home town. What about you?
Sai Awng: I h. ______________________ work for my uncle. He asked me to join him. I like him very much, but I’m not 100% sure yet.

2. Directions
Write directions from your house to your classroom. Write 5 sentences. Use one of these phrases in each sentence:
go out      go past      go around
go through   turn left/right      go past
go down/up  take the second/third left/right

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________

3. if and when
Complete the sentences.
Example: If you exercise every day, you will be strong and heal thy.

a. If ______________________, you will be lonely.
b. When the hot season starts, ______________________.
c. If I ______________________, I can go out with you.
d. Elephants become angry when ______________________.
e. When I finish this exam, ______________________.
f. If all wars in the world stop, ______________________.

4. Contradicting
These sentences are wrong. Disagree with them.
Example: Rabbits eat meat.

a. China is a small country.

b. The teacher is very rich.

c. Your parents come from Japan.

d. You are not an English language learner.

e. There are a lot of kangaroos in the school.

f. You’ve been to Africa.

g. You are wearing two hats at the moment.

h. There aren’t any people in this room.

No they don’t. Rabbits eat plants.
5. Vocabulary
Match the words with their definitions. Not all the words are used.
Example:

<table>
<thead>
<tr>
<th>tea</th>
<th>airport</th>
<th>dog</th>
<th>grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. your mother’s mother grandmother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. a hot drink tea</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. aim increase fault motor stamp grateful

- a. how you feel when someone helps you
- b. make bigger
- c. what makes cars move

2. atmosphere equipment look forward to calm replace fail

- d. to expect or wait for something you really want to do
- e. opposite of succeed
- f. it surrounds the Earth

3. blood crop centigrade playground salary fall apart

- g. a system used for measuring temperature
- h. a red liquid inside your body
- i. money you get for the work you do

4. convenient detail rare mosque astrology reduce

- j. easy to use
- k. a place where Muslim people worship
- l. to make less

6. Superlative
Read the information in the table, and write the questions.
Example: Who’s got the smallest family? Lucy. She’s never sick.

<table>
<thead>
<tr>
<th>name</th>
<th>age</th>
<th>salary per month</th>
<th>works</th>
<th>health</th>
<th>children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aye Aye</td>
<td>25</td>
<td>10,000 kyat</td>
<td>every day</td>
<td>good</td>
<td>1 child</td>
</tr>
<tr>
<td>Zaw Min</td>
<td>42</td>
<td>600,000 kyat</td>
<td>Monday-Friday</td>
<td>bad</td>
<td>5 children</td>
</tr>
<tr>
<td>Naing Lin</td>
<td>58</td>
<td>2,500 kyat</td>
<td>very little</td>
<td>OK</td>
<td>6 children</td>
</tr>
<tr>
<td>Lucy</td>
<td>21</td>
<td>0</td>
<td>sometimes</td>
<td>very good</td>
<td>2 children</td>
</tr>
</tbody>
</table>

- a. ___________________________________________? Zaw Min. He earns a lot of money.
- b. ___________________________________________? Lucy. She’s never sick.
- c. ___________________________________________? Lucy. She’s only 21.
- d. ___________________________________________? Naing Lin. He’s got 6 children.
- e. ___________________________________________? Aye Aye. She works every day.
7. Comparing
Complete these sentences using a comparative adjective.
Example: He is 21. His brother is 18. He is older than his brother.
a. This bag is very expensive. Have you got anything ____________?
b. Her house is very close to the school. My house is much ____________.
c. You are talking very loudly. Can you be a little ____________?
d. You were very late today. Please arrive ____________ tomorrow.
e. This test is not easy. It’s much ____________ than the last test.
f. My grandmother was very sick last week, so she went to the clinic. Now she is much ____________.
g. Their classroom is very clean. Ours is much ____________.
h. Love stories are very boring. I think action movies are much ____________.

8. Comparing quantity
Read the information in the charts and fill the gaps with words from the box.

<table>
<thead>
<tr>
<th>Average earnings (per year)</th>
<th>Barrels of oil used (per day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>USA</td>
</tr>
<tr>
<td>$5,300</td>
<td>20 million</td>
</tr>
<tr>
<td>Burma</td>
<td>China</td>
</tr>
<tr>
<td>$1,900</td>
<td>6.5 million</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Burma</td>
</tr>
<tr>
<td>$1,800</td>
<td>20 thousand</td>
</tr>
</tbody>
</table>

a. Chinese workers earn ________ money.
b. Cambodian workers earn ________ money than Burmese workers.
c. Cambodian workers earn ________ money.
d. Burma uses ________ barrels of oil.
e. China uses ________ barrels of oil than the USA, but ________ than Burma.

9. Activities
Answer these questions. Write one or two complete sentences for each question.
a. What is your favorite sport?
b. Why do you like it?
c. Describe briefly how you play it.
d. How many people do you need to play it?
e. What equipment do you need for it?
f. Are you good at it?
g. What is a popular activity in your community?
h. Who usually does it?
i. Describe briefly how people do it.
1. The future
Give a point for each correct answer.
Answers:
a. probably won’t  b. ’ll probably / might
c. will  d. won’t  e. will
f. might / ’ll probably  g. might
h. ’ll probably / might

2. Directions
Give two points for each correct sentence. Take one point off for minor mistakes.

3. if and when
Give two points for each correct sentence. Take one point off for minor mistakes. Mark it as wrong if the sentence doesn’t make sense.
Possible answers:
a. If you don’t have any friends...
b. …there won’t be enough water.
c. If I finish my work...
d. …you beat them.
e. …I’ll go home and sleep.
f. …everyone will be happy.

4. Contradicting
Give two points for each correct response. Give one point for a correct contradiction, and one point for correct information. Mark it as wrong if the response doesn’t make sense.
Possible answers:
a. No it isn’t. It’s a big country.
b. No she isn’t. She doesn’t have much money.
c. No they don’t. They’re from Burma.
d. Yes I am. I’m learning English at the moment.
e. No there aren’t. There aren’t any kangaroos in the school.
f. No I haven’t. I’ve never been to Africa.
g. No I’m not. I’m not wearing a hat.
h. Yes there are. There are about 15 people in the room.

5. Vocabulary
a. grateful  b. increase  c. motor
d. look forward to  e. fail  f. atmosphere
g. centigrade  h. blood  i. salary
j. convenient  k. mosque  l. reduce

6. Superlatives
Give two points for each correct question. Take one point off for minor mistakes. Mark it as wrong if the question doesn’t make sense.
Possible answers:
a. Who is the richest?
b. Who is the healthiest?
c. Who is the youngest?
d. Who’s got the biggest family/most children?
e. Who is the most hard-working? / Who works the hardest/most?

7. Comparatives
Give a point for each correct answer. There are other correct adjectives.
Possible answers:
a. cheaper  b. farther / further  c. quieter
d. earlier  e. more difficult / harder
f. healthier / better  g. dirtier
h. more interesting

8. Comparing quantity
Give a point for each correct answer.
Answers:
a. the most  b. less  c. the least
d. the fewest  e. fewer, more

9. Activities
Give two points for each correct answer. Take one point off for minor mistakes. Take two points off if it doesn’t make sense. There are many correct answers.
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.

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