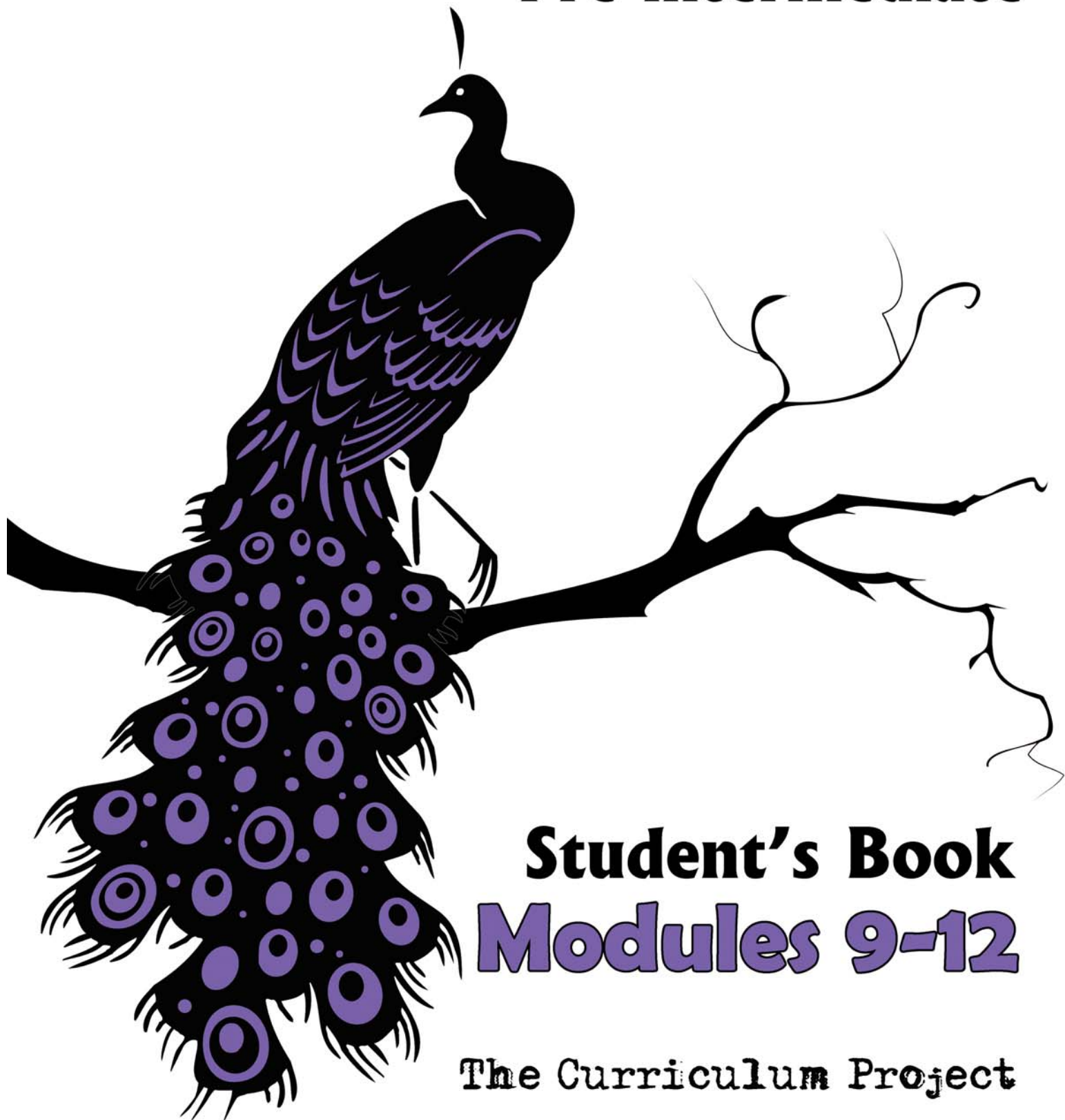


General English

An English language course for adult and post-10 learners

Pre-intermediate



Student's Book Modules 9-12

The Curriculum Project

Course Map

Module	Structures	Topics and Functions	Skills	Learner Training	Review & Tests
9 p. 1	Modals <i>have/has to</i> <i>some/any + thing/where/one</i>	Permission, necessity and prohibition Advice Jobs and careers Metaphor	Speaking: enquiring about rules Listening: Sabay; song: <i>Blowing in the Wind</i> Pronunciation: -er and -or endings Writing: CVs; job applications Reading: job and training advertisements	Speaking strategies (1): feelings and situations	Module 9 Practice
10 p. 22	The past continuous <i>when, while and during</i> Manner and state adjectives -ed and -ing adjectives	Biographies Describing people: feelings, character, appearance, age Countries	Speaking: describing people Pronunciation: countries and nationalities Reading: biography; poem: <i>The Wicked Postman</i> Writing: autobiographies	Speaking strategies (2): Communication repair	Module 10 Practice Modules 9-10 Test*
11 p. 41	<i>going to</i> The present continuous for the future <i>no one/nothing/nowhere</i>	Future plans Probability Arrangements Geography	Speaking: agreeing and disagreeing Reading: the internet Pronunciation: word endings Listening: songs: <i>For No One</i> and <i>Nowhere Man</i> Writing: developing an argument	Grammar (1): feelings about grammar; comparing grammar	Module 11 Practice
12 p. 58	The passive The present perfect (3) <i>been</i> and <i>gone</i> Phrasal verbs	Experience The arts Social chat	Speaking and listening: job interviews Speaking: small talk Pronunciation: past participles; intonation Writing: charts and statistics; listing	Grammar (2): mistakes and strategies	Module 12 Practice Modules 9-12 Revision (p. 78) Modules 11-12 Test* Final Test*
*in the Teacher's Book					
<div>Revision 78</div> <div>Language Reference 84</div> <div>Audioscripts 91</div>					

Module Nine

permission, necessity and prohibition – modal verbs – *have to* – advice – jobs and careers – *something, anything*, etc. – metaphor – speaking strategies

1. Permission, Necessity and Prohibition

1.1 In the dormitory

- A. Nyi Nyi has left his home to study in a new school. He will live in the boys' dormitory. He's discussing the dormitory rules with the boarder master. Nyi Nyi has never stayed in a dormitory before, as he has always lived at home. He has a lot of questions. Some of these questions begin with *Can I...?* and some questions begin with *Do I have to...?* Can you think of these questions?



- cook breakfast?
- smoke cheroots in the dormitory?
- share a mosquito net with another boy?
- study after the lights go off?

- 9.1 B. Listen to the conversation.
Complete these sentences.

He can...
He can't...
He has to...
He doesn't have to...

- D. What other questions could he ask? Work in groups, and think of a list of questions. Here are some ideas:

cook? posters? alcohol?
parties? wash the blankets? visitors?

- C. Have you ever lived in a dormitory?
Are the rules the same, or different from this one?

- E. Work in pairs, and do a roleplay. Partner A is a student. Partner B is a boarder master. Ask and answer questions about the dormitory rules.

1.2 *can* and *can't*

- A. Look at these situations. Ask about them, using *Can I...?*

1. Your friend has a phone. You need to make a phone call. *Can I use your phone?*
2. You need to go to the shop, and your sister has a bicycle.
3. You missed yesterday's class, and you want to see your classmate's notes.
4. There is an interesting meeting happening. You want to go to it.
5. You are in a shop, and you want to go to the toilet.
6. You are visiting a colleague, and you want to smoke a cigarette.

- B. How can you make these requests more polite?

C. Look at these situations. What can you say? Use *can* or *can't*.

1. You are in hospital. Someone lights a cigarette. *I'm sorry, you can't smoke in here.*
2. You see someone looking for a pen. You have a pen.
3. Your brother wants to borrow your motorbike. Unfortunately, it is broken.
4. Your sister wants to use your bag. That's fine. You are not using it at the moment.
5. You're visiting a temple with a foreign friend. He's wearing shoes.

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

Have to expresses something you need to do – you do not have a choice.
Don't have to means that you can do it if you want to, but you don't need to do it.

- A. Look at Nyi Nyi's diary. He has underlined the things that are very important. The other things are less important. He might do them if he has time. Make sentences with *has to* and *doesn't have to* about Nyi Nyi's day.**

<p style="text-align: center;"><i>Sunday</i></p> <p><u>Meet maths teacher 9am!!!</u></p> <p><u>Read pages 24-32 economics book</u></p> <p><u>Wash white shirt for tomorrow</u></p> <p><u>2.30 - meet Mary and get library keys. Invite her for coffee?</u></p> <p><i>Do science homework?</i></p> <p><i>4pm - football?</i></p>

– He has to meet his maths teacher at 9am.

- B. Nyi Nyi is talking to his friend Saw Reh. They are arranging to meet. Fill the gaps in the conversation.**

Saw Reh: What are you doing in the morning?

Nyi Nyi: I'm quite busy. ^{1.} I have to meet my maths teacher at 9.

Saw Reh: And after that?

Nyi Nyi: Well, I'm going to make a speech in school assembly on Monday, and all my clothes are dirty, so ^{2.} _____. And I have an important test in social studies, so ^{3.} _____. I haven't got any other important homework. I ^{4.} _____ now. I don't have science until Wednesday. I might do it if I have some spare time.

Saw Reh: OK, let's meet in the afternoon.

Nyi Nyi: I have to ^{5.} _____.

Saw Reh: Mary, huh? Ooooooh...

Nyi Nyi: We might go for coffee. Do you want to come?

Saw Reh: No. I don't like coffee.

Nyi Nyi: Well, I ^{6.} _____ - we could meet at 2.15, if you want to.

Saw Reh: No, I can't anyway. I'm busy until 4.

Nyi Nyi: Well, there's a football game at 4... No, ^{7.} _____. Let's meet at 4.

1.4 Children's questions

- A. Imagine you are a small child in these situations.**

Ask questions with *Can...?* and *Do... have to...?*

1. Your parents want to take you to the clinic. You want to go to the cinema.
Do I have to go to the clinic? Can I go to the cinema?
2. You want to have sweets and biscuits for breakfast, not rice and vegetables.
3. Your friends are visiting you. It's time for them to go home.
4. It's time for you and your brother to go to school. You want to sleep.
5. You are playing an exciting game. Your father wants you to have a wash.
6. It's a cold day. Your mother wants you to wear a warm jacket. You want to wear a T-shirt.

- B. What would a parent say in these situations?**

Write the parent's answers.

1. Yes, we have to go to the clinic.
No, we can't go to the cinema.

- C. Practise these dialogues in pairs.**

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

A. Look at the picture. What's happening? Where are they?



You *mustn't* be rude to the teacher. You *have to* stay until 3.30 - you *mustn't* come home at lunchtime! You *have to* go on Monday, Tuesday, Wednesday, Thursday and Friday, but you *don't have to* go at the weekend!

B. Imagine you are in these places. What do you think you...?

- *have to do*
- *don't have to do*
- *mustn't do*

1. On a small boat

- Jump up and down
You mustn't jump up and down.
- Be careful getting on and off
- Throw rubbish into the river
- Wear a hat

2. On a bus

- Buy a ticket *You have to buy a ticket.*
- Smoke cigarettes
- Talk to the other passengers
- Tell the driver your name and address

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

- Wear a tie *You don't have to wear a tie.*
- Take off your shoes
- Fight with other people
- Drink alcohol

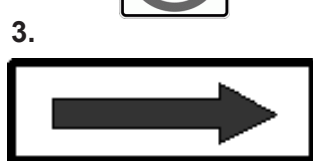
1.6 Signs

A. Do you know what these signs mean?

Write a sentence for each sign, e.g.



You mustn't turn right here.



B. Work in groups. What do you think these signs mean?



1.7 Focus on form: Modal and modal-like structures

- A. Look back at the structures you've learned in this module to express permission, necessity, non-necessity and prohibition. Which are modal verbs and which are not modal verbs? Write an example for each structure.**

structure	modal?	example
can't	yes	You can't borrow my bike. I need it.
have to		

- B. Fill the gaps in this grammar explanation.**

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

- C. Correct the mistakes in these sentences.**

- I don't have cook dinner tonight.
- She musts go to Bangkok.
- They can't to leave yet.
- Can we reading these books?
- He has to writes his essay quickly.
- Do we must go to bed now?

- D. Complete the sentences. Use your own ideas.**

- Community leaders mustn't...
- Young children don't have to...
- Monks must...
- Rich people can...
- Parents have to...
- Middle school students can't...

2. Advice

2.1 What should I do?

You will hear part of a radio programme. People phone the programme to talk about their problems. There are two counsellors on the programme to give advice.

- 9.2 A. Listen to Khaing Khaing's problem. Rewrite these sentences so they are true. There are seven mistakes. The first one has already been corrected.**

Khaing Khaing wants to get married ^{Later}~~soon~~. She is a high school student, and she wants to leave school immediately. Her parents live in the city, and they want her to finish her education. Her boyfriend is an engineer. He doesn't want her to go with him to the countryside.



B. Listen. Some counsellors are giving advice to Khaing Khaing. Which of these solutions do the two experts suggest?

Write 1 (Counsellor 1), 2 (Counsellor 2), N (neither) or B (both)

- a – Talk to your boyfriend
- b – Talk to your parents
- c – Get married immediately
- d – Get your head teacher to write to parents
- e – Get a new boyfriend
- f – Finish your education
- g – Compromise



What should she do? What is your opinion?

C. Finish these sentences with some good advice. For each one, use two ideas from the list and one of your own. Use *should* and *shouldn't*.

1. If you walk in the mountains, *you should wear shoes, you should watch out for wild animals and you shouldn't drop rubbish.*
2. If you go to an important meeting,
3. If you learn English,
4. If you want a healthy heart,
5. If you go to a job interview,

smoke
~~wear shoes~~
 bring your CV
 be shy to speak
 speak clearly
~~drop rubbish~~
 shout at people
 arrive late
 read as much as possible
 do lots of exercise

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

A. Look at these sentences. What is the difference between the sentences on the right and the sentences on the left?

We should protect the environment. *I think we should protect the environment.*
 Children shouldn't watch television. *I don't think children should watch television.*

B. Rewrite the sentences using *I think* and *I don't think*.

1. Children shouldn't drink alcohol.
2. People should sleep under mosquito nets.
3. University education should be free.
4. People shouldn't be rude.

When we give advice or opinions, we often use *I think* or *I don't think*. This is very common with *should*.

When we give negative advice, we use *I don't think you should....* We don't normally say *I think you shouldn't....*

- I don't think you should go. NOT: ~~I think you shouldn't go.~~
 NOT: ~~I don't think you shouldn't go.~~

When asking for advice, we often use *Do you think I should...?*

- Do you think I should marry her?

C. Look at the opinions expressed in A and B. What do you think? Write your own opinion, and give more details, e.g.


- I don't think children should watch a lot of television. But some programmes are OK, like nature documentaries.

D. What advice would you give in these situations?


1. Jill and Mike are 16. They want to get married.
2. Your friend is sick, but she is going to work.
3. Your brother smokes too many cigarettes.
4. Your grandmother wants to go to university and study to become a doctor.
5. Your sister wants to go overseas to work.

2.3 Giving advice


A. Read these problems, and think of some advice for these people.

1. 

I'm a 16 year old boy, studying in 8th standard. I'm in love with Wah Paw. I wrote her a letter telling her this, played her a song on the guitar and also wrote lots of poems about her. But she doesn't talk to me, or look at me. If I try to sit with her, she walks away. My friends told me she has a boyfriend in another town. What can I do?

2. 

I work for the Women's Organisation as a literacy trainer - I teach adults to read and write. I really enjoy my work because I think it is very useful, and there are not many people with the skills to do this job. The problem is the pay is very low, and I have to support my parents. A big company has offered me a job as office manager, with a high salary. I don't really want to do this job - I like being a literacy trainer. But I really need more money! What should I do?

3. 

I'm a farmer, with four small children. My son's eleven, and my three daughters are eight, five and three. My wife died two years ago, and I've raised my children alone - my parents help me but they are getting old. Recently I met a very nice woman. She's divorced with a baby boy. We want to get married. My daughters are very happy to get a new mother, but my son isn't. He is very rude to her, and he says if we marry, he'll run away. What can I do? I want to marry her, but I love my son and I don't want him to be unhappy.

B. Work in pairs. Discuss your solutions to these problems.

C. Work in groups. Discuss your solutions to these problems, and decide on some good advice. Present this advice to the class.



We think she should...

2.4 Have you got any problems?

A. Think of a problem in your life. This could be a big problem, or a minor one. Write a short note explaining your problem and asking for advice.

I don't have enough time to study because I have too much housework. My family expects me to cook dinner every night and clean the house, and after that I'm too tired to do my homework. What should I do?

- B. Swap papers. Read your partner's note and think of some advice for him or her. Write a short reply.**

I think you should talk to your family. Explain your problem and ask them if they will give you less housework. If you have any brothers or sisters, maybe they can help you with your housework so you have more time for homework.

- C. Read your partner's advice for you. Will you follow it? Why or why not?**

2.5 From local to global

- A. Complete these sentences. Use *should*, *shouldn't*, *must*, *mustn't* and/or *have to*.**

1. I want to be the best person I can be.
Therefore, I...
2. In my community, we face many problems.
We all...
3. In my country, there is a lot of mistrust
between different people. They...
4. In the world, there are many wars. There
have been wars for thousands of years.
People...

- B. Work in groups. Decide what are the best solutions to these problems.**

- C. Present your ideas to the class. Discuss everybody's ideas. Are they practical?**

3. Jobs

3.1 Vocabulary: What's the job?

- A. What jobs do you know? Have a group brainstorm competition.**

- B. Your teacher will choose some jobs. Rank them in order:**

1. Most interesting



Least interesting

2. Most useful



Least useful

3. Highest paid



Lowest paid

3.2 What do these people do?

- A. Use your own ideas to complete the next four rows of the chart.**

Occupation	<i>have to</i>	<i>should</i>	<i>mustn't</i>	<i>don't have to</i>
teachers	<i>mark homework</i>	<i>be kind to their students</i>	<i>kill their students</i>	<i>wear hats</i>
soldiers				
nurses				
monks				
journalists				

- B. Choose two other jobs you know about. Write them in the bottom two rows, and complete the chart with information about these jobs.**

- C. Write your information about the jobs in B in sentences, e.g.**

Teachers have to mark lessons. They should be kind to their students. They mustn't kill them. They don't have to wear hats.

3.3 Aung Mon's career

- A. Here are some useful words about jobs. Do you know them?**

career	part-time	apply for	fire	unemployed	quit
temporary	promote	CV	full-time	gardener	funding
training	boss	volunteer	experience	director	

- B. This is Aung Mon's career history. Some of the words are in the wrong order. Put them in the right order.**

Aung Mon has had many jobs. When he was a child, ⁽¹⁾ *be / wanted / lawyer / he / to / a*. He was a clever boy, so he got high marks in his tenth standard examinations, and his English was very good. ⁽²⁾ *at / in / he / university / studying / started / law / 1996*. He worked part-time washing dishes in a restaurant to pay for his studies.

In 1997, his father died, so he had to support his mother and younger brothers. He quit university, left his home town, and went to Rangoon. ⁽³⁾ *a / in / he / a / got / factory / job / clothing*. It was hard work, and he had to work very long hours. One day, he came to work late, and he was fired. Next, he got a job as a gardener for a rich family. He quit that job because the family didn't pay him. He then applied for a job as a teacher in a small private school. ⁽⁴⁾ *the / enjoyed / he / job / got / he / teaching / and*.

After one year, he was promoted to head teacher. Unfortunately, in 2001, the school's funding ran out, and the school closed. He was unemployed for a long time. He sometimes got temporary, part time work as a translator, and he taught himself to use a computer. He volunteered to teach English in a monastery. In 2004 he did a six month training course in computer skills.

In 2005, he got married. ⁽⁵⁾ *job / he / a / wanted / better*. He applied for full-time work with many companies, but they all wanted high qualifications and a lot of experience. Now, he is applying for a job as legal rights trainer for a small organisation. He sent his CV to the organisation's director, and now he's going to the interview.

- C. What jobs has Aung Mon had, and why did he leave each job? Complete the chart.**

job	reason he left or changed
student	<i>He quit because he had to support his family.</i>
dishwasher	
	<i>He was fired because he came to work late.</i>
gardener	
	<i>He was promoted to head teacher.</i>

D. Aung Mon is applying for this Legal Rights Trainer job. What must he have to get the job? What would help him get the job?

Legal Rights Trainer wanted for a small workers' rights organisation.

The successful applicant will have fluent spoken and written Burmese and English, management experience and computer experience.

Legal qualifications preferred.

Other languages also an advantage.

Contact:
Daw Khin Khin, Project Manager
dawkk@worklegal.org.mm
075 654 843

9.4 E. Listen to part of Aung Mon's job interview. Does he have the right skills for the job? Write yes or no on the chart. Do you think he'll get the job? Why/why not?

Burmese language	yes
English language	
Management experience	
Computer experience	
Legal qualifications	
Other language(s)	

3.4 Jobs and training

A. Here are some job and training advertisements. Are you interested in any of these?

WANTED
Weaving Trainer
40,000 kyat per month.
The successful applicant must be over 35 and an expert weaver. They must speak Mon and Burmese. Thai language skills and training experience are also advantages.
The job involves training groups of women from rural villages in Mon State to weave.
For more information phone 05734251.

Maths Teacher Wanted
Lek Tho International High School needs a Maths teacher!
Requirements:

- University degree in Maths. Teaching certificate preferred.
- Fluent spoken and written English and Burmese; other languages also useful.
- Some experience teaching an advantage, but not essential.

The teacher will live in the school, and also have responsibility for the girls' or boys' dormitory. There is a large, comfortable teacher's house, suitable for a family.
Salary: 50,000 kyat per month.
Applications to: Mr Seng Li, Head Teacher, Lek Tho International High School.

Management Training

The Youth Management School is now taking applications for its October training course. The training will last two months. Afterwards, trainees will work in their organisations on a community management project. We encourage community leaders, teachers, members of women's and youth organisations to apply. Applicants must have at least two years' experience in a community organisation.

Enquiries to Naw Moo, Youth Management School Committee.

B. Complete the table.

	essential	useful
Weaving Trainer		
Maths Teacher		
Management Trainee		

1	probably won't get into the training,	because she has all the right skills.
2	might get the job,	if there are no better applicants.
3	will probably get the job.	because she doesn't have enough experience.

Mr Seng Li 72 Kyaikthan Road
Head Teacher, LTIHS Moulmein
PO Box 43 7/7/08
Lek Tho

My name is Yan Naing, and I have recently graduated from Moulmein University. My major subject was mathematics, and I also studied physics and English.

I haven't got a teaching certificate, but I attended a two week teacher training course last year. I am very interested in maths teaching, as maths is my favourite subject.

I am getting married next month, and my wife is also interested in teaching. Do you have any other jobs for her? She wants to teach English.

Yan Naing

Yan Nainong

Weave World
4A 15th Street
Dawei

34 Bogyoke Street
Payathonzu
23/4/07

I would like to apply for the weaving trainer position.

I am 63 years old, and I have six children and nineteen grandchildren. I run a shop in Ye selling bags, blankets and clothes. My family weaves all these things. I have taught all my daughters to weave, and my older granddaughters, so I have a lot of experience in weaving training.

I can speak Mon, Burmese and a little Pwo Karen.

Yours faithfully,

Win Win Lwin

Mí Wín Wín Lwín

Ma Lin Kyi
Youth Management School Committee
33 Bo Sun Pat Road
Rangoon

264 Baffinhunter Road
Moose Jaw
Saskatchewan
Canada S6H 3J8
1/3/08

I am interested in the October management training. I am finishing my Master's degree in computing from the National University of Canada. After I finish, I will return to Burma, and am interested in any further trainings you have available. I speak and write fluent English, Burmese and Karen, and have completed a six-month computer trainer course in Canada as well as my degree.

I look forward to hearing from you.

Yours sincerely,

Barbie Aung

Barbie Aung (Ms.)

Module 9 **10**

3.5 Story from pictures

- A. These pictures tell a story. The story is of one woman's job experience.
What is happening in each picture?



- B. Put the pictures in order.

- C. Tell the story around the class. Add details:
- What is the office?
 - What are the people's names?
 - What are their duties and responsibilities?
 - How much do they get paid?
 - What happens in the story?

- D. Six months later...

What has happened?
What is the woman doing?
What is the man doing?
Work in groups.
Explain what has happened.
Tell the story to the class.



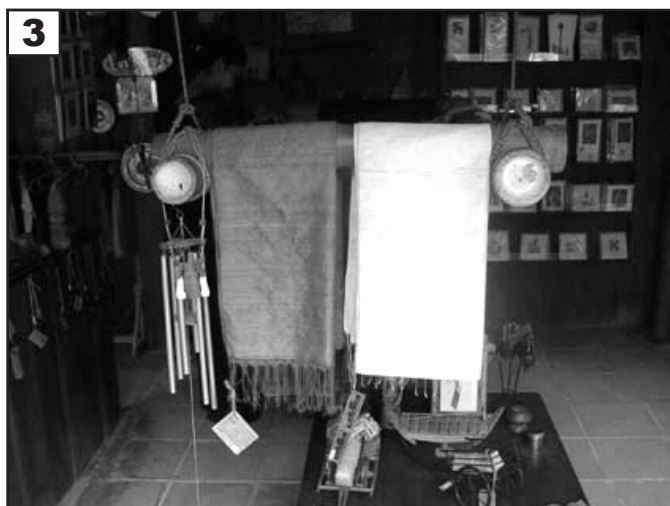
3.6 Sabay's job

A. Sabay is Cambodian. He lives in Phnom Penh. What do you know about Cambodia?

Look at these photos of Sabay and his job.

He works for an organisation called Rajana.

What do you think his job involves? What does Rajana do?



B. Look at the pictures. Point to:

a gong some silk some handicrafts some tools a landmine
some scarves a silversmith a customer some cards

C. You are going to listen to an interview with Sabay. He will talk about his organisation, Rajana, and his job. Before you listen, can you predict the answers to these questions?

1. What things do Rajana sell at their shop?
2. Who makes these things?
3. What is Sabay's job?

Here is some useful vocabulary for the interview:

jewellery	hilltribe	villager
landmines	fair wages	accounts
design	market research	
General Manager		

9.5 D. Listen to the interview. Were your predictions correct? Listen again and answer these questions.

1. Who set up Rajana?
2. What does Rajana do with landmines?
3. Are there many landmines in Cambodia?
4. Are the workers at Rajana happy? Why or why not?
5. Does the NGO still fund Rajana?

9.5 E. Listen again. Make a list of Sabay's work responsibilities.

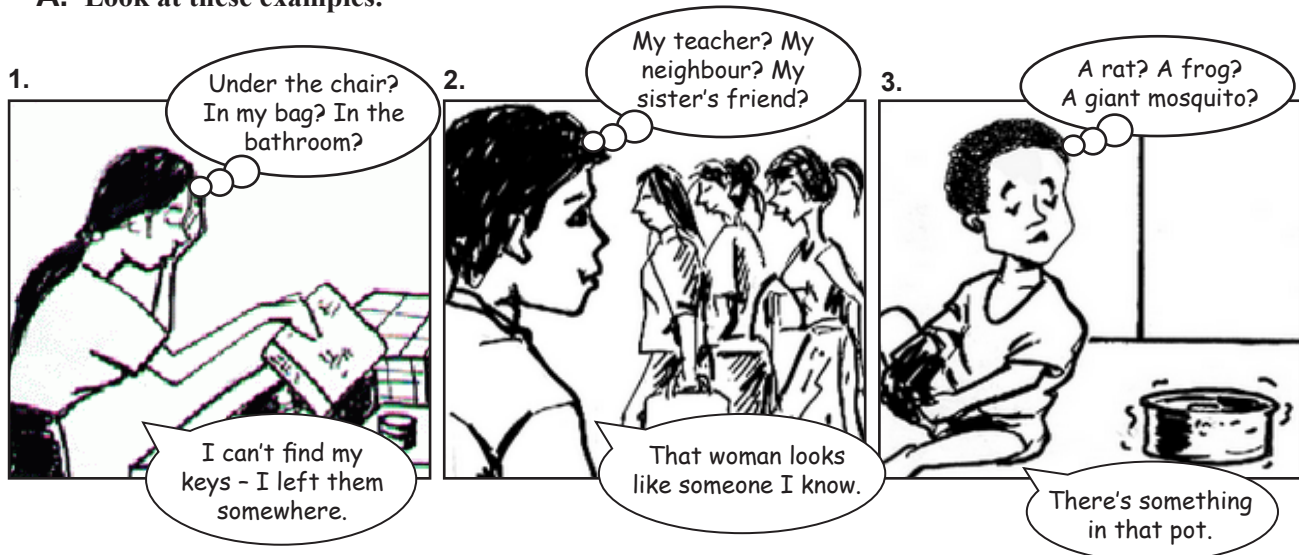
– do the accounts

Would you like to do Sabay's job?

4. some and any + one/where/thing

4.1 Guess

A. Look at these examples.



B. What, who and where are these? Can you guess?

1. I've got something in my pocket. It's made of metal, and it's round at one end. I eat with it.
2. I'm going somewhere after class. Nurses work there. I'm going to get a blood test there.
3. I'm meeting someone for lunch. He's older than me. He's my mother's sister's husband.

C. Replace the underlined words with something, somewhere or someone.

1. I want fish / bananas / a biscuit to eat.
I want something to eat.
2. Si Si / your brother / a man is at the door.
3. I'm buying flowers / a cake / a present for my teacher's birthday.
4. Put your coat on the table / on the chair / in the cupboard.
5. She's going to the school / to the shop / to the cinema to meet her friend.
6. I'm trying to contact the leader / a member / the secretary from the youth group.

4.2 anyone, anywhere, anything

- A.** Tin Tin Mya is studying in Australia. Her friend Nan Htwe is writing her a letter.

Dear Tin Tin Mya,
How is Australia? Have you done anything exciting? Have you met anyone? Do you go out anywhere? What is university like? Please write and tell me all about it!
Love,
Nan Htwe

- Here is Tin Tin Mya's reply. Fill the gaps with *anyone*, *anything* and *anywhere*.

Dear Nan Htwe,
Australia is OK, but I am very busy studying. I haven't done _____ - just reading and studying! I don't go out _____ because I don't have much money. I haven't met _____ because I never go out. I only meet other students and they are all much younger than me. University is OK, and I am very lucky to have this opportunity. But I can't wait to come home!
Love,
Tin Tin Mya

- B.** Complete this table.

	positive	negative	question
person	someone		
place			
thing			anything/ something

4.3 Where's the calculator?

- 9.6 A.** Sayama Win and Saya Seng Li are in the staff room, discussing a problem. Listen. What is Sayama Win's problem?

- B.** Answer these questions.

- Who borrowed the calculator?
- Who has been in the staff room?
- Is the calculator in the staff room?
- What's wrong with the staff room?

- C.** Fill the gaps with *someone*, *anyone*, *somewhere*, *anywhere*, *something* or *anything*.

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

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

4.4 Questions and answers

- A.** Answer these questions about you.

- Did you go anywhere last weekend?
- Did you meet anyone yesterday?
- Did you do anything special last week?
- Did you write anything in English class?
- Will you see anyone after school?
- Will you go anywhere next summer?

- B.** Ask and answer the questions in pairs.

- C.** What can you ask someone about last weekend? Work in groups. Try to think of as many questions as possible about last weekend.

Did you sing anything?
Did you...

- D.** Join with a partner from another group, and ask your questions.

5. Pronunciation: -er and -or

5.1 People, jobs and things

- A. How many of these are jobs? Circle the jobs.

How do you pronounce the final syllable of these words?

tractor	villager	ambassador	newspaper	cooker	director	builder	
passenger	folder	miner	farmer	stapler	dinner	prisoner	paper
lawyer	doctor	helicopter	counsellor	sailor	actor	minor	winner
foreigner	generator	container	customer	footballer	member		
	coordinator	shower	typewriter	visitor			

9.7 Listen, check and repeat.

- B. Choose eight words from the box. Write sentences using *someone* and *something* to define these sentences, e.g.

A tractor is something that farmers use.

A villager is someone who lives in a village.

- C. Work in pairs. Partner A: read your sentences to your partner. Partner B: check that her/his definitions and pronunciation are correct. Then swap roles.

5.2 Sentence dictation

- A. How many other words ending in -er and -or can you think of? Make a list.

- B. Look at your list of words, and the words in 5.1. Make five sentences using two or more of these words, e.g.

The director told the actor to have a shower.

- C. Work in pairs. Read your sentences to your partner. Write the sentences your partner reads you.

- D. Check your partner's sentences. Correct any mistakes you can see.

6. Listening Fluency: How Many?

6.1 Song: Blowing in the Wind

- A. This song was written by an American singer called Bob Dylan. Have you heard of him?

Bob Dylan saw that there was a lot of injustice and fighting in the world. In this song, he asks: 'When will war and fighting stop?'

The answer is blowing in the wind...



- 9.8 B. Listen to the song. How many questions does the song ask?

C. In each verse, there are three questions. Each question has two parts.

Listen again, and match the question halves.

How many roads must a man walk down
How many seas must a white dove sail
Yes and how many times must the cannonballs fly
Yes and how many years can a mountain exist
Yes and how many years can some people exist
Yes and how many times can a man turn his head
How many times must a man look up
Yes and how many years must one man have
Yes and how many deaths will it take 'till he knows

*before they're allowed to be free?
before he can hear people cry?
before you can call him a man?
before she sleeps in the sand?
before he can see the sky?
that too many people have died?
before it is washed to the sea?
before they are forever banned?
and pretend that he just doesn't see?*

D. Do you know the meanings of these words? Use these words to fill the gaps.

dove sail cannonballs banned exist allowed

1. The ship will _____ at 3pm.
2. Cigarettes are bad. They should be _____.
3. Monsters aren't real – they don't _____.
4. The _____ is a symbol of peace.
5. We can't go into that building – we aren't _____ in there.
6. _____ are like large bullets.



6.2 Metaphor and meaning

A. Bob Dylan says that the answer to all these questions is 'blowing in the wind'. What does he mean by this?

The questions in the song are *metaphors*. What is a metaphor?

How many roads must a man walk down before you can call him a man? is also a metaphor. It means 'How much experience must a man have? If he doesn't have much experience, is he still a boy? Should men do many different things, go to many different places, in their lives?'

B. Work in groups. Your teacher will give you one of the questions from the song. Discuss what the question means. There might not be an objective answer.

**C. Is it possible to answer your question?
What answers could you give?
Present your ideas to the class.**



7. Writing: CVs

7.1 What's in a CV?

A. Have you ever written a CV?

Read Yan Naing's CV and answer the questions.

1. What is the purpose of a CV?
2. What kind of information can you put in a CV?
3. Does Yan Naing have a lot of work experience?
4. What qualifications has Yan Naing got?
5. When did Yan Naing graduate from high school?
6. What was his last job?

B. Here are some CV categories. Fill in the information for Aung Mon (see page 140).

1. Contact information
2. Education
3. Experience
4. Skills
5. Languages

C. Compare Nang Si's and Zainab's CVs.

Which one is better? Can you see any problems with either of these CVs?

Nang Si

INTERESTS

knitting, drawing, playing guitar

EDUCATION

1990-2002 High School No. 2, Kentung

2003-2006 BSc, Rangoon University, Rangoon

WORK EXPERIENCE

2002-2006 IT Assistant, Lucky Computer Shop, Lashio

- I help people
- I have to obey the manager
- Helped the manager with accounts

2006-2007 Manager, Rangoon IT Systems

- Check the work of all staff
- Hired new staff
- Writing computer programmes
- I help people

SKILLS

Watching TV, computers

LANGUAGES

English, Shan, Pa-O, Burmese

Yan Naing

64 U Kyaw Yin Road, Dawei
034569876, yannaing@gmail.com

EDUCATION

1998-2000 Central High School, Dawei

2001-2005 BSc Mathematics

Moulmein University, Moulmein

2006 Summer Teacher Training Course

Moulmein Teacher Training College, Moulmein

WORK EXPERIENCE

2006-2007 Trainee teacher, Middle School No. 1, Dawei

- Taught maths to middle school students
- Prepared and marked exams
- Wrote end-of-term report

2002-2005 Shop assistant, Lucky Pet Shop, Moulmein

- Helped customers choose pets
- Looked after animals in the shop
- Helped the manager with accounts

SKILLS

Accounting, teaching maths, looking after animals

LANGUAGES

Burmese, some English

INTERESTS

Reading, cycling, playing guitar

Zainab

10 Ye Kyaw Thu Street, Sittwe
034569876

EDUCATION

1970-1975 Middle School No. 2, Sittwe

WORK EXPERIENCE

1990-present: Weaving trainer

Weaving Training Center, Mandalay

- Recruit trainees
- Teach weaving
- Develop new weaving techniques

1980-1990: Weaver

Daw Moe's Weaving Shop, Mandalay

- Weave to order
- Help train weaving assistants

1975-1980: Weaving assistant

Daw Moe's Weaving Shop, Mandalay

- Write down orders from customers
- Help with weaving
- Help with accounts

SKILLS

Weaving, taking care of children, accounting

LANGUAGES

Burmese, Rohingya, Arakanese, English

D. Answer these questions about CVs.

1. Do you have to use complete sentences?
2. In what order should you list your education and work experience?
3. What other information can you include?

E. Write your own CV.

8. Thinking about Learning: Speaking Strategies (1)

8.1 How do you feel about speaking English?

A. These students feel differently about speaking.

I'm sure I make a lot of mistakes when I speak, but I don't care. People can understand me, mostly.
- Dieter, Germany

I feel strange when I speak English - like a different person. I feel like I'm acting. I even think my voice changes.

- Laurent, Burkina Faso



I want my English to be perfect and I always try very hard to be correct when I speak English. I hate making mistakes.

- Marianne, France

I think my accent in English is terrible, but my teacher says it's OK. I don't know why he says this. I think if you try to learn English, you should try to sound like an English person.

- Nguyen, Vietnam

**B. Work in groups. What do you think? Do you agree with these people?
What do the people in your group feel about speaking English? Tell the class.**

8.2 Situations and strategies

A. What would you do in this situation?

You see an accident. Someone is seriously injured, and you are the only person nearby. You go to find help, and need to explain the accident and injury in English. Do you prefer to:

- a. explain in words? b. write about it? c. draw a picture? d. mime it? e. explain another way?

B. Work in groups of 4-5. Your teacher will give you a phrase. You have to communicate the phrase to the rest of your group. You can mime, draw, write or speak, but you cannot use the phrase. When your group has correctly guessed the phrase, another group member gets a phrase from the teacher.

C. Think about these speaking and listening strategies. Which ones do you use?

1	If you're talking to someone and they don't understand you, do you try to say it a different way?	yes	sometimes	no
2	When you're listening to a conversation in English and you don't understand everything, do you try to guess the rest?	yes	sometimes	no
3	Do you listen to yourself speaking English so you can find your mistakes and try to correct them?	yes	sometimes	no
4	If you see or hear something in English that you don't understand, do you ask someone to explain it to you?	yes	sometimes	no
5	If you really want to explain something, do you try even if you aren't sure of the right English?	yes	sometimes	no
6	After you've learnt something new in English, do you try to practise it outside the classroom?	yes	sometimes	no
7	If you have an appointment with someone and you know you'll have to speak English, do you practise first?	yes	sometimes	no
8	Do you think about the things you can't do in English, and try to find ways to learn them?	yes	sometimes	no

D. Think about the ones you answered 'no'. Which ones should you try? Make a plan.

9. Practice

9.1 Exercises

A. *can* and *have to*

David is starting a new job in an office. He wants to know the rules. Write questions using *can* and *have to*.

e.g. Do I have to wear a tie?
Can I smoke in the office?

- _____ work on Saturdays?
- _____ leave early to pick up my daughter?
- _____ wear a uniform?
- _____ go out for lunch?
- _____ take time off when my wife has her baby?
- _____ have a holiday on Christmas Day?
- _____ bring my own coffee?
- _____ have a passport?

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

Imagine the answer to all the questions in A is 'No'. Write the rules – what the boss tells David. Use *don't have to* and *can't*.

e.g. *You don't have to wear a tie.*
You can't smoke in the office.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

Fill the gaps with *don't/doesn't have to* or *mustn't*.

- You _____ drive a car when you are drunk.
It's very dangerous.
- I live very near my office. I _____ ride my motorbike to work – I can easily walk there.
- U Lwin bought a motorbike, so he _____ take rickshaws or linecars.
- The Hilton family is very rich. They _____ work, because they already have a lot of money.
- In football, players _____ touch the ball with their hands.
- We're having a surprise party for Hla Hla. You _____ tell her about it!
- The teacher told us to read pages 6 and 8, but we _____ read page 7.
- 'Can I borrow your suitcase to take to Rangoon?'
'Yes, sure.'
'Oh, good. Now I _____ buy a new one.'

D. *should* and *shouldn't*

Mya Mya wants to live a long time. She goes to talk to her grandmother, who is 101 years old. Her grandmother gives her some advice. Use *should* and *shouldn't*.

e.g. smoke *You shouldn't smoke.*

- _____ drink a lot of whisky.
- _____ eat a lot of fruit and vegetables.
- _____ have a lot of children.
- _____ get angry.
- _____ exercise.
- _____ have a happy family life.
- _____ find a job you like.
- _____ see a medic when you get sick.

E. Advice and opinions

What advice could you give in these situations?

Write two sentences of advice, using *I think you should* and *I don't think you should*.

e.g. Your friend always fails English exams.

I think you should read more English books.

I don't think you should play football every day.

- Your friend can't decide whether to continue his education, or leave school and find a job.
- Your friend's parents want her to get married. She wants to go to university.
- Your 12 year old nephew sometimes drinks whisky with his friends.
- Your friends want to walk to another village. You are worried, because there are wild animals on the road.

F. Complete the sentences

Complete these sentences.

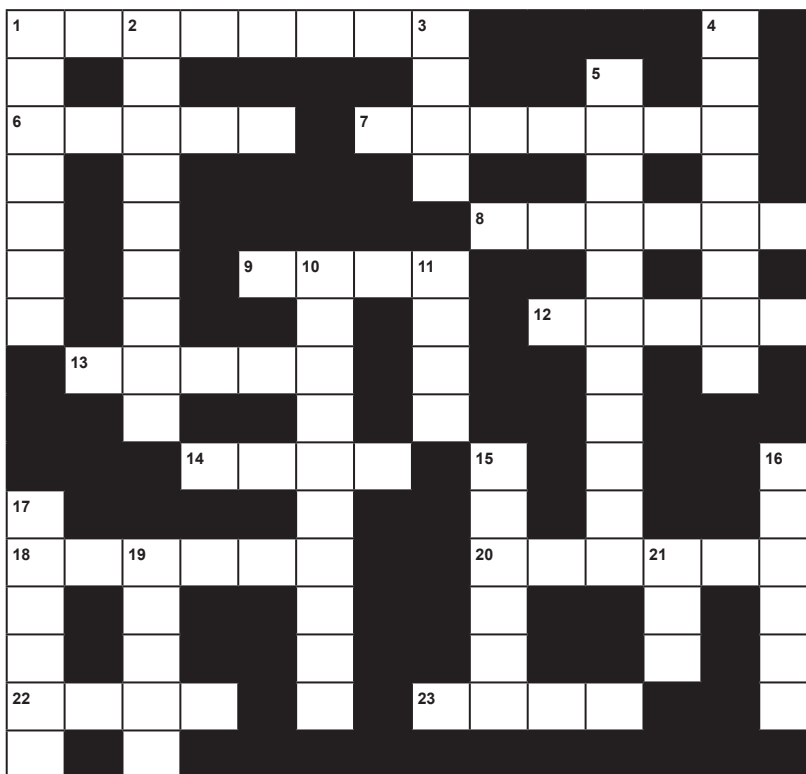
- Students don't have to _____
- A good medic must _____
- Teachers have to _____
- Members of the village committee must _____
- A good father should _____
- Soldiers mustn't _____
- Secretaries have to _____
- A politician shouldn't _____
- Farmers don't have to _____
- Small children can _____, but adults can't.

G. somewhere, anyone, etc.

Fill the gaps with *someone*, *anyone*, *somewhere*, *anywhere*, *something* or *anything*.

- 'Hello? Hello? Is _____ at home?'
- I've lost my glasses. I put them _____, and now I can't find them.
- The children are bored. They can't think of _____ to do.
- 'Did you find Kyaw Kyaw?'
'No, I looked, but I can't find him _____.'
'Did you try at the school? Perhaps he's _____ in the school.'
- 'Let's meet in the library. There isn't _____ there at the moment.'
'No, there is _____ there. I saw a light on.'
- 'I've got _____ in my pocket. Can you guess what it is?'

H. Jobs crossword



Across

- Someone who repairs cars.
- Someone who is trained to care for sick people, but isn't a doctor.
- Someone who is in the army.
- Intelligent.
- (and 11 down)**. If you have this type of job, you don't work all the time.
- He was _____ from his job because he was very lazy.
- Someone who is trained to give medical care, but isn't a doctor.
- A person who shows tourists around a place is a _____ guide.
- Someone who paints pictures.
- Someone who raises animals, or grows crops.
- A person with lots of money is _____.
- Journalists report this.

Down

- Someone who is in charge of a place or organisation.
- Someone who builds things out of wood.
- Someone who makes food.
- Someone who looks after plants.
- Someone who stops fires.
- Someone who looks after money for an organisation.
- (and 9 across)**. If you have this type of job, you don't work all the time.
- 10 down** usually works in this place.
- Your work history, and your working life.
- The money you get for working.
- Teachers do this.
- Not a woman.

9.2 Vocabulary review

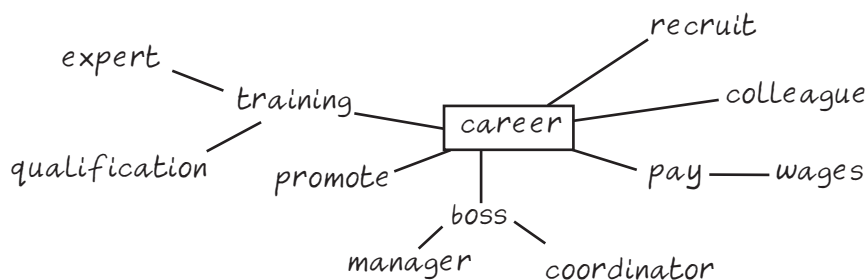
- A. Do you know these words? Go through the list and tick the ones you know.
Write a translation or explanation for the words you don't know.**

accounts (<i>n</i>)	exist (<i>v</i>)	literacy (<i>n</i>)	secretary (<i>n</i>)
ambassador (<i>n</i>)	expert (<i>n</i>)	long-term (<i>adj</i>)	serious (<i>adj</i>)
apply (<i>v</i>)	express (<i>v</i>)	maid (<i>n</i>)	sort (<i>n</i>)
assembly (<i>n</i>)	fair (<i>adj</i>)	metaphor (<i>n</i>)	spare (<i>adj, n</i>)
banned (<i>adj</i>)	fire [somebody] (<i>v</i>)	nearby (<i>adv</i>)	stapler (<i>n</i>)
basic (<i>adj</i>)	firefighter (<i>n</i>)	opportunity (<i>n</i>)	strange (<i>adj</i>)
blow (<i>v</i>)	former (<i>adj</i>)	original (<i>adj</i>)	strategy (<i>n</i>)
boss (<i>n</i>)	full-time (<i>adj</i>)	part-time (<i>adj</i>)	suitable (<i>adj</i>)
career (<i>n</i>)	fund (<i>n, v</i>)	passenger (<i>n</i>)	system (<i>n</i>)
colleague (<i>n</i>)	generator (<i>n</i>)	permission (<i>n</i>)	temporary (<i>adj</i>)
compromise (<i>v</i>)	giant (<i>adj, n</i>)	pilot (<i>n</i>)	tool (<i>n</i>)
coordinator (<i>n</i>)	go off (<i>v</i>)	practical (<i>adj</i>)	tour guide (<i>n</i>)
counsellor (<i>n</i>)	handicraft (<i>n</i>)	prohibition (<i>n</i>)	trainee (<i>n</i>)
design (<i>v, n</i>)	hire (<i>v</i>)	project (<i>n</i>)	trainer (<i>n</i>)
disturb (<i>v</i>)	injury (<i>n</i>)	promote (<i>v</i>)	typewriter (<i>n</i>)
drop (<i>v</i>)	landmine (<i>n</i>)	provide (<i>v</i>)	unemployed (<i>adj</i>)
duty (<i>n</i>)	laptop (<i>n</i>)	recruit (<i>n, v</i>)	volunteer (<i>n, v</i>)
essential (<i>adj</i>)	legal (<i>adj</i>)	run away (<i>v</i>)	wages (<i>n</i>)

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

- Trainers train this person.
- Name six jobs.
- Not allowed, not permitted.
- Close to you.
- The jobs and work you do during your life.
- For a short time; not forever.
- Necessary.
- To give money to help run a project or organisation.
- A person you work with.
- This person does not get money for their work.
- Name two people you usually find in an aeroplane.
- The ability to read and write.

- C. Choose a word from the wordlist and make a mind map about it. Try to include as many other words from the list as possible.**



Module Ten

the past continuous – *when, while and during* – describing people –
adjectives – countries – biographies – communication repair

1. The Past Continuous

1.1 What were you doing?

Two years ago, the country of Northopia won its freedom.

Every Northopian person remembers what s/he was doing when they heard the news...

- 10.1 A.** Listen to these Northopian people. They are talking about what they were doing when they heard that their country was free. Match the speakers with the pictures.

The radio operator _____



The teacher _____



The newsreader _____



The forestry worker _____



The radio operator's daughter _____



B. Who told who, and in what order? Complete the paragraph.

First, the _____ spread the news over the radio. The _____ was listening, and he went to tell the _____. He told _____, _____ and _____. Then _____ went to tell _____.

10.1**C. What were people doing when they heard the news? What did they do next?**

Listen again and complete the table.

	What were they doing?	What did they do?
The newsreader	<i>He was reading the news</i>	<i>He thought about his friend</i>
The forestry worker		
The radio operator		
The radio operator's daughter		
The teacher		

1.2 Forming the past continuous**A. Complete the sentences with the past tense of *be*.**

- I _____ reading the news.
- You _____ lying on your hammock.
- We _____ cooking some soup.
- My sister _____ playing a game.
- The villagers _____ celebrating their victory.

B. Complete this chart about forming the past continuous.

	structure	example
positive statements	subject + <i>was/were</i> + <i>v-ing</i>	<i>I was leaving.</i>
negative statements	subject + <i>was/were</i> + <i>not</i> + <i>v-ing</i>	
yes/no questions		<i>Was he writing?</i>
wh- questions		<i>How were they travelling?</i>

C. The sentences below about yesterday are not true. Explain the real situation, e.g.

You were fighting after class.

I wasn't fighting! I was studying.

- You were drinking whisky at 7am.
- Your best friend was saying rude things at lunchtime.
- You and your friends were stealing cars at 10pm.

D. Answer these questions.

- What were you doing at 4pm yesterday?
- What were you doing last night at 10.30?
- What was your teacher doing ten minutes ago?
- What were you thinking about at breakfast?
- What were you writing a moment ago?

E. Fill the gaps to complete the past continuous questions.

- _____ your brother reading at 9pm last night?
Yes, he was.
- What _____ you _____ when I rang?
I was having a wash.
- Why _____ the children crying last night?
Because they were afraid of the noisy dogs.
- Where _____ Lu Meh _____ when I saw her this morning?
To the photocopy shop.
- When you heard the gunshots, _____ you still _____?
No, we were already awake.

1.3 Past simple or continuous?

A. When do we use past continuous, and when do we use past simple? Complete the rule:

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

B. Do you know this person? Who was she? When did she die?

Many people all over the world remember what they were doing when they heard the news of her death.

When I heard the news, I was using my computer.

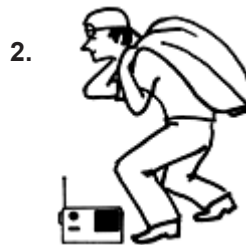
I was using my computer when I heard the news.

Is the meaning of these two sentences different?



C. These people all heard the news on the radio. What were they doing when they heard the news?

e.g. Lin Tin was buying a car.



1. Myint Myint San...
2. Ko Lwin...
3. Saw Htoo...
4. Jill and Bill...
5. Daw Thandar...

D. Work in pairs. Say sentences about these people, e.g.

- When Benazir Bhutto died, Myint Myint San was burning some letters.
- Myint Myint San was burning some letters when Benazir Bhutto died.

OR

E. These people were busy when something happened. Write sentences, e.g.

Kyaw Kyaw / his son / born Kyaw Kyaw was hunting when his son was born.

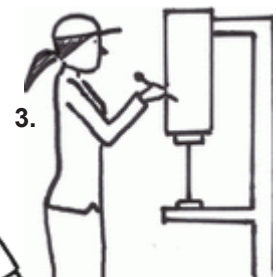
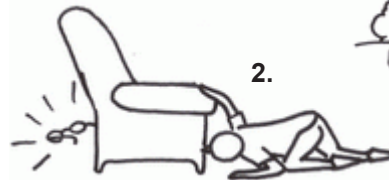
1. U Maung Maung / thieves / rob the bank

2. Aung Ko / car / crash

3. Hla Hla / earthquake / hit

4. Nang Seng / war / start

5. Jack and Thiha / police / find them



- F. Think of a famous person from the past.**
Do you know anyone who remembers that person? Do they remember when that person died? What were they doing at that time?

When General Aung San died, my grandmother was studying.

When U Thant died, my uncle was working in his office.

- G. Put the verb in the past simple or continuous.**

Ko Oo: I ^{1.} _____ you yesterday, but you didn't answer. Where were you? (*phone*)

Jen: Sorry, I ^{2.} _____ my sister. What's the problem? (*visit*)

Ko Oo: I ^{3.} _____ for Mi Mi, but couldn't find her. (*look*)

Jen: She ^{4.} _____ at the university all morning. She ^{5.} _____ a test at 1pm. (*study, have*)

Ko Oo: Oh - did she do well?

Jen: Yes, she ^{6.} _____ with good marks. (*pass*)

1.4 Listening: Reading on the bus

- 10.2 A. Listen to this story. What do you think happened next?**

- 10.2 B. Listen again. Fill the gaps.**

1. I often read _____ I'm taking the bus to work
2. I sometimes read _____ meals.
3. I even read _____ I'm walking along the road.
4. Yesterday, _____ I was sitting on the bus, a man got on and pointed a gun at the bus driver.
5. _____ the journey, the man was shouting 'Faster! Faster!'
6. _____ the bus was going around a corner, she reached out and grabbed the gun.

- C. Here is the end of the story.**
Were you expecting this?

The passengers overpowered the hijacker, the driver stopped the bus, and the police came and arrested him.

I didn't actually see any of this. During all these events, I was reading a very exciting novel. I didn't see or hear anything! When the bus stopped and the police came up to me to ask questions, I couldn't answer any. I read all about this in the newspaper the next day. It wasn't as exciting as my book.

- D. Complete the rules by filling the gaps with *when, while* and *during*.**

1. _____ is a preposition. We use it before a noun or noun phrase.
2. _____ is a conjunction. We can use it before a past simple or past continuous clause.
3. _____ is a conjunction. We usually use it before a past continuous clause.

- E. Fill the gaps with your own ideas.**

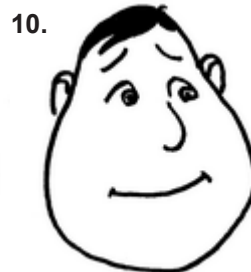
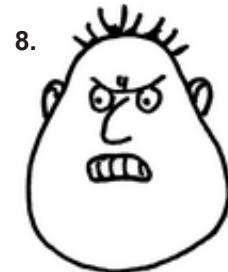
1. When _____, I saw my mother.
2. While _____, the phone rang.
3. During _____, I was in bed.

2. Describing People

2.1 Feelings

A. Match these adjectives with the faces.

depressed	excited	annoyed	terrified	confused
pleased	nervous	drunk	angry	amused

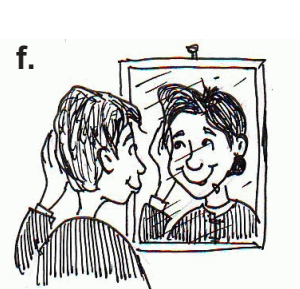


B. Are there other words you could use to describe these people's feelings?
How many more adjectives to describe feelings can you think of?

2.2 Character

A. Look at the pictures. Match the pictures with the adjectives in the box.
Not all adjectives have a picture.

bad-tempered	_____
easy-going	_____
forgetful	_____
friendly	<u>a</u>
generous	_____
hard-working	_____
honest	_____
lazy	_____
stingy	_____
vain	_____
selfish	_____
shy	_____
arrogant	_____
sleazy	_____
corrupt	_____



B. Match the adjectives from A with the descriptions.

- | | |
|---|--|
| 1. She always stops to chat when we meet. <u>friendly</u> | 8. He doesn't do much work. |
| 2. He doesn't like giving people money. | 9. She enjoys giving people presents. |
| 3. She gets angry very easily. | 10. He tries to kiss every woman he meets. |
| 4. He's afraid to meet new people. | 11. He believes he's better than other people. |
| 5. She often stays late at the office. | 12. He never remembers where he puts things. |
| 6. He always tells the truth. | 13. She asks people to donate money to the school, and spends it on gold for her family. |
| 7. She doesn't mind if plans change. | 14. She only cares about herself. |

C. Think of three people you know who match three adjectives in A. Write a sentence about each of them *without* using the adjectives.

Memorise these sentences, and close your books.

Work in pairs, and say your sentences to each other.

Guess the adjectives.

Wai Lin always gives money to his friends when they have problems.

He's generous.

2.3 Appearance

A. Look at these pictures of leaders and politicians. Do you recognise any of them?



B. You will hear descriptions of these people. Which phrases do you think you will hear in each description? Write a number next to each.

- | | | | |
|---------------------|---------------------------|-----------------------------|---------------------|
| partly bald ____ | short grey hair ____ | a large beard ____ | thick eyebrows ____ |
| a round face ____ | a square face ____ | a big, black moustache ____ | |
| a pointed nose ____ | short, straight hair ____ | long, dark, wavy hair ____ | |

10.3 C. Listen and check your answers.

D. Do any of these people look like someone you know?

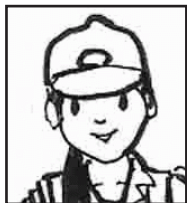
E. Your teacher will give you a name of one of your classmates. Describe that student to the class. Can they guess who it is?

Sonia Ghandi looks a bit like my aunt. She's got a round face and straight hair, too. My aunt is a bit older and fatter...

Fidel Castro looks like that guy who visited us last week - they both have beards...

2.4 Age

A. Look at these pictures of people. Match the people with the comments.



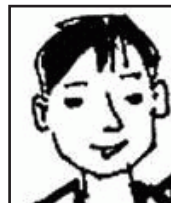
Kyi Kyi is 22



Johnny is 47



Daw Myint is 93



Zaw Aye is 19



Khaing Win is 66, and Mi Lwin is 64

He's in his late teens.

She's in her early 20s.

She's elderly.

They're in their mid-60s.

He's middle-aged.

B. We use expressions with *early*, *mid-* and *late* when we don't know, or don't want to say, exactly how old a person is. Estimate the ages of these people:

1. She's nearly finished middle school.
2. He fought in World War 2.
3. She's getting too old to have another baby.

4. They're a bit too young to get married.
5. He's been a teacher for nearly 20 years.
6. He was born in 1977.

C. Look at the pictures of world leaders on the previous page. Work in groups. How old do you think they are in these pictures?

**D. How old are you?
How old are your parents?
How old is your teacher?**

2.5 Listening: Family photo

10.4 A. Someone is showing you this picture of his family. Which people does he describe? Find them in the picture.

B. Write descriptions of three other people from the picture.



3. Identifying People and Things

3.1 Who's who?

- A.** Look at the picture in 2.5 again. On the audio, the man describes his grandfather as 'the old bald man with the stick' and his uncle as 'the short man with the big nose'. Identify these people:

- The energetic boy with the longyi.
- The little girl with the spotted dress.
- The woman with the comb in her hair.

- B.** Identify the people in the picture and join these descriptions.

The small boy	<i>with glasses</i>
The old woman	<i>with the short skirt</i>
The middle-aged man	<i>with long dark hair</i>
The young woman	<i>with black shorts</i>
The teenage girl	<i>with the dark shirt</i>
The tall woman	<i>with blonde hair</i>

We use *with* to join describing sentences:

- I live in a bamboo house. It's got a big balcony.
I live in a bamboo house with a big balcony.

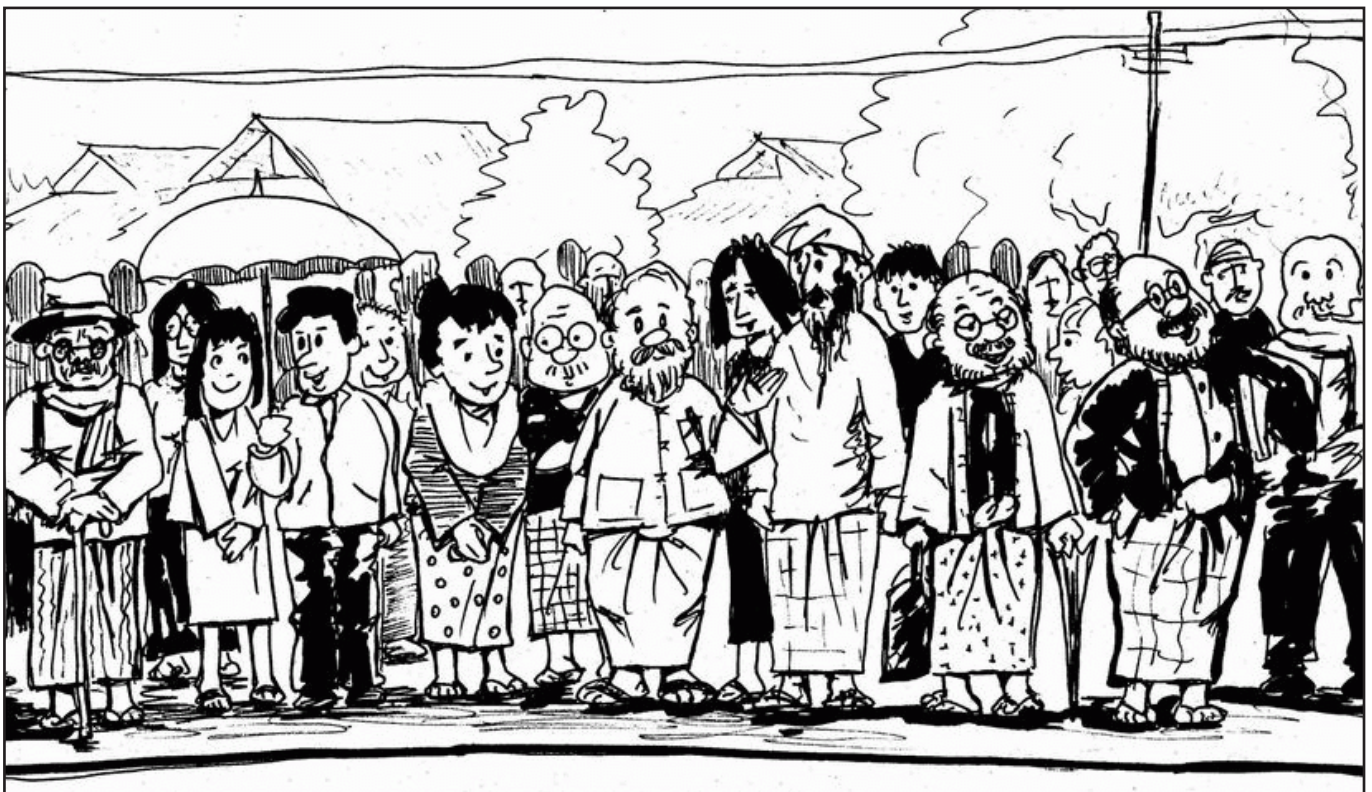
- C.** Join these sentences using *with*.

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

- D.** Write a short description of a classmate using *with*. Make it as specific as possible. Read it to the class. Can they identify who it is?

3.2 Pairwork: Can you please pick up my friends?

- A.** Two friends, a man and a woman, are coming to meet you. They have never visited your area before, so you promised to meet them at the bus stop. However, you are very busy at that time, so you ask your partner to meet them, and bring them to your house. Look at the picture. Which people are your friends? How can you describe them?



- B. Describe these people to your partner.**
How many guesses does your partner need to identify the people?

- C. If this is a real situation – you have to identify some people and meet them, but you don't know who they are – what can you say?**

4. Grammar: More about Adjectives

4.1 Manner and state adjectives

When you describe people, you sometimes talk about their *state*, and sometimes about their *manner*. For example, if someone is *fat* or *clever*, they are usually fat or clever all the time. These are adjectives of state. If someone is *hungry* or *excited*, they are only like that temporarily. That is their manner.

- A. Look at the adjectives in the box. Put them into the correct columns in the table.**

intelligent	angry	drunk	selfish
annoyed	terrified	corrupt	confused
pleased	nervous	honest	unreliable
bored	interesting	handsome	friendly

manner adjectives	state adjectives

- B. Choose four adjectives of state to describe each of the following people. You can use words from the table in A, and other words you know.**

1. A good leader
2. A bad leader
3. A good student
4. A bad student

A good student is hard-working, intelligent and creative. A bad student is lazy and...

- C. Think about some good and bad leaders, or good and bad students. Describe them to your partner.**

4.2 Husbands and wives

- A. What are the most important characteristics of a wife and husband? Write at least five points for each in the table. There are some suggestions in the box below, but use your own ideas too.**

good-looking	rich	generous
good at cooking	good at sports	
intelligent	religious	has short hair

wife	husband

- B. Work in pairs. Agree on two lists for your pair. You can only have five points in each list.**

- C. Join with another pair, so you are in a group of four. Decide on two lists for your group. You can only have five points in each list!**

- D. Have a class discussion. Try to agree on class lists.**

Are the lists for a wife and a husband the same, or different? Why/why not?

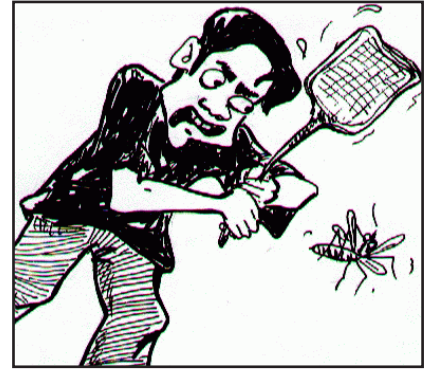
4.3 -ed and -ing adjectives

A. Look at the picture.

The mosquito is flying around, trying to bite Zaw Min.
Zaw Min is trying to kill the mosquito, but he can't catch it.

Zaw Min is *annoyed*.

The mosquito is *annoying*.



Complete the rule with *-ed* and *-ing*.

_____ adjectives describe *causes*.

_____ adjectives describe *effects*.

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



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

C. Fill the gaps with suitable adjectives. Use the words in the box with *-ed* or *-ing*.

tire confuse disappoint ~~depress~~ relax amuse embarrass

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

D. Write sentences using the adjectives you didn't use in C. For example, if you used *depressed* in exercise C, write a sentence with *depressing*.

E. Do a pair dictation with your sentences. Partner A: read your sentences to Partner B. Partner B: write the sentences. Then change roles. Check each other's sentences.

5. Pronunciation: Countries and Nationalities

5.1 Word stress

A. Put the following countries into the correct stress columns.

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

●	● ●	● ●	● ● ●	● ● ●	● ● ●	● ● ● ●	● ● ● ●

10.5 B. Listen and check.

10.5 C. Listen and repeat.

D. What are the nationality adjectives of the countries in the box? Write them in the correct columns.

-ese	-ish	-an	-i	other
Nepalese				

10.6 E. Listen and check.

10.6 F. Listen and repeat. Pay attention to stress!

G. Circle the words where the stress is on a different syllable in the country and the nationality, e.g.

Nepal Nepalese

H. Work in pairs. Say sentences using the nationality words.

I saw a Malaysian film last night.

My Canadian friends are visiting tonight.

5.2 General knowledge

A. How many other countries do you know? Work in groups, and brainstorm countries. (The United Nations has 192 members...)

B. Do you know the nationality adjectives of all these countries?

C. Group quiz. In your groups, answer these questions.

- Which countries are in ASEAN? (1 point per country)
- Which countries are in the European Union? (1 point per country)
- Which countries share a border with Burma? (1 point per country)
- Which countries are permanent members of the UN Security Council? (1 point per country)

5.3 What does *nationality* mean?

Nationality can mean two different things:

1. membership of a country
2. membership of an ethnic group (ethnicity)

For example, a Pa-O woman from Burma, a Zulu man from South Africa and a Vietnamese family with Australian citizenship have many possible answers to the question *What nationality are you?* The answer they give depends on who is asking the question.

A. How would these people answer this question:

1. on a passport application?
2. talking to a person from the same ethnic group?
3. talking to a friendly foreigner who knows nothing about their country?

What nationality
are you?

B. What about a Mon man from Thailand who has emigrated to England?

Can you think of a situation when he replies...?

1. 'I'm Mon'
2. 'I'm Thai'
3. 'I'm British'

5.4 Interrogation

A. Your teacher will give you a false identity. Memorise all the details of your fake ID card.

10.7 B. Answer the audio.

C. Look at the audioscript. Practise asking and answering these questions in pairs.



Where do you come from?

India



6. Reading: An Indian Poet

6.1 Background information

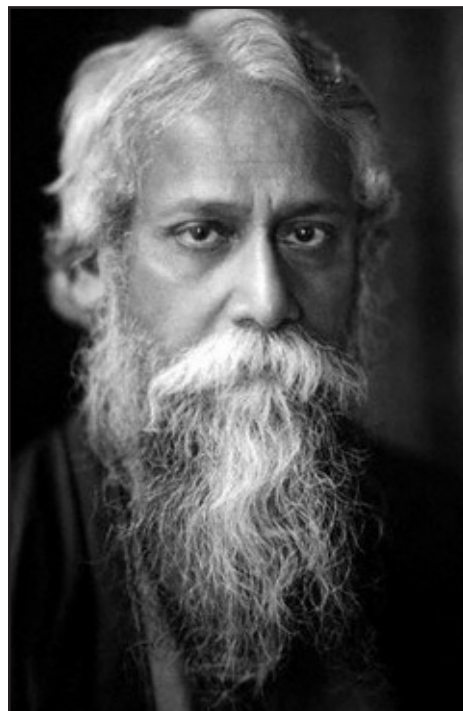
A. What do you know about India's colonial history?

B. Do you know these words and prefixes?

literature	philosophy	achievement	talented
wealthy	province	knight	gathering
fire on	poverty	non-	multi-
			anti-

C. You are about to read a text about Rabindranath Tagore, one of India's most famous poets. In the text you will read these phrases. How do you think they relate to Tagore? Discuss them in groups.

Nobel Prize for Literature
anti-colonialism activist
knighted by King George V
the Amritsar Massacre
multi-cultural education system
Albert Einstein
national anthem



D. Read the text on the next page, and check your predictions from exercise C.

Rabindranath Tagore (1861-1941)

1. Many people know Rabindranath Tagore's poetry. He won the Nobel Prize for Literature in 1913. He was the first non-Westerner to win this prize, and he introduced many readers to Indian culture, literature and philosophy. Most people, however, do not know about his other achievements. Tagore was multi-talented. He was a painter, musician, writer, scientist, anti-colonialism activist and educator as well as a poet.

2. He came from a wealthy and powerful family in the Bengal province of India and grew up speaking both Bengali and English. At first he studied to be a lawyer, but then decided he was more interested in writing. Until the age of 51, few people outside India knew his writing. That changed when he visited England in 1912 with English translations of his Bengali poems. These translations won him the Nobel Prize for literature the following year, and in 1915 he was knighted by King George V.

3. In 1919 the British Army fired on a gathering of people in Amritsar, killing hundreds of men, women and children. The Amritsar Massacre caused a lot of anti-British feeling. Tagore sent his knighthood back to the King and became involved in the independence movement. He was also involved with the anti-poverty movement in his native province of Bengal.

'Those who own much have much to fear.'

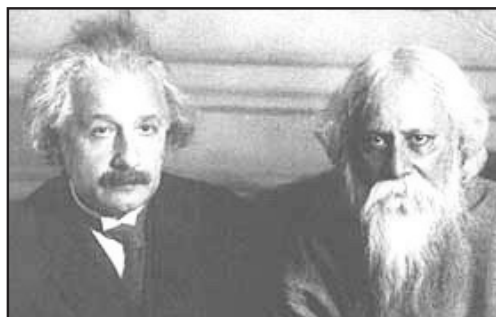
4. In the 1920s Tagore got involved in education, particularly the education of poor children. His schools used traditional Hindu education together with Western ideas. Tagore's multi-cultural educational system spread to other parts of the world.

'Don't limit a child to your own learning, for he was born in another time.'



Tagore and Mohandas Gandhi, 1940

5. Tagore achieved many things in his long life. He wrote over one thousand poems, twenty-four plays, eight novels, and many books and essays on philosophy, religion, education and social topics. He discussed physics with Albert Einstein. You can see his paintings in museums around the world. The words and music he wrote have become the national anthems of two countries – India and Bangladesh.



Albert Einstein and Tagore, 1930

6.2 Comprehension

A. Match each paragraph with a summary.

1. Tagore did many different things, and achieved a lot. *Paragraph 5*
2. A lot of people were angry with the British after the Amritsar massacre, including Tagore.
3. Tagore is famous, but most people don't know much about him.
4. Tagore worked in education using traditional and Western ideas.
5. Tagore became famous in his fifties, when his poems became popular in Britain.

B. Answer the questions.

1. Why did Tagore stop practising law?
2. What did Tagore do to make his poetry famous in the West?
3. Why did Tagore decide not to keep his knighthood?
4. What was different about Tagore's education system from other ideas on education?
5. What did Tagore write about?

C. Work in groups. Read through the text and think of three questions to ask other groups.

D. There are two quotations in the text. In your groups, decide what they mean.

6.3 Poem: The Wicked Postman

- A. Look at the title. What do you think this poem is about? What has the postman done?**
- B. Read the poem. Why do you think the mother is unhappy?**

The Wicked Postman – Rabindranath Tagore

*Why do you sit there on the floor so quiet and silent, tell me, Mother dear?
The rain is coming in through the open window, making you all wet, and you don't mind it.
Do you hear the gong striking four? It is time for my brother to come home from school.
What has happened to you that you look so strange?
Haven't you got a letter from Father today?
I saw the postman bringing letters in his bag for almost everybody in the town.
Only Father's letters he keeps to read himself. I am sure the postman is a wicked man.
But don't be unhappy about that, Mother dear.
Tomorrow is market day in the next village. You ask your maid to buy some pens and papers.
I myself will write all Father's letters; you will not find a single mistake.
I shall write from A right up to K.
But, Mother, why do you smile?
You don't believe that I can write as nicely as Father does!
But I shall rule my paper carefully, and write all the letters beautifully big.
When I finish my writing do you think I shall be so foolish as Father and drop it into the horrid postman's bag?
I shall bring it to you myself without waiting, and letter by letter help you to read my writing.
I know the postman does not like to give you the really nice letters.*

C. Are these statements true (T) or false (F), or is there no information in the poem (NI)?

1. It's four o'clock.
2. The speaker is a young boy.
3. The speaker doesn't have any brothers or sisters.
4. Mother employs a maid.
5. Father is away working in another town.
6. The speaker can write all the alphabet.
7. The speaker doesn't trust the postman.
8. The speaker is going to beat the postman.

D. Answer these questions.

1. Approximately how old is the speaker of the poem? How do you know?
2. Does the family live in a large town? How do you know?
3. Are they poor? How do you know?
4. What is the speaker's plan to make Mother happier?
5. Why does the speaker think the postman is keeping Father's letters?

E. Which of these summaries best describes this poem?

- a. Mother is unhappy because the postman is keeping letters from her husband.
- b. A young child doesn't like the postman, and wants to make problems for him.
- c. A child thinks the postman is keeping letters Father wrote, and wants to write these letters to make Mother happy.
- d. A child can write very well, and wants to write better letters than Father to make Mother happy.

F. Work in groups. Use your imaginations to think of a background story to this poem. Think about:

- Where is Father?
- Has he written any letters home? Why/why not?
- Will he come back? If so, when? If not, why not?

7. Writing: An Autobiography

7.1 What's in an autobiography?

A. What is an autobiography? Have you ever written one?

What are some situations where you might need to write one?

What kind of information can you put in an autobiography?

B. Read Tagore's autobiography and make notes under the following headings:

Main events	People	Feelings and beliefs
- born in Bengal in 1861	- family	- wanted to be a writer

My name is Rabindranath Tagore. I was born in born in Bengal, India in 1861. My family was wealthy, so they hired teachers for me until I was seventeen. I then went to England, where I studied to become a lawyer.

I wasn't interested in law. I really wanted to become a writer. So I returned home and wrote poems and stories, mostly in my first language, Bengali. My writing was popular in India, but people outside India didn't understand it. I started writing in English, and translated my earlier work into English. When I was 51, I went to Britain. People liked my poems, and wanted to know more about Indian culture. I won the Nobel Prize for Literature in 1913, and two years later King George gave me a knighthood.

While I was in Britain, my friends were organising the independence movement. I returned to India and helped them. One of my friends was Mohandas Gandhi. I knew him as a real person, not the icon he later became. We often disagreed about patriotism, tradition, science and development. I respected Gandhi, but he was much more conservative than me.

After the Amritsar Massacre, I returned my knighthood. I didn't want any awards from the British after they killed all those people. I decided to get involved in education, and I mixed both traditional Indian and Western ideas about teaching. I disliked British colonial policy, but I respected Western culture, and liked Western art and literature.

7.2 Writing an autobiography

A. How should you write an autobiography? Put a tick (yes) or cross (no) next to these ideas.

- ☒ 1. Start each sentence in exactly the same way.
- ☒ 2. Use different ways to make sentences in the past.
- ☐ 3. Use time phrases such as *while*, *during*, *when*, *at that time*, etc.
- ☐ 4. Read someone else's autobiography and copy parts of it.
- ☐ 5. Read other people's autobiographies to get some ideas of how to write your own.
- ☐ 6. Make your story more interesting by including lots of details.
- ☐ 7. Write the same things as all your classmates write.

B. Write your own autobiography. First, make a chart about your life, like the one for Tagore in 7.1 B. Then decide what you will put in each paragraph. When you have organised your ideas, start writing.

8. Thinking about Learning: Speaking Strategies (2)

8.1 Useful phrases

Here are some useful phrases to get help in a conversation, and help other people understand you.

1. I'm sorry, I don't understand. Can you please say that again?
2. Sorry, what was that?
3. Could you explain this to me, please?
4. Could you say that more slowly, please?
5. I'm sorry, what I mean to say is...
6. What do you mean?
7. What does 'soon' mean?
8. I don't understand 'priority'.
9. You said we have to go to Hpa-an to do what?
10. No, no. I didn't mean that! Of course you should go!
11. I missed that last bit, sorry.

10.8 A. Match the phrases with the situations. Some phrases match more than one situation.

- | | |
|---|---|
| a. Someone misunderstands you. | d. You didn't hear something. |
| b. Someone is talking too fast. | e. You don't understand one word or phrase. |
| c. You need more information about something. | f. You want someone to repeat a statement. |

10.8 B. Listen. Some of the phrases are a little bit different. Change the phrases in the bubbles to match the audio.

10.8 C. Listen again and repeat the phrases.

8.2 Using speaking strategies

A. In groups or by yourself, write a conversation using at least six of the phrases above.
Here are the first five lines:

- A: We need to go to Hpa-an next week. It's our top priority.
B: I don't understand 'priority'.
A: Priority - most important thing to do. You have to start making plans.
B: Me? Why do I have to organise it?
A: I'm sorry, what I mean to say is **we** have to make plans.
B:

B. Roleplay. Work in pairs. Choose one of these situations and have a conversation.
Try to use at least two of the phrases from A.

*You want directions to the hospital.
Your partner is speaking too fast, and
you don't understand.*

OR *You are making an appointment to
meet your partner tomorrow.
You want to meet at 8am, but your
partner thinks you said 8pm.*

9. Practice

9.1 Exercises

A. The past continuous

Complete the conversation, putting the verbs in the past continuous tense.

Mi Mi: I was looking (I / look) for you, Sayama. I'm afraid I've broken these plates and cups.

Sayama Win: How? What happened?

Mi Mi: _____ (I / take) them to the kitchen, when I bumped into Naw Moo. _____ (she / come) out when _____ (I / go) in.

Sayama Win: I don't think _____ (you / look) where _____ (you / go).

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

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

B. Past simple or continuous?

Fill the gaps with the verbs in the box, in past simple or continuous forms.

play	stop	drive	see	watch
meet	go	eat	buy	fix

- I _____ TV when he arrived.
- 'I _____ to your house yesterday afternoon, but you weren't there.'
'Sorry, I _____ football at the school.'
- I _____ Zaw Zaw last night. He _____ in a restaurant.
- 'Where were you at at six o'clock?'
'I _____ my car at the mechanic's. Yesterday when I _____ to work it _____ and I couldn't start it again.'
- 'I _____ your parents at the market. They _____ some new furniture.'

C. when and while

Write sentences with *when* or *while*. There is more than one way to do this.

e.g. Mi Chan / wait / bus / see / her friend.

Mi Chan was waiting for a bus when she saw her friend.

- Nang Seng / make a speech / conference / her phone / ring.
- Hla Wai / hear / strange noise / walk / through the jungle.
- Min Min and Peter / see / a gold ring / ground / walk / school
- visit / city / my parents / buy / new chairs.

D. during or while?

Fill the gaps with *during* or *while*.

- Did you take notes _____ the class?
- We drank some coffee _____ we were waiting.
- Please be quiet _____ the baby is sleeping.
- The phone rang six times _____ the meeting.
- _____ I was out shopping, someone broke into my house and stole some things.
- _____ the hot season it rained a few times.

E. Who's who?

Look at the pictures. Which person:

- has a long, thin face?
- has a square face?
- has a round face?
- has thick eyebrows?
- has a pointed nose?
- has a big nose?
- is bald?
- has long straight hair?
- has curly hair?
- has dark wavy hair?
- has a beard?
- has a moustache?
- is wearing earrings?
- is wearing a necklace?



1.

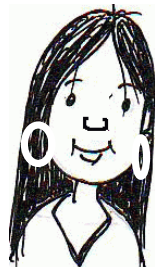


2.

3.



4.



F. Character adjectives

What adjectives could you use to describe these people?

- Khaing Win gives a lot of money to his friends, and donates a lot to organisations.
- Larry thinks he is better than other people. He never listens to other people's ideas, because he believes his ideas are better.
- Kyi Kyi found out her boss was stealing money from her organisation. He offered her some money if she didn't tell anyone. Kyi Kyi didn't take the money, and told the management committee.
- Saw Lu works at the airport. If people want to take a lot of bags onto the plane, Saw Lu asks for extra money. He keeps this money for himself.
- Ma Thida always takes the best food before other people can get anything. She doesn't care about other people. She only thinks of herself.

G. with

Here is a photo of Zaw Aye's family. Zaw Aye is the guy at the back, on the left. How could Zaw Aye describe the others in the picture? Use *with*, e.g.

My friend is the boy next to me with curly hair and big ears.



Back row, left to right:

1. My younger sister
2. My older sister
3. My sister's husband

Front row, left to right:

4. My aunt
5. My uncle
6. My cousin
7. My grandfather
8. My father
9. My little brother
10. My mother

H. -ed and -ing adjectives

Write the correct adjective form of the words in brackets.

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

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

I. Countries and nationalities

These people are ambassadors to the United Nations.

1. What nationality are they?

			
Indonesia	USA	Cambodia	South Korea
			
Britain	Sweden	Spain	Ireland
			
China	Japan	Taiwan	Vietnam
			
Israel	Pakistan	Bangladesh	Iraq
			
Thailand	France	Netherlands	Laos

First row: Indonesian,

Second row:

Third row:

Fourth row:

Fifth row:

2. Which rows should these ambassadors sit in?

		
Portugal	Turkey	Iran
		
Singapore	Sudan	Philippines

9.2 Vocabulary review

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

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

achieve (v)	depressing (adj)	hole (n)	recognise (v)
aggressive (adj)	disappointed (adj)	icon (n)	sleazy (adj)
amuse (v)	disappointing (adj)	ID (n)	steal (v)
anti- (prefix)	elderly (adj)	memorise (v)	stingy (adj)
arrogant (adj)	embarrassed (adj)	middle-aged (adj)	strict (adj)
autobiography (n)	embarrassing (adj)	multi- (prefix)	summary (n)
background (n)	energetic (adj)	partly (adv)	talented (adj)
bad-tempered (adj)	eyebrows (n)	patriotism (n)	terrified (adj)
balcony (n)	fake (adj, n)	permanent (adj)	terrifying (adj)
border (n)	fire [a gun] (v)	personality (n)	trendy (adj)
character (n)	force (v, n)	philosophy (n)	vain (adj)
chat (v, n)	forgetful (adj)	pipe (n)	wavy (adj)
conservative (adj)	frightened (adj)	pointed (adj)	wealthy (adj)
corrupt (adj)	frightening (adj)	policy (n)	well-built (adj)
curly (adj)	gathering (n)	poverty (n)	
depressed (adj)	generous (adj)	province (n)	

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

1. Identification.
2. Very frightened.
3. To take something without permission.
4. A division of a country.
5. A short description of a longer text.
6. People together in one place.
7. A more polite way of describing an old person.
8. Fashionable and modern.
9. The imaginary line between two countries.
10. Not completely.
11. Not real.
12. To talk casually with someone.

C. Do a *Synonyms and Antonyms* activity. Look at the wordlist, and think of some *synonyms* (words with a similar meaning, e.g. *frightened*—*afraid*) and *antonyms* (words with an opposite meaning, e.g. *depressed*—*happy*). Write down all the synonyms and antonyms you can think of for this word, but don't write the word. Show it to another student. Can they identify the word?

<u>synonyms</u>	<u>antonyms</u>
rob	give
take	replace
	donate

steal

Module Eleven

going to – the future – arrangements – geography – agreeing and disagreeing –
no + where/thing/one – word endings – argument – thinking about grammar

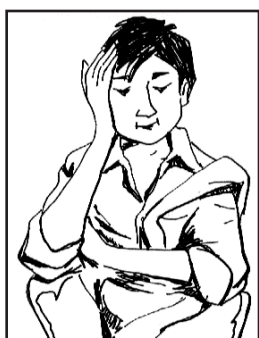
1. Future Plans

1.1 What are you going to do?

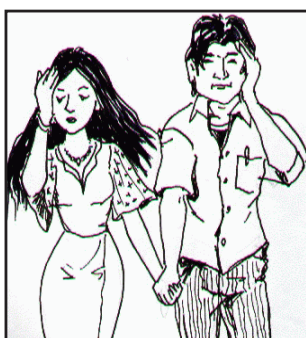
- A. Look at this picture. These people are planning their futures. One is thinking of the short-term future, one is thinking of the medium-term future, and one is thinking of the long-term future. Which is which?



- B. These people are also thinking of their futures. What are they going to do? Think of some ideas.



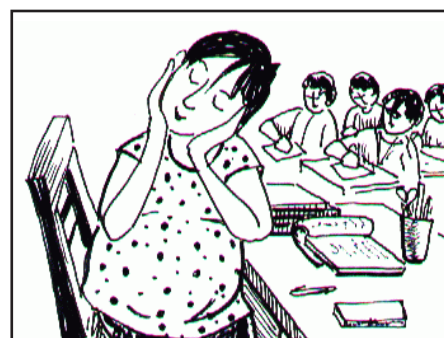
When I graduate, I'm going to...



Soon we're going to...



When I get out of here, I'm going to...



After the baby's born, I'm going to...

- 11.1 C. Listen to the audio. Were you correct?

1.2 Forming and using the future with *going to*

A. Complete the rules about the future with *going to*.

- Before *going to*, we use a form of the verb _____.
- After *going to*, we always use the _____ form of the verb.
- We use *going to* to talk about _____ we have already made.

B. Look at these situations, and write sentences, e.g.

You've decided not to get married yet.
I'm not going to get married yet.

1. Htoo Htoo smokes, but he's decided to quit.
He's...
2. Paw Paw has decided not to move to Mae Sariang.
3. Some factory workers have decided to stop working if they don't get their pay.
4. The government has decided to change its policy on immigration.
5. David and Salai Aung have decided not to apply for university this year. They've decided to wait until next year.

C. Write a question with *going to* for each of these situations, e.g.

I have bought a large table.
(Where / put it?)
Where are you going to put it?

1. I am going to a formal party.
(What / wear?)
2. You have decided to buy a new motorbike.
(How / pay for it?)
3. Naw Moo has decided to have a party.
(Who / invite?)
4. The teachers have planned a staff meeting.
(What / talk about?)
5. Min Min has decided to leave school.
(Why / do that?)

1.3 Your future plans

A. Answer the questions. Write two or three sentences for each question.

1. What are you going to do after class today?
2. What are you going to do when you finish this English class?
3. What are you going to do after the next water festival?
4. What are you going to do when you retire?

B. Which of those are short-, medium- and long-term plans?

C. Work in pairs. Tell your partner your plans from A.

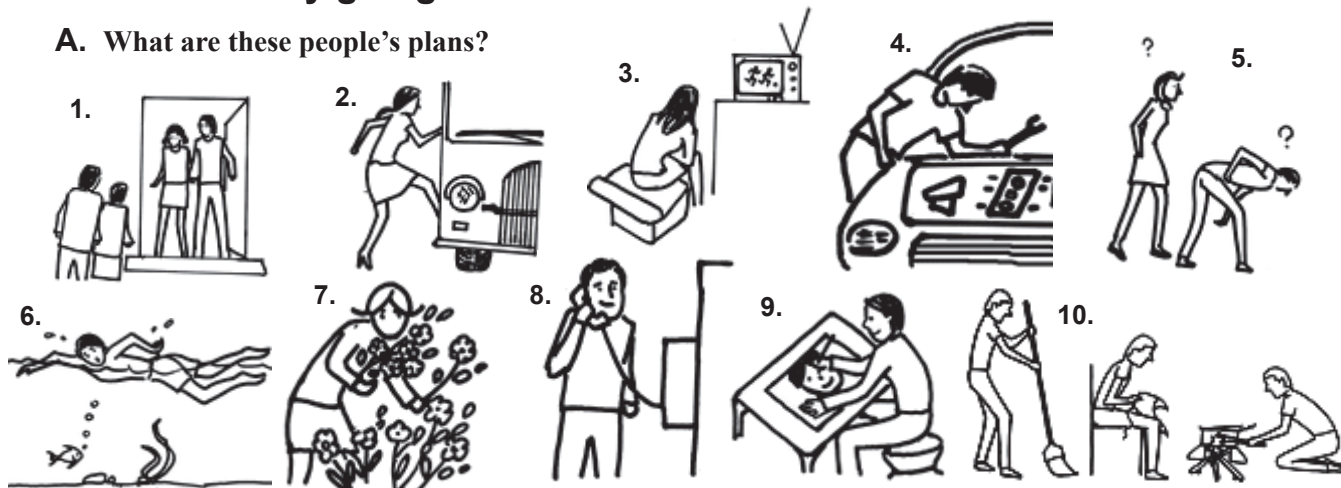
D. Tell another student what your first partner is going to do.

After he retires,
 Tin Tin is going to
 write a book.



1.4 What are they going to do tomorrow?

A. What are these people's plans?



Complete the sentences. Add extra information – use your imagination!

1. Su Su and Ko Ko are going to visit their cousins.
2. Rosa's going to...
3. Lwin Lwin Oo
4. Gam Hpang
5. Nan Htwe and Ben
6. U Tin Gyi
7. Mi Mi
8. Maung Maung Gyi
9. Ali
10. Naing Win

B. Ask and answer questions around the class.

1.5 Future plans

A. Nang Seng from Burma, Lee from China, Dylan from Canada and Zindzi from South Africa belong to an organisation called International Action for Social Development. At the moment, they are in Singapore attending a workshop called 'Strategies for Long-term Sustainable Community Development'. What do you think this means?



B. Match these words with their definitions.

network (n)	possible to find and use
available (adj)	a formal request for support for a project
apply for (v)	money to run a project
funding (n)	to formally ask for something
proposal (n)	a connected group of people or computers

11.2 C. Listen to the audio. What are they planning to do? Tick *yes*, *no* or *maybe* for each task.

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

D. It is a year later. Zindzi, Lee, Dylan and Nang Seng are meeting again at the next workshop. Do you think they have done the tasks they planned? Write sentences.

Dylan didn't teach computer skills. He started to write a book, but he hasn't finished it yet.

E. Work in pairs. Choose two of the people from A, and think of a dialogue, e.g.

Nang Seng: Good to see you again, Lee. What have you done since last year?

Lee: Well, I applied for funding. We got a little money, so I can go around schools and teach sustainable development. Did you organise a workshop?

2. Arrangements and Excuses

2.1 Making excuses

- 11.3 A.** Moe Kyaw is ringing Kyi Kyi. He wants to meet her.
Listen to the conversation. Does Kyi Kyi want to meet Moe Kyaw?

- 11.3 B.** Listen again, and complete the conversation.



- Do you want to meet for lunch tomorrow?
- I'm sorry, I can't. I'm _____.
- OK, how about Friday night?
- Sorry, I'm _____ then.
- How about Saturday morning?
- Sorry, I'm _____ on Saturday morning.
- Oh. How about next week?
- I'm _____. For a very long time.



- C.** An *excuse* is a reason to not do something when you don't want to do it. What are Kyi Kyi's excuses to not meet Moe Kyaw? Do you believe Kyi Kyi's excuses?

- D.** Roleplay. Work in pairs. Partner A wants to meet Partner B. Partner B doesn't want to meet Partner A. Have a conversation.

2.2 Arrangements

- A.** Look at the present continuous sentences in 2.1 B. Are they talking about the past, present or future?

We can use the present continuous to talk about *future arrangements* – things we have already organised.

- B.** Look at these arrangements. Write a sentence in the present continuous, e.g.

You have arranged to meet your teacher later.
I'm meeting my teacher later.

1. You have agreed to work next weekend.
2. Hla Hla has just bought a ticket to India for June 15th.
3. Darren and Maria have arranged to get married next summer.
4. Zaw Min has arranged a meeting with his boss at 9am tomorrow morning.
5. Saw Htoo has accepted an invitation to Ko Aye's party next Saturday.

- C.** Read this conversation. Are the underlined verbs talking about the present or the future?

Tim: What are you looking (1) at?

Ma Naung: It's a map of Rangoon. I'm moving (2) there next week. I've got an internship there at an HIV prevention organisation. I'm thinking (3) about how to find a house.

Tim: When are you leaving? (4)

Ma Naung: Friday. I've started to pack my things already - I'm organising (5) my books and papers now.

Tim: That's exciting. Congratulations!

Ma Naung: Yes. However, I'm a bit worried about my son - he's staying (6) with the neighbours for the first month, but I'm not sure about the long-term.

Tim: Why isn't he moving (7) to Rangoon with you?

Ma Naung: Well, he's doing (8) very well at school, and all his friends live here. I'm not sure. We'll decide later.

- | | |
|-------------------|----|
| 1. <i>present</i> | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

- D.** Have you arranged to do anything later? Tell other students about your arrangements.

2.3 Nang Seng's arrangements

- A.** It's two months after the conference in 1.5. Nang Seng is organising a workshop. Members of her organisation are travelling from all over the country to meet in Mandalay, and discuss community development issues. The workshop starts in three days, on the 17th of May. Read Nang Seng's list of tasks:

14 May

- phone bus company
- visit hotel. Check there are enough rooms.
- buy notebooks
- 4pm - meet with cooks. Discuss menus.

15 May

- 10am - meet U Maung Oo. Discuss timetable.
- email Daw Phyu about her speech.

16 May

- 1pm - send cars to meet people at bus station.
- 3pm - send cars to meet people at train station.
- 6pm - dinner in hotel with everyone.

B. What's Nang Seng doing today?

She's phoning the bus company, she's...

What's she doing tomorrow and the next day? Tell your partner.

- C.** What else does she need to do before the conference? Work in pairs, and think of at least one other thing she has to do today, one thing tomorrow, and one on the 16th.

Tomorrow she's buying the coffee, tea and snacks. At 6pm she's phoning everyone.

3. Geography

3.1 Describing a country

- A.** Describe these countries.



Afghanistan: quite a large country / Asia / north-west of Pakistan.

Afghanistan is quite a large country in Asia, north-west of Pakistan.

1. Pakistan: long, narrow country / Asia / north-west / India.



2. Brazil: very large country / east coast / South America.



3. South Africa: fairly large country / southern coast / Africa / Indian / Atlantic Ocean.



4. New Zealand: two small, narrow islands / near Australia / Pacific Ocean.

B. Now write sentences about six of the Southeast Asian countries shown on the map.

C. Look at the world map at the back of the Language Reference, and choose a country. Work in pairs. Describe this country to your partner. Can they identify the country?



3.2 Weather and climate

A. Most of Burma has a *tropical* climate. What does this mean? What type of weather do you get in Burma? What other countries have tropical climates?

B. Britain, Japan and Australia have *temperate* climates. What type of weather do they get? How many seasons do they have? What are these seasons called?

C. How much do you know about weather and climate? Answer these questions.

1. What is *humid* weather?
2. What are the units of measurement for temperature?
3. What season is it in Australia in July?
4. What weather do you get in Northern China in December?
5. If the temperature is 40 degrees centigrade, what do you wear?
6. In very cold countries, what are some things people use to heat their homes?

D. The weather is a very common conversation topic. It is a good conversation opener when you want to make polite *small talk* with someone. Look at these situations. What could you say? Write a few possibilities.

1. It's November, at 8.00 in the morning. You are waiting for a bus. There's another person at the bus stop. It's 40 degrees centigrade, and the sun is shining brightly.

*It's very hot for this time of day.
It's really hot! This is quite unusual.*

2. You're sitting in a bus, wearing very thin clothes. When the bus goes over the mountains, the wind starts blowing.

3. It's February. You're in the market shopping when suddenly it starts raining heavily. All the people run for shelter.

3.3 Living in different climates

- A.** You are going to listen to a man talking about living in Kuwait, and a woman talking about living in Northern Russia. Look at these questions. Try to guess the answers.

Kuwait

1. Is it always hot in Kuwait?
2. Which are the hottest months?
3. When is the coolest time of year?
4. Is it humid?
5. Does it ever rain?
6. Do most buildings have air conditioning?
7. Is it too hot to drive a car?
8. Do you ever need warm clothes?
9. Is the sea always pleasant to swim in?

Northern Russia

10. How cold can it get in winter?
11. Is it always cold in north-west Russia?
12. How do people heat their houses?
13. What do people wear?
14. Is it humid?
15. Does it snow much?
16. Is the sea pleasant to swim in?

- 11.4 B.** Now listen to the audio. Were your answers correct? Write the correct answers. What questions *don't* they answer?

- C.** Describe your climate. Use the audioscripts as a model.

4. Agreeing and Disagreeing

4.1 *so* and *not*

- A.** Ma Khin and Si Si are members of the Student Development League, Mandalay branch. They are preparing for a meeting on Friday. Read the conversation. What's the meeting about?

Si Si: Are you coming to the meeting on Friday?

Ma Khin: I think so. What are we discussing, exactly?

Si Si: The project budget. Are you free at 4.00?

Ma Khin: I hope so! Is our budget being cut?

Si Si: I don't think so. I heard we might get more money for new computers.

Ma Khin: Great! Who told you that?

Si Si: Du Du. He was speaking to Salai Aung from the Rangoon office, and they think we need internet here.

Ma Khin: Mmm. Is that reliable information? It might be just a rumour.

Si Si: I hope not! I'd really like to get internet here!

- B.** Answer the questions.

1. Can Ma Khin come to the meeting?
2. Does she want to attend the meeting?
3. Is their budget being cut?
4. Is Du Du's information correct?

We use *I think so* and *I don't think so* when we are not quite sure about something.

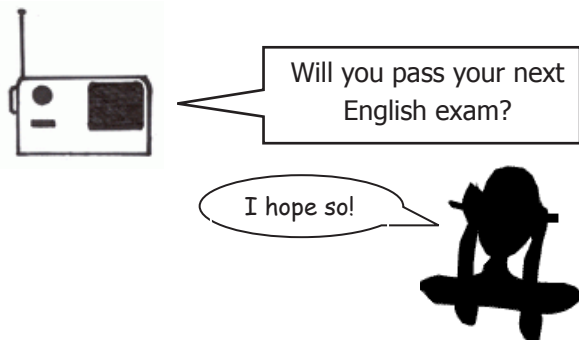
We use *I hope so* and *I hope not* when we want something to happen (or not happen).

- C.** Answer these questions, using *I think so*, *don't think so*, *I hope so* or *I hope not*.

1. Is your teacher happy?
2. Will this English class continue next week?
3. Is it hot in Malaysia at the moment?
4. Are you having meat for dinner tomorrow night?
5. Are you going to Chiang Mai soon?

4.2 Listen and respond

- 11.5** A. Listen to the audio. You will hear some *yes/no* questions. Respond with *I think so*, *I don't think so*, *I hope so*, *I hope not*.



- 11.6** C. Listen to the audio. You will hear some opinions. Respond with *I agree* + more information, or *I disagree* + more information.



- B. Write a list of *yes/no* questions asking about plans and predictions. Work in pairs. Ask and answer these questions using *I think so*, *I don't think so*, *I hope so* or *I hope not*.
- D. Write a list of opinions. Work in pairs. Say and respond to the statements using *I agree* + more information, or *I disagree* + more information.

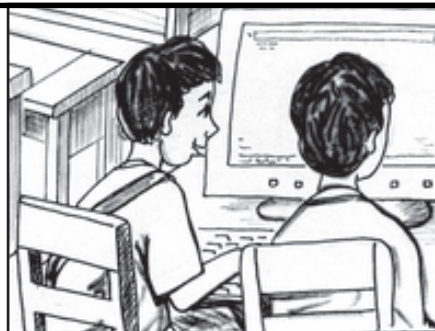
4.3 The internet

- A. What do you know about the internet? Read the text.

The internet is a system of computers all over the world. Computers communicate with each other by telephone. People use the internet to send messages (emails) and exchange information. You can get information about many topics, and you can put information on the internet. To get onto the internet you normally need a computer and a telephone line.

Many people think the internet is a force for good. They think all people, everywhere in the world, can have access to the same information – you don't need to live near a library. You can log onto the internet and find information on many different topics, from American foreign policy to zoological gardens of the world.

Other people disagree. They think that only the rich can get access to the internet – you need a computer and telephone line, and most of the world does not have these things. Also, most of the information on the internet is in English, so people who don't read or write English are disadvantaged.



What do you think?

- 11.7** B. Nang Seng, Lee, Dylan and Zindzi are discussing the internet. What do they think about it? Listen and make notes of the main points.

Nang Seng thinks... *it's not useful for them as members of her organisation don't have telephones or electricity.*

Zindzi thinks...

Lee thinks...

Dylan thinks...

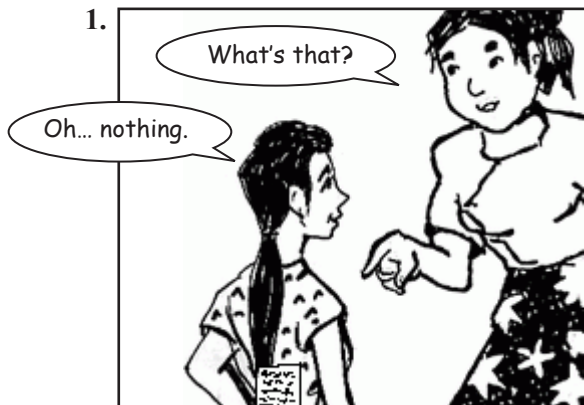
- C. Is your situation similar to any of the speakers' situations? How useful is the internet for you?

5. No One, Nothing, Nowhere

5.1 What are you doing?

A. Look at the pictures. In groups, tell the story. How do you think it will end?

1.



2.



3.



B. Look at these examples:

I opened the door, but there *was no one* there.
I opened the door, but there *wasn't anyone* there.

I looked in the drawers, but I *found nothing*.
I looked in the drawers, but I *didn't find anything*.

I'm *not going anywhere* this weekend.
I'm *going nowhere* this weekend.

How can you say the following sentences differently? Change the words in *italics*.

1. She *gave me nothing* for my birthday.
2. We *haven't cooked anything* for dinner.
3. There's *nowhere* to swim near here.
4. I've got friends, but I *love nobody*.
5. There *isn't anywhere* to go now.
6. There *isn't anyone* in her town to teach English.

C. **Write Yourself In.** Write six sentences. Each sentence should use the word *I*. Two should use *no one*, two should use *nowhere* and two should use *nothing*.

5.2 Songs: For No One and Nowhere Man

A. Have you heard of *The Beatles*? What do you know about this band?

You are going to listen to two songs. *Nowhere Man* is about a man who is not doing anything useful, has no opinions, and no ideas about his life. *For No One* is a man singing about his girlfriend. His girlfriend doesn't love him anymore.

B. Here are some useful words and phrases from the songs. Match them with the definitions. Use your dictionary if necessary.

your day breaks
mind
to linger on
no longer
to miss
to last
to lend a hand
to take your time
point of view

to not go away
to continue for a long time
opinion
to not hurry, do something slowly
your day begins
to help
brain
not for any more time
to not experience something

11.8 C. Here are the lyrics to these songs. They are mixed up.

11.9 In pairs, listen to the songs. Sort them into two separate songs.

Nowhere Man

He's a real nowhere man
Sitting in his nowhere land

~~Your day breaks, your mind aches~~

~~You find that all her words of kindness linger on~~

~~He's a real nowhere man~~

When she no longer needs you

Sitting in his nowhere land

She wakes up, she makes up

Making all his nowhere plans for nobody

Doesn't have a point of view

She takes her time and doesn't feel she has to hurry

Knows not where he's going to

She no longer needs you

Isn't he a bit like you and me

Nowhere man please listen

You don't know what you're missing

And in her eyes you see nothing

Nowhere man the world is at your command

No sign of love behind the tears cried for no one

A love that should have lasted years

He's as blind as he can be

Just sees what he wants to see

You want her, you need her

Nowhere man can you see me at all?

And yet you don't believe her when she says her love is dead

You think she needs you

And in her eyes you see nothing

Nowhere man, don't hurry

No sign of love behind the tears cried for no one

Take your time, don't worry

A love that should have lasted years

Leave it all till somebody else lends you a hand

Doesn't have a point of view

You stay home, she goes out

She says that long ago she knew someone and now he's gone

She doesn't need him

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere man, please listen

Your day breaks, your mind aches

You don't know what you're missing

There will be times when all the things she said will fill your head

Nowhere man, the world is at your command

He's a real nowhere man

You won't forget her

And in her eyes you see nothing

No sign of love behind the tears cried for no one

Sitting in his nowhere land

A love that should have lasted years

Making all his nowhere plans for nobody

For No One

Your day breaks, your mind aches
You find that all her words
of kindness linger on

6. Pronunciation: Word Endings

6.1 Identify the mistakes

- 11.10** A. Listen to the audio. A woman is planning a party, and talking about some things she needs to buy. Listen and write her shopping list.
- B. Is it easy or difficult to understand? Why?
- C. How do you say this text correctly?
Practise in pairs, and correct each other's pronunciation.

Shopping List



I need to go to the shop - there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too - I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

- 11.11** D. Repeat after the audio.

6.2 Importance

Many languages do not have consonants at the end of words. Does yours? Speakers of these languages often have difficulty pronouncing word endings. Sometimes this is not so important, as it is easy to understand the meaning. Sometimes, however, not pronouncing the word endings can change the meaning, or make it hard to understand.

- A. Look at these sentences. If the speaker doesn't pronounce the underlined word, will the listener have difficulty understanding the meaning?

- | | |
|---|--|
| 1. Can I have some <u>ice</u> in my drink? | 6. There's a large <u>pig</u> in the garden. |
| 2. I <u>loved</u> you very much. | 7. Help! A <u>thief</u> took my bag! |
| 3. I need to <u>fix</u> my motorbike. | 8. I'm going to <u>help</u> . |
| 4. My <u>sister's</u> coming to visit us tonight. | 9. I <u>have</u> a nice bike. |
| 5. It's <u>fourteen</u> kilometres to town. | 10. I've got a new <u>book</u> . |

- B. Practise saying the sentences.

- C. What types of words are most important to pronounce clearly?

6.3 Final consonant practice

- A. Work in pairs. Partner A: say these words quickly. Partner B: listen. In how many words were the final consonants pronounced clearly? Give your partner a score out of six, then change roles.

verb rob stab suburb tube globe / 6

B. Now try the same with these of words. Listen, and give your partner a score out of six for each row.

1. back book truck cook thick speak
2. much punch branch catch touch reach
3. dead around code could did blood
4. leaf roof off safe graph half
5. frog flag drug beg peg fig
6. ideal informal title still school mile
7. scream room inform crime some problem
8. learn nine drown tune phone dragon
9. drop ship pipe grape lump map
10. boss race mouse class abuse worse
11. habit state write shot coat foot
12. believe have drive love twelve give
13. fresh wish cash fish finish rush
14. clothes years hers raise dresses farms

Which final consonant sounds do you have problems with?

11.12 C. Listen and repeat.

D. In groups, play *Whispers*.

7. Writing: Expressing opinions

7.1 In my opinion

A. Ma Win is writing a letter to her cousin Ni Ni, who is working in another country. Read the letter and summarise Ma Win's situation in two or three sentences.

Dear Ni Ni,

How are you? Are you enjoying your life overseas? I'm writing because I might come there and stay with you soon.

Last month the clinic closed down because of funding problems and I can't find other nursing work here. According to my friends at the hospital, there are very few medical jobs at the moment.

My father has been sick for a long time, and I have to pay my children's school fees. Furthermore, I have a lot of debts, and I need to pay them soon. Therefore, I need to find a lot of money.

Salaries here are too small. In my view, this is bad for the community as we lose skilled people. For example, Ko Ohn Gyi's private teaching job only pays thirty dollars a month. He can't make enough to support his family, so he's going to stop teaching and work on a fishing boat.

I think it's easier to find well-paid work overseas. Do you know any hospitals or clinics there? Do they need nurses?

I hope to see you soon.

Your cousin,

Ma Win

B. Look at the underlined words and phrases in the letter. Which ones mean:

1. Also...
2. As said by...
3. In my opinion... (2 expressions)
4. So...
5. An example of this is...

C. U Aung Ko is giving his opinions about modern youth. Use the expressions from A to fill the gaps.

1. _____, young people do not respect traditional values nowadays. 2. _____, my eighteen year old niece Su Myat always wears short skirts or trousers. She doesn't like wearing longyis. 3. _____, she often goes out late at night with her friends. I think she smokes cigarettes and drinks beer. 4. _____ her mother, she is also rude to her parents, and she doesn't help much around the house. 5. _____ this is because she watches too much television. Young people these days watch a lot of TV, and it gives them bad ideas that go against our culture. 6. _____, I think all television should be banned.

7.2 More opinions

A. Ma Win receives a letter back from Ni Ni. Does Ni Ni think Ma Win should join her?

Dear Ma Win,

Nice to hear from you, and I'm sorry about your job.

¹..... you should come here. ²....., life is much more difficult here than at home. You are right that salaries are higher than at home. That's why I came here. ³....., the living costs are higher, too. I use half my salary to rent a small apartment. The food is cheap but it isn't the same as the food at home. I miss home. I miss the food, the shops and especially I miss my friends and family.

⁴....., the authorities here sometimes make problems for migrant workers. ⁵....., the police came and raided the factory near my house last week. A lot of migrant workers were arrested, and they had to pay a large bribe to get out of prison.

I asked my friend at the Migrant Advice Centre about jobs in hospitals. ⁶..... him, you can't work in hospitals if you don't have a qualification from this country. ⁷....., you might have to get a job in a factory if you come here. Factory work is very hard. You work long hours and the factory owners are sometimes very unfriendly and rude. On the other hand, you can make a lot of money. I have already repaid my debts, and now I'm sending my parents money for a new house.

I agree that salaries back home are too small. This needs to change, because too many educated people are leaving the country.

Let me know when you decide. You are always welcome to stay with me.

Love,
Ni Ni

B. Fill the gaps in the letter with the words in the box.

Furthermore	According to	In my opinion	I don't think	For example	Therefore	However
-------------	--------------	---------------	---------------	-------------	-----------	---------

C. Find expressions in the letter which mean:

1. My opinion is the same as yours. (2 expressions)
2. For that reason...
3. A contrasting point is...

D. Look at both the letters. List the reasons for and against Ma Win going overseas to look for a job that are mentioned in the conversation.

Reasons for

She can make more money.

Reasons against

She'll miss her family.

E. What do you think Ma Win should do? Discuss.

7.3 Your opinions

A. Choose one of these topics:

- People should never use plastic bags.
- People should never drink alcohol.
- All education should be free.

Do you agree or disagree? List the reasons for and against the statement.

B. Write at least three paragraphs explaining your opinions about your topic. Use at least six phrases from exercises B and C.

8. Thinking about Learning: Grammar (1)

8.1 How important is grammar?

A. These students have different opinions about learning English grammar.

I think English is difficult. It's not logical.
There are too many exceptions.

- Soparith, Cambodia

I don't think you can learn a language
without learning the grammar first.

- Juan, Mozambique

I don't think grammar's the most important
thing. There are other things, like vocabulary
and culture, which are just as important to
know about.

- Deiter, Germany

I hate it. I think it's boring, but it's probably
necessary.

- Maria, Mexico

B. Work in groups. What do you think? Do you agree with these people?
What do the people in your group feel about English grammar? Tell the class.

8.2 Comparing grammar

A. Languages are different. The words are different and the grammar is, too.
Read what these people say about their languages compared to English.

In Russian, we have no
verb 'to be' in the present tense.
We say 'I Russian'.

In French we
often put adjectives after
the noun, like this: 'A house
very big'.

German nouns can be
masculine (der Mann - the man) feminine
(die Frau - the woman) or neuter (das
Haus - the house). The article (der, die,
das) changes depending on the
gender.

In Vietnamese we don't
have present, future or past forms
of verbs at all. Sometimes we just put a
little word in front of a verb to show if
it is present, future or past. For example,
'se' before a verb means future.

Chinese words only
have one grammatical form. If you
want to make a noun plural, or change the
tense of a verb, you use particles
or change the word order.

Shan is my first
language, and I also speak
Thai, Burmese and English. Thai
is easy - it's very similar to Shan.
Burmese is a little more difficult because
Burmese and Shan have quite
different grammar. English
is really difficult!

B. Think about your native language.
How is it similar to English? How is it different?
Give examples.

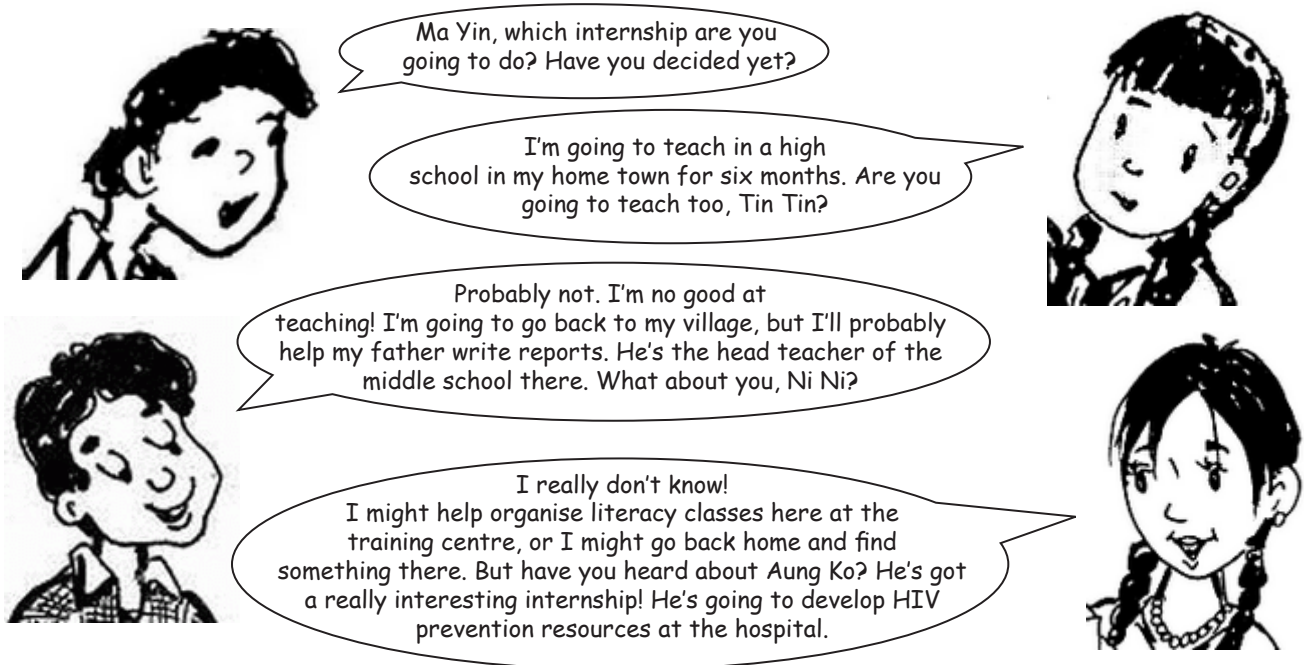
C. What other languages do you know?
Are they similar to or very different from your first language?

9. Practice

9.1 Exercises

A. What are they going to do?

These students are finishing a teacher training course. They have to do a six month internship as the final part of their training programme. Are the sentences true or false? If false, write correct sentences.



1. Ma Yin hasn't decided about her internship.

False. She's going to teach in a high school.

2. She's got an internship in her home town.

3. She's going to do that for a year.

4. Tin Tin's probably going to teach at his father's middle school.

5. He doesn't want to teach because he thinks he isn't good at teaching.

6. Perhaps Ni Ni's going to organise literacy classes.

7. Maybe she's going to go home.

8. Aung Ko's got a boring internship.

9. He's going to write malaria prevention materials in a primary school.

B. Complete the conversation

Write the questions to complete this conversation. Use *going to*.

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

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

Ali: What _____?

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

Ali: Are _____?

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

Ali: _____?

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

Ali: _____?

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

C. Arrangements

It's 9am on Monday, June 3. Look at Tun Tun's diary. What's he doing? When? Write eight sentences in the present continuous.

Monday 3: 10am - volleyball training
4pm - movies with friends

Tuesday 4: visit mother

Wednesday 5: job interview

Saturday 8: volleyball game

7.30pm - party at Daw Nu's house

Monday 10: meet Aung Ko, discuss budget

July 2: holiday with friends

1. This morning he's training with his volleyball team.

2. This afternoon he's...

3.

4.

5.

6.

7.

8.

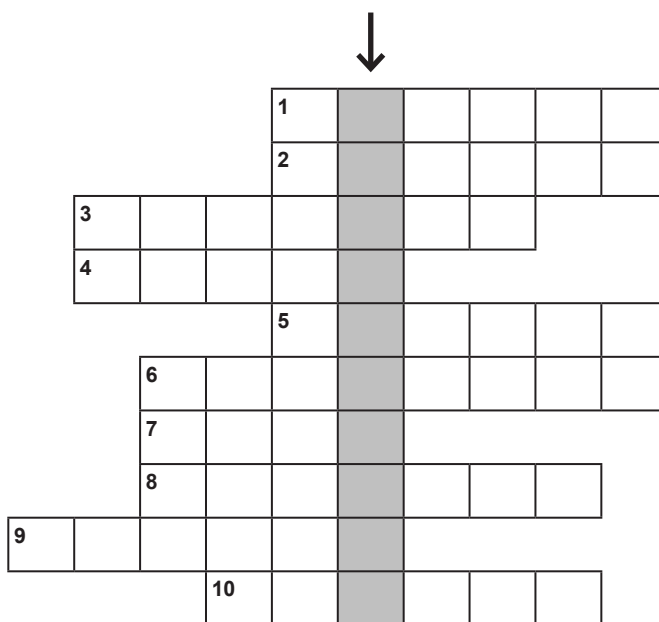
D. Geography crossword

Write the missing words in the puzzle.

- The Pacific and the Atlantic are the biggest _____ in the world.
- Tachilek is on the _____ between Burma and Thailand.
- Madagascar, Java and Phuket are all _____.
- Sittwe is on the west _____ of Burma.
- The Nile, the Irrawaddy and the Amazon are all _____.
- Everest is the tallest _____ in the world.
- Inle _____ is in Burma.
- Japan is a _____. So are Australia and Brazil.
- An area full of trees, like the Pegu Yoma.
- The Sahara is a _____. So is the Kalahari.

Now, complete this sentence:

Asia, Europe and South America are all



E. Weather and climate

Are these sentences true or false?

- In Burma in July it's wet and humid.
- In Northern China in October it's very hot at night.
- It sometimes rains during the water festival.
- In Singapore, some people have air-conditioners in their offices.
- In England, people wear warm clothes in December.
- In Japan, it rains every day in March.
- In cold countries, people use heaters, fires or stoves to warm their houses.
- It sometimes snows in northern Burma.

F. so and not

Write the questions to go with these answers, e.g.

A: *Are they getting married soon?*

B: *I think so. They've already bought their wedding clothes.*

- A:** Is it...
B: I hope not! I hate the rain.
- A:** Will you...
B: I hope so. I've studied every night.
- A:** Do they...
B: I don't think so. I think they speak Chinese.
- A:** Are you...
B: I think so. We need a bigger house.

G. no- or any- ?

Choose the right word.

- She didn't tell _____ (*nobody / anybody*) about the plan.
- I don't want _____ (*nothing / anything*) to drink. I'm not thirsty.
- 'What's in that box?'
'_____ (*nothing / anything*). It's empty.'
- My job is very easy. _____ (*nobody / anybody*) could do it.
- The situation is very confusing. _____ (*nothing / anything*) might happen.
- I know _____ (*nothing / anything*) about history.
- The accident looked very serious, but fortunately _____ (*nobody / anybody*) was hurt.
- 'Are there any bookshops in this town?'
'_____ (*nowhere / anywhere*) near here, sorry. There's one in the next town.'
- I went to the clothes shop to buy a shirt, but there was _____ (*nothing / anything*) I liked.
- Have you seen my watch? I can't find it _____ (*nowhere / anywhere*).

9.2 Vocabulary review

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

abroad (<i>adj, adv</i>)	download (<i>v</i>)	logical (<i>adj</i>)	snack (<i>n</i>)
access (<i>n, v</i>)	excuse (<i>n</i>)	majority (<i>n</i>)	sort (<i>v</i>)
afford (<i>v</i>)	exception (<i>n</i>)	migrant (<i>n</i>)	suburb (<i>n</i>)
arrangement (<i>n</i>)	freeze (<i>v</i>)	network (<i>n</i>)	surrounded by (<i>prep</i>)
authorities (<i>n</i>)	fundraising (<i>n</i>)	particularly (<i>adv</i>)	sustainable (<i>adj</i>)
branch (<i>n</i>)	furthermore (<i>adv</i>)	pleasant (<i>adj</i>)	tailor (<i>n</i>)
bribe (<i>n, v</i>)	humid (<i>adj</i>)	point of view (<i>n</i>)	take [your] time (<i>v</i>)
budget (<i>n</i>)	immigration (<i>n</i>)	proposal (<i>n</i>)	temperate (<i>adj</i>)
cloudy (<i>adj</i>)	in my opinion (<i>adv</i>)	repay (<i>v</i>)	tropical (<i>adj</i>)
coast (<i>n</i>)	in my view (<i>adv</i>)	respond (<i>v</i>)	values (<i>n</i>)
connect (<i>v</i>)	labourer (<i>n</i>)	rumour (<i>n</i>)	website (<i>n</i>)
continent (<i>n</i>)	layer (<i>n</i>)	satellite (<i>n</i>)	
cut (<i>v, n</i>)	lend a hand (<i>v</i>)	shelter (<i>n, v</i>)	
damp (<i>adj</i>)	log on (<i>v</i>)	small talk (<i>n</i>)	

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

1. To reduce or stop something.
2. To not hurry.
3. Name two types of climate.
4. Something you hear that might or might not be true.
5. A part of an organisation, or a part of a tree.
6. Where the land joins the sea.
7. The movement of people to another country.
8. You write this when you want money or support.
9. Name two things you can say when you want to give your ideas.
10. To have enough money to do or buy something.
11. Especially; more than usual or more than others.
12. A reason you give for doing something, or not doing something.

C. Do a True or False activity. Choose four words from the wordlist and make sentences using these words. Make some true and some false. The sentences can be personal (about you) or about other things. Tell your sentences to another student. They decide whether the sentences are true or false. If a sentence is false, they should try to correct it.

You can log on to the internet at the central library.

False! You can't log on there - they don't have internet.

Module Twelve

the passive – the present perfect (3) – *been* and *gone* – the arts – social chat – intonation – phrasal verbs – charts and statistics – grammar mistakes and strategies

1. The Passive

1.1 Who did it?

A. Read the article. Put these events in order.

1. Kevin was caught trying to light a bomb.
2. Kevin was expelled from high school.
3. Kevin was taken to the police station.
4. Kevin was arrested.

B. Look at the four sentences in A, and answer the questions.

1. Who caught Kevin?
2. Who expelled Kevin from high school?
3. Who took Kevin to the station?
4. Who arrested Kevin?
5. Are we more interested in who did these things, or in Kevin?

C. Look at the sentences below and answer the questions.

- SUBJECT ACTIVE VERB OBJECT
- a. The police arrested Kevin.
- SUBJECT PASSIVE VERB
- b. Kevin was arrested.

Canadian Times, September 24, 2006

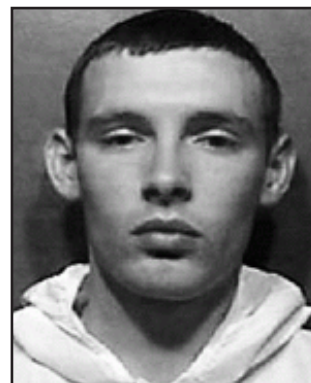
TEEN BOMBER FAILS TO BLOW UP SCHOOL

Kevin Lomax, 17, was arrested yesterday when he tried to blow up a high school in Toronto, Canada. Mr Lomax was expelled from Moosebottom High School in 2003 for hitting a teacher.

The teenager was caught outside the principal's office at the school. According to witnesses, he was trying to light a parcel, but his lighter didn't work. The parcel contained Coffee Mate.

Alice Newberry, a science teacher at Moosebottom High School, said, 'Coffee Mate is used to make tea and coffee white. It is possible to explode Coffee Mate, but it has to be dry at the time. Kevin's parcel was wet from the rain outside.'

After his arrest, Mr Lomax was taken to Toronto Central Police Station where he was charged with attempted vandalism. His trial is on October 8.



In which sentence...

1. is the word *arrested* in the past simple?
2. is the word *arrested* a past participle?
3. did the subject do something to the object?
4. did someone (we don't know who) do something to the subject?

D. Complete the rules.

1. The passive is formed with the auxiliary verb *to be* + the _____. To make different _____, we change the form of the auxiliary.

I	am / was	
You / We / They	are / were	born last year.
He / She / It	is / was	

2. We make passives negative by adding _____ to the auxiliary.

Rice **is not** grown in New Zealand. The thieves **weren't** arrested.

3. We usually use the passive when we do not know, or are not _____ in, who does the action.

My bike was stolen yesterday. (I don't know who stole it.)
Lots of cars are produced in Vietnam. (It doesn't matter who exactly produces them.)

E. Look at the article again. Find three more examples of the passive.

1.2 Forming the passive

A. Change these active sentences into passive sentences.

In Britain...

- women bear one baby every minute.
one baby is born every minute.
- people spend 9.7 billion pounds on beer every year.
- people use 9 billion litres of water each day.
- people produce 27 million tonnes of rubbish every year.
- thieves steal one car every 20 minutes.

B. All of the things above happened last year. Write the information in the past simple passive.

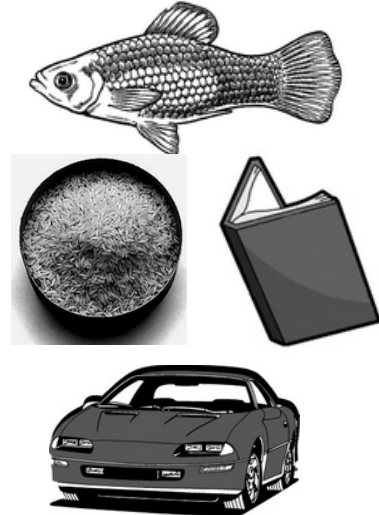
In Britain last year...

- baby *one baby was born every minute.*
- beer
- litres of water
- rubbish
- car

C. Look at the products in the pictures. Work in pairs and discuss what happens to the products before they are used. Use the passive form of the verbs in the box.

First the fish is caught. Then it's...

assemble
test
catch
paint
clean
kill
cook
cut
edit
print
grow
wash
write
publish
eat



D. These sentences are all false. For each, write a correct sentence using a negative passive verb, and another sentence with a positive passive verb and the information in brackets.

- Bananas are grown in cold climates. (hot climates)
Bananas aren't grown in cold climates. They're grown in hot climates.
- The internet was invented in the 1920s. (the 1980s)
- Toyota cars are produced in China. (Japan)
- Paper is made of metal. (trees)
- Shampoo is used for washing dishes. (hair)
- Cambodia was colonised in the 16th century. (19th century)

E. Find your way through this maze. You can move vertically ↑ or horizontally. ↔

You can't move diagonally. ↘ You can only cross squares if...

START HERE



the past participle has one syllable:

kill	need	help	plan	stop	hate
look	dance	walk	end	close	visit
taste	want	decide	wait	talk	climb
note	enter	finish	arrive	add	ask

the past participle has two syllables:



help	dance	walk	phone	jump	vote
taste	start	end	wait	hate	add
want	plan	stop	close	talk	look
need	climb	ask	rain	arrive	kill



the past participle is irregular:

catch	come	stop	leave	wake	ring
dance	drive	look	think	walk	swim
wait	see	talk	hear	enter	drink
help	get	stand	go	want	eat



YOU'VE FINISHED!

1.3 Active or passive?

A. Complete the sentences using these verbs in the correct form:

cause hold (x2) employ make own
not grow not clean not translate close

1. Many accidents are caused by dangerous driving.
2. Mohinga _____ from fish and noodles.
3. Farmers _____ pineapples in the mountain villages, because it's too cold.
4. I don't like this hotel. The rooms _____ regularly.
5. In Thailand, elections for Prime Minister _____ every four years, but Malaysia _____ them every five years.
6. I want to read Mya Than Tint's book, but it _____ into English.
7. The shop _____ at 8.30pm on Saturdays.
8. 250 people _____ at the factory. It _____ by a large international company.

B. Complete these sentences about the UK using the active or passive form of the verbs in the box. Some are in the past simple tense, and some are in the present simple.

cause eat drink recycle
murder eat kill use

1. In 2000, British people _____ 86 eggs each.
2. 255 tonnes of rice _____ last year.
3. About 765 people _____ each year. That's an average of 2.1 a day.
4. Approximately 300 deaths _____ by smoking each day.
5. 3,200 people _____ in road accidents in 2007.
6. On average, every UK household _____ 440 plastic bottles each year, of which only 24 _____.
7. People in Britain _____ 130 cans of soft drinks per person per year.

1.4 Bangladesh

A. Look at the picture. It was taken in Bangladesh. What do you know about Bangladesh?

B. Read the report below. Check any words you don't know in a dictionary, then fill the gaps with the correct form of verbs in the box. The verbs are in present simple active and passive, and past simple passive. Use each verb only once.

survive drown not attend
destroy cut down cause
suffer not give die flood



Bangladesh, one of the most populated countries in the world, ^{1.}_____ from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country ^{2.}_____, and 30 million people had to leave their homes. During this time more than a thousand people ^{3.}_____ or ^{4.}_____ from disease.

Some of Bangladesh's environmental problems ^{5.}_____ by deforestation. The country has a large population, so people need land for farming. Trees ^{6.}_____ so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms ^{7.}_____ by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis ^{8.}_____ on only one meal per day or less. Many children, especially girls, ^{9.}_____ much education. In rural areas 42% of boys and 52% of girls ^{10.}_____ school, and 46% of males and 59% of females are illiterate.

1.5 Questions and answers in the passive

A. Can you answer these questions?

- | | |
|-----------------------------------|--|
| 1. When were the Pyramids built? | 5. Who was the play 'Romeo and Juliet' written by? |
| 2. Are rubies mined in Burma? | 6. Where are polar bears found? |
| 3. Where is New Zealand located? | 7. Are bats used in football? |
| 4. Was Gandhi killed in Pakistan? | 8. Why was paracetamol invented? |

B. Match the answers below with the questions in A.

- | | |
|------------------------------|-----------------------|
| a. Near Australia. 3 | e. No, they're not. |
| b. William Shakespeare. | f. Yes, they are. |
| c. About 4,500 years ago. | g. No, he wasn't. |
| d. To reduce fever and pain. | h. At the North Pole. |

C. Write questions in the passive. Some are present simple and some are past simple.

- | | | |
|--------------------------------|------------------------------|----------------------------------|
| 1. Ask about the telephone. | (when / invent?) | When was the telephone invented? |
| 2. Ask about glass. | (how / make?) | |
| 3. Ask about Australia. | (colonise / by the Spanish?) | |
| 4. Ask about silver. | (use for / jewellery?) | |
| 5. Ask about General Aung San. | (why / kill?) | |
| 6. Ask about rice. | (where / grow / Burma?) | |

D. These people are answering questions about their past. What are the questions?

- | | | |
|---------------------------|------------------------------|------------------|
| 1. Three years ago. | 4. When I was 11. | 5. With a stick. |
| 2. Some rocks fell on me. | 6. For stealing some apples. | 7. On my legs. |
| 3. On the mountain road. | 8. My uncle. | |
-
- | | |
|---------------------------|--------------------------|
| 1. When were you injured? | 4. When were you beaten? |
| 2. _____ injured? | 5. _____ beaten? |
| 3. _____ injured? | 6. _____ beaten? |
| | 7. _____ beaten? |
| | 8. _____ beaten by? |

E. Think of a time when you were injured, and a time when you were beaten. Answer the questions about yourself.

F. Think of some passive questions you can ask using these words: born given told off

Were you born in Bago? When were you born?

G. Ask and answer some of the questions from D and F in pairs.

H. Talk about your partner.

In 1992, Ma Hla was told off by her teacher for eating during class. When she was 14, she was injured by...



2. The Present Perfect (3)

2.1 Have you ever met a famous person?

- 12.2 A.** Nilar and Nyi Nyi are talking to Caroline, a student from England. Listen. Who have they met?

- | | |
|--|----------|
| 1. The Minister of Education's husband | yes / no |
| 2. Prince William | yes / no |
| 3. David Beckham | yes / no |



B. Answer the questions.

- Has Nilar met the Minister of Education?
- Has Caroline spoken to Prince William?
- Has Nyi Nyi ever played football with David Beckham?

C. Listen again. Find examples of the present perfect:

- in a positive sentence
- in a negative sentence
- in a yes/no question



2.2 Your experiences

A. Have you ever done these things? When did you do them? Write sentences, e.g.

*I've ridden an elephant. I rode one three years ago in Tenassarim Division.
I've never had malaria.*

- ride an elephant
- have malaria
- steal something
- go to Bagan
- break a bone
- win a competition
- see a ghost
- meet a famous person

B. Work in pairs. Ask and answer questions, e.g.

A: Have you ever ridden an elephant?

B: Yes, I have.

A: When did you do that?

B: Three years ago.

A: Where?

B: In Tenassarim Division.

C. Report back to your classmates. Tell them a few interesting things about your partner.

2.3 Have you ever...?

- 12.3 A.** Four people talk about the things in the pictures. Listen. What are the four questions?



boat



pizza



motorbike



conference

- 12.3 B.** Listen again and answer the questions.

- When did she ride on a large boat?
 - Why did she go to Rangoon?
 - Did she enjoy travelling by boat?
- Where does he buy pizza?
 - How often does he eat it?
- How old was she when she drove a motorbike?
 - Whose motorbike was it?
 - Did she enjoy the experience?
- Has he been to many conferences?
 - What was the main topic of the conference last weekend?
 - Who was there?

C. Four tenses are used in the conversations. Match the tense with the use.

present perfect	to talk about something that happened at a specific time in the past
past simple	to talk about something happening at the same time as another event
present simple	to talk about experiences
past continuous	to talk about habits

12.3 D. Listen again and write at least one sentence from the conversations using each tense.

2.4 Relevant experience

A. When you hire someone to do a job, you want to be sure they have *relevant experience*. What does this mean?

B. Lek Tho High School wants to hire a school counsellor. This person will need to:

- advise about job opportunities
- talk to students about their problems
- advise about further study opportunities
- meet with parents, teachers and the school committee

They want to hire someone with relevant experience. Read the list below, and tick all the ones you think are relevant experience.

- teaching in a high school
- setting up a small business
- training as a medic
- looking after small children
- cooking in a restaurant
- managing an office
- writing reports and proposals
- playing on a football team
- studying at university
- liaising with different ethnic organisations
- working for a community organisation

C. Choose the five experiences that you think are most important for this job. How can you ask about these experiences?

E. Imagine you are applying for one of the jobs below. What relevant experience do you have?

D. Work in pairs. Partner A: you are interviewing someone for the job of school counsellor. Partner B: you are applying for this job. Ask and answer your five questions. Answer honestly!

- manager of a large department store
- office manager
- tour guide
- bicycle mechanic
- teacher

2.5 Personal qualities

A. Mi Mi Khaing runs a teacher training organisation. She needs to hire an assistant who can arrange transport, deal with officials, meet with funders and liaise with the education department. What kind of person is she looking for?

Look at the list below. Choose the five most important personal qualities. Use a dictionary if necessary.

polite	_____	confident	_____
friendly	_____	patient	_____
good-looking	_____	honest	_____
intelligent	_____	reliable	_____
hard-working	_____	easy-going	_____
generous	_____	unbiased	_____
loyal	_____		

12.4 B. These six people applied for the job. Mi Mi Khaing made these notes about them. Listen to these parts of interviews. Write the letter of the interview next to the appropriate note.

1. Replies were too short. Didn't give enough information.

4. Knows nothing about the job. Not interested.

2. Replies were not clear. Difficult to understand. Poor communication.

5. Complained about previous employers. Not loyal.

3. Too many personal problems!

6. Only interested in the money and travel!

12.4 C. Listen again. Write down all the questions that Mi Mi Khaing asks. Check your list with the audioscript.



D. Roleplay a job interview. In pairs, ask and answer these questions:

- How many jobs have you had?
- How many schools have you attended?
- How long have you been in your present job / at your present school/university?
- How many job interviews have you had?
- Have you ever worked in an organisation?
- Have you ever used your English at work?
- Have you ever written a formal letter in English?

2.6 *been* and *gone*

There are two past participles of *go*: *been* and *gone*. In British English, we use *been* when someone has already returned from somewhere. We use *gone* when they are still there.

Aung Mon's been to Ngapali. = He went before, but he is not there at the moment.

Aung Mon's gone to Ngapali. = He is in Ngapali now.

A. Write *been* or *gone* in these gaps.

- a. 'Where's Kyi Kyi? I haven't seen her for ages!'
'Oh, she's not here. She's _____ to Insein Township.'
- b. Ban Ki-moon has _____ to many countries. His job involves a lot of travel.
- c. My parents enjoy seeing old temples. They've _____ to Angkor Wat in Cambodia, Wat Po in Thailand and Pagan in Burma.
- d. Mi Mi is sick. She's _____ to the hospital. I hope she'll be back tomorrow.
- e. 'Has Tin Oo got those books yet?'
'Yes – he's _____ to the bookshop already. They're on the table.'
- f. I've never _____ to Myitkyina, but I want to go. I've heard it's very beautiful.
- g. 'Are the children enjoying their holiday?'
'Yes, they've _____ to visit their grandparents. They'll be back next week.'
- h. She's so busy! She went to Bago last Tuesday, Taungoo on Thursday, and now she's _____ to Mandalay.
- i. Although I live very close to the zoo, I've never _____ there. Perhaps I'll go next weekend.

B. Which countries has Nang Seng visited? When did she visit each one? Make sentences, e.g.

She's been to Britain. She went there in 2006.



1. In 1992, she went to a big European country where people speak French.

3. In 2002, she went to two small countries in Southeast Asia. While she was at the first one, she went to see Angkor Wat. The other country was north of there.

4. She visited the most populated country in the world in 2005.



5. Nang Seng always wanted to look at the Pyramids. She was lucky – in 2007 there was a big conference in that country.

6. When she was a student in 1989, she went to two Southeast Asian countries. One is a very small, quite rich country south of Malaysia. One is a big country further south, where most people are Muslim.

7. In 2003, she visited another Southeast Asian country. She saw the Prime Minister, Mahathir Mohammed.

C. Use the information to fill the gaps.

Nang Seng has visited _____ countries in Asia, Europe and the Middle East. She has been to _____ different countries in Asia. In 2002, she went to _____, _____ and _____. She has visited _____ twice. The first time was in _____ and the second time was in _____. In 1989, she visited _____ and _____. She's only been to Europe twice. She's visited _____ and _____ there. She went to Egypt in _____ to attend a conference.

3. The Arts

3.1 Vocabulary

A. Do you know these words?

rehearse	dancer	song	exhibition	costume	photographs	traditional
rock	make-up	play (n)	modern	musician	opera	movie
record (v)	actor	artist	perform	poet	cinema	concert
						puppet
circus	classical	singer	band	orchestra	folk	karaoke
	instrument	jazz	writer	book	theatre	gallery

B. Put the words into categories. Add any other words you know.

watching	listening	reading / writing
theatre	musician	poet
rehearsal	rehearsal	
concert	concert	
	instrument	

3.2 The arts in Asia

A. On this page and the next one are eleven photos of artistic and cultural events in Asia. Match the photos with the descriptions.

1. An Indian cinema in Rangoon. Indian movies are popular in many countries throughout the world, especially in Asia.
2. Ad Carabao, one of Thailand's most popular singers. He has recorded many songs about traditional village life.
3. The *salor* is a traditional Karen instrument, similar to a violin.
4. Shan dancers performing the King Kala dance. Traditionally, it is performed at the end of the three-month Buddhist Lent.
5. These actors are from Imaginarts, a theatre group in Singapore. They are performing Shakespeare's play 'Romeo and Juliet', Singapore style.
6. The Joe Louis Puppet theatre. These performers use puppets to tell traditional Thai folk tales.
7. The latest CD from a popular Japanese all-woman band.
8. Chinese Opera singers. Chinese Opera singers and actors wear colourful costumes and make-up.
9. The Tiny Toons are a hip-hop band and dance group from Cambodia.
10. The Bombay Symphony Orchestra performing classical music.
11. The Lao National Circus performing in their theatre in Vientiane.





B. Choose one of these pictures, and tell other students some more about it. Use your imagination.

C. Have you ever...?

- acted in a play
- played music in a band
- sung in a concert
- danced at a festival

Tell other students about your experiences.

3.3 Describe the picture

A. Look at this picture. Write five true sentences about it, and five false sentences, e.g.

There's a man smoking a pipe. (true)

There are four books on the table. (false)



B. Now close your books and work in pairs. Read your sentences to your partner, in mixed order. Your partner identifies whether each sentence is true or false. Don't look at the picture when you are doing this!

4. Social chat

4.1 Introductions

A. Match the phrases with the situations. Some match more than one situation.

Informal introductions

Formal introductions

Introducing yourself

Have you met Mi Chan?

May I introduce myself? I'm Sandar from the National Manufacturers Association.

Sayama, may I introduce my father, Ali Mahmoud. Dad, this is my Maths teacher, Sayama Mu Naw.

Do you know Zaw Zaw? Zaw Zaw, this is Kelly, a friend of mine from work.

Excuse me, are you Maw Maw Aung?

Hi. Nice to meet you.

Ms Green, I'd like to introduce my colleague, Nu Nu.

I have an appointment with U Ba Shwe at 3.30. My name is Jan Healey.

How do you do?

B. What would you say in these situations?

Work in pairs or threes, and create dialogues.

1. Introduce two friends at a party.
2. Introduce your aunt to the chairperson of an important organisation.
3. A guy in your class wants to meet your sister. Introduce them.
4. You're at a conference, and you see someone you really want to meet. Go and introduce yourself.
5. You have an appointment to meet Nang Seng at 2.00. You arrive at her office, and there are many people there. You don't know which person is Nang Seng.
6. You have arranged to meet John James from Canada at the bus station. You have never met before, but there is only one man at the bus station. He looks confused.

C. Choose one of these situations and write a longer conversation.

D. Perform your conversation to the class.

4.2 Conversation topics

A. When you meet a British, American or Australian person for the first time and want to know them better, there are some topics that are more appropriate than others. Sort these topics into *appropriate* and *inappropriate*.

family	religion	organisation/job	hobbies/sports	duties and responsibilities
the weather	home country/town	places they've been to	political beliefs	
favourite food/music/films/books	age	why they are here	their opinion of your culture	
	your opinion of their culture			

appropriate

inappropriate

- B. It is often difficult to start a conversation with strangers, or people you only know a little. Think of something you could say in these situations:**

1. You are sitting on a bus. The person sitting next to you says, 'It's quite a long drive, isn't it?'
2. You're at a meeting, waiting for it to start. You recognise the man next to you, but you can't remember where from. Speak to him.
3. A woman you know a little makes a speech at a conference. You found her speech very interesting. Go and talk to her.
4. You see your old teacher after many years. She doesn't recognise you, because you were very young when you last saw her.

4.3 Formal or informal?

- 12.5 A. Listen to the audio. You will hear two conversations between strangers meeting for the first time. Which conversation is more formal? What topics do they discuss?**

Conversation 1:

Conversation 2:

- 12.5 B. Listen again. What questions do the speakers use to get more information?**

Conversation 1: *Are you still with the UNDP?*

Conversation 2:

- 12.5 C. Listen again. What words and sounds do speaker use to show they are interested?**

Oh?

- D. Work in pairs. Choose one of the situations in 4.2 B. Have a conversation.**

5. Pronunciation: Expressing Interest

5.1 Intonation

- 12.6 A. Listen. Does the woman sound interested in the first conversation? What about the second conversation?**

- B. Work in pairs. Partner A: introduce yourself, and give some extra information. Partner B: respond, and show that you are interested. Then change roles. Use the conversations in A as a model.**

- C. Listen to these sentences. These people are expressing interest.**

12.7 Repeat, focusing on intonation.

Pleased to meet you!

Did you have a good trip?

Oh, hello Khun Yee. How are you?

Your son is lovely! Is he two yet?

Did you write that report?

I like Chinese opera, too.

5.2 Are you interested?

- A. Think of replies to 1-12 below.**

Work in pairs. Partner A: read. Partner B: reply, expressing interest. Then change roles.

1. Hello. How are you?
2. Thank you for the beautiful flowers.
3. Can I please borrow your torch?
4. Would you like a piece of cake?
5. Would you like milk or sugar in your coffee?
6. Is this your umbrella?
7. That speech was very interesting.
8. Let's watch a video tonight.
9. How's everything going?
10. Jill says to say hello.
11. Have you got the time?
12. See you later!

- B.** Think of an interesting topic, something you would like to hear about. Write it on a piece of paper, and give it to your teacher.
- C.** Your teacher will give you a piece of paper with a topic on it. What can you say about this topic? Write some notes. Think of at least three minutes' of interesting things to say about this topic.
- D.** Do a 3-2-1 activity. Work in pairs, and talk about your topic for three minutes. Listen to your partner's talk. Does s/he sound interested?
- E.** Change partners, and talk for two minutes on the topic. Listen to your partner. Does s/he sound interested?
- F.** Change partners again, and talk for one minute on the topic.

6. Phrasal Verbs

6.1 What is a phrasal verb?

- A.** How many phrasal verbs do you know? Have a group brainstorm competition.
- B.** Which of these statements do you agree with?
1. A phrasal verb has a *verb* and an *adverb particle*.
 2. Phrasal verbs are best learned the same way as other vocabulary items.
 3. English uses a lot of phrasal verbs.
 4. All phrasal verbs are idioms.
 5. Phrasal verbs are usually formal.

6.2 Easy phrasal verbs

Some phrasal verbs are easy to understand.

- Ko Ko told me to **come in**.
- The man **turned around** and spoke to me.

The meanings are clear if you know the words *come*, *in*, *turn* and *around*.

A. Can you work out the meaning of these phrasal verbs? What are their past simple forms?

come back	come in	cut out	fall over	get on	give away	stand up	lie down
pay back	stay in	wake up	put on	go away	try on		

B. Put them in these sentences. Some are present simple tense and some are past simple tense.

1. The students stand up when the teacher enters the room.
2. If I win the lottery, I will _____ all the money to poor people.
3. The road is very muddy. Be careful you don't _____.
4. It was cold, so I _____ a warm jersey.
5. I felt very tired this afternoon, so I _____ in my hammock for an hour.
6. _____! You are very annoying!
7. Welcome. _____ and shut the door.
8. I want to _____ that newspaper article and keep it.
9. I don't want to go out tonight. Let's _____.
10. _____! You've forgotten your wallet!
11. I _____ the shirt, but it was too small for me.
12. They _____ the bus and bought their tickets.
13. When can you _____ the money?
14. _____! You are very late!

C. Complete the sentences.

1. Please cut out...
2. I'd like to try on...
3. The weather is very hot. I'll put on...
4. Ko Moe fell over...
5. I need to lie down because...
6. I gave away...
7. Naw Moo came back because...
8. I usually wake up...

6.3 Idiomatic phrasal verbs

Some phrasal verbs are idiomatic: the verb + adverb particle has a special meaning.

- I need to **find out** about the situation.
- We've **run out of** rice. Can you buy some more?

You need to learn these the same as other vocabulary items.

A. Which of these phrasal verbs do you know? Can you guess their meanings?

throw away turn up turn down set up hurry up look after look up
figure out give up carry on pick up grow up

B. Which phrasal verbs have a meaning similar to:

continue understand collect stop refuse

C. What are their past simple forms?

D. Put them in these sentences. Some are present simple tense, and some are past simple tense.

- _____ – the bus is leaving!
- We _____ a meeting to discuss health issues in our community.
- I _____ the word in the dictionary.
- I want my children to _____ in a peaceful world.
- _____, I want to hear more of the story.
- I didn't see him for ten years, and then he _____ at my house yesterday.
- I _____ my daughter from school every day at 4.00.
- I can't _____ the answer to this maths question.
- I _____ smoking last year, and now I am much healthier.
- My parents _____ my sister's children when she is at work.
- I _____ the job offer, because I didn't want to move to Rangoon.
- We should _____ those vegetables. They are not fresh.

E. Complete the sentences.

- Someone turned up...
- Please throw away...
- I grew up...
- We set up...
- Hurry up...
- I can't figure out...

7. Writing: Charts and Statistics

7.1 Statistics

A. In this section, you will look at three countries – Bangladesh, Thailand and Australia – and how much they harm the environment each year. First, do you know the answers to these questions?

- Which of those three countries is the richest? Which is the poorest?
- Do rich or poor countries damage the environment more?

B. Look at the chart, then match the verbs underneath with the items in the chart.

	Bangladesh	Thailand	Australia
population	154 million	65 million	21 million
oil	55 million barrels	328 million barrels	321 million barrels
carbon dioxide	37 million tonnes	268 million tonnes	326 million tonnes
babies	4.5 million	1.3 million	252,000
waste	10.3 million tonnes	14 million tonnes	150 million tonnes

consumed oil emitted _____ produced _____ born _____

C. Use the information in the chart to fill the gaps, e.g.

- 154 million barrels of oil are consumed in Bangladesh each year.
- _____ of carbon dioxide are emitted in Thailand each year.
 - _____ babies are born in Australia each year.
 - _____ of waste are produced in Bangladesh each year.
 - Much more oil is consumed in Australia than in _____.
 - _____ has the largest population but it emits the _____ carbon dioxide.

D. What other sentences can you make using these statistics?

7.2 Oil

A. Look at this chart. What is the purpose of the chart?

Oil statistics (millions of barrels per day)

	Produced		Imported		Exported		Consumed	
	1980	now	1980	now	1980	now	1980	now
U.S.A.	10.8	8.3	6.9	13.2	0.5	1.0	17.1	20.8
Saudi Arabia	10.3	11.0	0.0	0.0	9.7	8.9	0.6	2.0
China	2.1	3.7	0.0	3.2	0.3	0.1	1.8	6.9

B. Use the information in the chart to complete the sentences.

- In 1980, 10.8 million barrels of oil _____ in the U.S. every day. Now, 8.3 million barrels _____.
- In 1980, 17.1 million barrels of oil _____ in the U.S. every day. Now, 20.8 million barrels _____.
- In 1980, no barrels of oil _____ in Saudi Arabia, and 9.7 million barrels _____.
- Nowadays, no barrels of oil _____ in Saudi Arabia, and 8.9 million barrels _____.

Add some statistics about China.

C. Look at the oil statistics about China. In groups, discuss the following changes and make lists of possible reasons for them.

- Oil production has risen.
- In 1980 no oil was imported, but now 3.2 million barrels are imported each day.
- China exports less oil now than in 1980.
- Oil consumption has risen a lot.

e.g. 1. We think more oil is produced because:

- more people want to use energy from oil
- new technology makes it easier to get the oil

7.3 Population and life expectancy

A. Look at this information. What is the purpose of the chart?

year	1	1000	1500	1900	1950	2008	2050
world population	200 million	310 million	480 million	1.6 billion	2.5 billion	6.7 billion	9 billion+
average life expectancy	20-30	20-30	20-30	35	46	67	70+

B. What changes does the chart show? What do you think are the main reasons for these changes?

e.g. Life expectancy has risen by 32 years since 1900. This might be because:

- health care has improved
- the quality and quantity of food has increased for most people

8. Thinking about Learning: Grammar (2)

8.1 Grammar mistakes

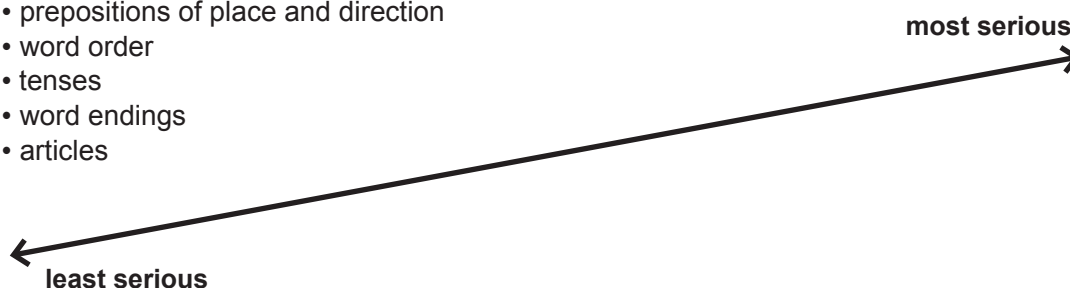
- A.** How good is your grammar? Do you make a lot of important mistakes? Or do you usually make minor mistakes?
- B.** Some grammar mistakes are more serious than others because they make the meaning unclear and cause confusion. Look at the examples of spoken English below. In each example there is a sentence with a mistake. Work in groups. Decide how serious each mistake is, and why.

- | | |
|--|---|
| 1. A: What does your brother do?
B: He work in a factory. | 4. My finger hurts because I am cutting it. |
| 2. Where do you go next Saturday? | 5. You look boring. |
| 3. How long you stay here? | 6. What means 'flabbergasted'? |

Do you think it is more important to be correct when writing or when speaking? Why?

- C.** Which types of mistake usually cause the most confusion? Put these in order.

- particles in phrasal verbs
- prepositions of place and direction
- word order
- tenses
- word endings
- articles



Can you think of any others? Add them to the chart.

When you want to improve your grammar in speaking and writing, it is best to focus on one or two mistakes at a time. Choose structures that:

- are important (i.e. the meaning is unclear if you get them wrong)
- you often make mistakes with

After you have spent some time working on these mistakes, choose another one or two structures.

8.2 How do you prefer to learn grammar?

- A.** These students have different strategies. Do you use any of them?

I ask my American boyfriend to tell me every time I make a particular grammar mistake - like when I get a question structure wrong.

- Rosia, Philippines

To help myself learn new rules, I use a grammar book. The explanations are confusing - I don't understand them. Instead, I do the exercises, and then look up the answers. I check the answer after each question.

- Fatima, Syria

I choose a different grammar point every week, like passives, adverbs of degree or the second conditional. Then I look in newspapers or magazines for examples. I cut them out or copy them into a notebook. I see if my examples fit the notes in my grammar book.

- Pedro, Costa Rica

- B.** Think of some more techniques.
How do you prefer to learn grammar?

- C.** Decide which grammar points to focus on for the next two weeks. Then decide how you will improve your use of them.

9. Practice

9.1 Exercises

A. Passive and active

Put the verb into the correct form: present simple or past simple, active or passive.

1. It's a big factory. Five hundred people are employed there. (*employ*)
2. Water _____ most of the Earth's surface. (*cover*)
3. Most of the Earth's surface _____ by water. (*cover*)
4. My bike _____ in time so I couldn't go on the ride. (*not fix*)
5. The letter _____ a week ago and it _____ yesterday. (*post, arrive*)
6. I _____ this tea, because it _____ locally. I like to use local businesses. (*not buy, not grow*)
7. I _____ in Twante, but I _____ there now. (*grow up, not live*)
8. While I was at the festival, my radio _____ from my house. (*steal*)
9. Why _____ from his job? Didn't he enjoy it? (*Zarni / resign*)
10. Why _____ from her job? What did she do wrong? (*Thida / fire*)
11. Where _____? _____ them? (*these photos / take, you / take*)

B. Who did it?

Rewrite these sentences in the passive.

1. Somebody cleans the room every day.
The room is cleaned every day.
2. They cancelled all classes because of the festival.
All classes
3. People don't use this road very often.
4. The police arrested my son.
5. How do people learn languages?
6. While I was in the shop, somebody took my bicycle.
7. Where do people grow apples?
8. How did somebody break the window?

C. Experience

Make sentences in the present perfect using the words provided.

1. my mother / not ride / motorbike.
My mother hasn't ridden a motorbike.
2. I / attended / English classes / for five months.
3. how long / you / be / here?
4. Min Thu / not eat / crocodile meat.
5. my parents / visited / many cities.
6. Aung Mon and San San Aye / not have / children / yet.
7. the children / try / their new bicycles?
8. I / not play / Buzkashi.
9. the cat / catch / a lot of rats.
10. I / know / Daw Than / since 1991.

D. ever and never

Write the questions and answers. Use the information in *italics*.

1. (*go / India*) Have you ever been to India?
(*no / China*) No, I've never been to India, but I've been to China.
2. (*eat / monkey*)
(*no / snake*)
3. (*meet / movie star*)
(*no / rock star*)
4. (*study / Japanese*)
(*no / Arabic*)
5. (*play / basketball*)
(*no / tennis*)
6. (*write / novel*)
(*no / poems*)

E. been and gone

Fill the gaps in the conversation with *been* or *gone*.

Kyi Kyi: Hi. Where's Lu Lu?

Mary: She's _____ to the shop to get some meat.

Kyi Kyi: Oh! I bought some chicken - I've just _____ to the new market near the lake.

Mary: I haven't _____ there yet. What's it like?

Kyi Kyi: It's good - lots of cheap things to buy. Your mother should go there because they sell cheap cloth.

Mary: Oh, she's not sewing clothes any more. She's _____ back to the farm.

F. Present perfect and past simple

These sentences talk about something that has happened, and extra details. Put them in the right order.

Each exercise has two sentences.

1. 1999 to I've Hpa-an I in been there went
I've been to Hpa-an. I went there in 1999.
2. law she she's studied been university to
3. by he's went gone he to Rangoon train
4. met they've Prime Minister year met last they the her
5. with I've my performed performed I in class. concert. a

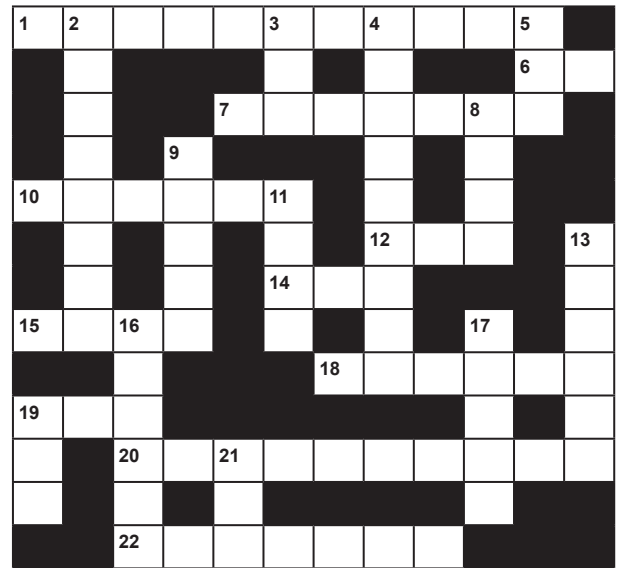
G. Arts crossword

Across

1. Using old ideas from your culture, not modern ideas.
6. Do you prefer modern ____ classical poetry?
7. You go here to listen to bands or orchestras.
10. A person who moves their body to music.
12. The movie had a very ____ ending – both the main actors died.
14. You do this with scissors.
15. 'Please be quiet – I can't ____ the singer.'
18. Performers sometimes wear this on their faces.
19. He studied ____ at university. He learned all about how to draw and paint.
20. The guitar, drum and salor are all types of ____.
22. A place you go to watch plays.

Down

2. To practise before a performance.
3. I don't like rock music. It's ____ loud.
4. Many musicians playing instruments, usually playing classical music.
5. She has a ____ of CDs – perhaps over 200.
8. You do this with books.
9. A person who performs in plays or movies.
11. This type of music is very popular, especially with young people.
13. People move these with strings in theatre performances.
16. A person who paints or draws.
17. I've ____ played the violin, but I've played the piano.
19. I like reading fiction ____ non-fiction books.
21. I want to ____ the new Kyaw Hein movie.



H. Phrasal verbs

Match these phrasal verbs with their synonym or definition.

- | | |
|---------------|--|
| 1. come in | a. <i>do something quickly</i> |
| 2. try on | b. <i>put on an item of clothing to see if it fits</i> |
| 3. carry on | c. <i>stop doing something before it is finished</i> |
| 4. pick up | d. <i>enter a room</i> |
| 5. hurry up | e. <i>not leave your house</i> |
| 6. stay in | f. <i>return money</i> |
| 7. grow up | g. <i>get something or someone</i> |
| 8. figure out | h. <i>understand</i> |
| 9. look after | i. <i>continue</i> |
| 10. pay back | j. <i>organise something new</i> |
| 11. give up | k. <i>make sure someone or something is OK</i> |
| 12. set up | l. <i>get bigger or older</i> |

I. Translate

Translate these phrases into your language.

1. I'd like to introduce my teacher, Daw Lwin Lwin Oo.
2. Excuse me, are you Maung Myo?
3. How long have you been here?
4. This weather is very hot!
5. Do you like American food?
6. I like rock music. Do you?
7. I enjoyed your speech.
8. What's your favourite food?

9.2 Vocabulary review

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

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

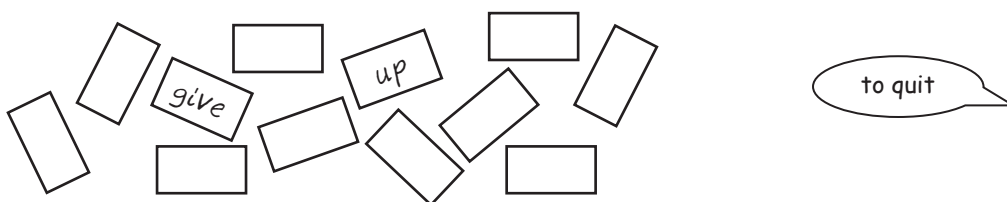
attempt (v)	earthquake (n)	invent (v)	set up (v)
article (n)	emit (v)	liaise (v)	soil (n)
barrel (n)	engine (n)	life expectancy (n)	statistics (n)
biased (adj)	exhibition (n)	look up (v)	stranger (n)
bullet point (n)	expel (v)	loose (adj)	suffer (v)
carbon dioxide (n)	export (v, n)	lottery (n)	survive (v)
carry on (v)	figure out (v)	loyal (adj)	technology (n)
classical (adj)	folk tale (n)	muddy (adj)	tonne (n)
consume (v)	frequent (adj)	murder (v, n)	torch (n)
contain (v)	give away (v)	orchestra (n)	try on (v)
costume (n)	give up (v)	patient (adj)	turn down (v)
cyclone (n)	harm (n, v)	peaceful (adj)	turn up (v)
deal with (v)	hurry up (v)	populated (adj)	waste (n, v)
department (n)	import (v, n)	recycle (v)	
destroy (v)	industry (n)	rehearse (v)	
drown (v)	instrument (n)	relevant (adj)	

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

1. To create something new.
2. You don't need this so you throw it away.
3. To practise a musical or theatre act.
4. To work closely with and share information with another group.
5. You don't know this person.
6. To think about something until you understand it.
7. Not violent.
8. To change something so that it can be used again.
9. Numbers that give information.
10. To experience pain, injury, sadness, etc.
11. To continue.
12. Name two types of natural disaster.

C. Play *Phrasal Verb Matching*. Cut up small pieces of cardboard or paper, and write one of the verbs or particles that make up a phrasal verb on it. You can use phrasal verbs from this module, previous modules or other phrasal verbs you know. Do this until you have twelve cards – six verbs and six particles. Join with one or two other people, and mix all your cards.

Put all the cards face down (so you can't see the words). Choose two cards. If they are a phrasal verb, explain it's meaning. If you are correct, keep the two cards and have another turn. If incorrect, or the cards are not a phrasal verb, turn the cards face down again and it's the next person's turn. The winner is the person with the most cards.



Revision: Modules 9-12

A. Adult and child

Compare being an adult and being a child. Use *can/can't/have to/don't have to*. Think about things like money, freedom, responsibilities, work and free time.

Positive (+)

Children: *Children can play every day.*

Negative (-)

Adults: *Adults have to work hard.*

B. Advice for a visitor

A friend from South Africa is coming to visit Burma for the first time. He'll be here for two weeks and he's going to visit your family and stay in a guesthouse. Give him some advice about your region and local culture.

1. Where should I go? *You should go to Shwedagon Pagoda.*
2. What traditional arts should I see?
3. How do I behave with older people?
4. What is rude behaviour while eating a meal?
5. Should I bring gifts for my host?
6. How do I buy a train ticket?
7. Can I go out alone at night?
8. Can I leave my money and passport in my hotel room?

C. Visitors are coming

Marge Occam, an important visitor from England, is coming. You are taking her out to dinner. What should you do? Where can you go? What topics are appropriate and what topics are not appropriate? Complete the sentences.

1. You should *ask her about her favorite hobbies.*
2. You shouldn't
3. I think you should
4. You don't have to
5. You can
6. You mustn't

D. Definitions

Group the following words into the three columns and write a definition for each.

musician	typewriter	island	peasant	gallery	qualification	bookshop
Australia	heater	violin	newsreader	dormitory	desert	puppet
		forestry worker	pilot	laboratory		

Somewhere that
island

Something that
typewriter

Someone who
musician

An island is somewhere that is surrounded by water.

A typewriter is something that you use to type letters.

A musician is someone who plays an instrument.

E. Past simple and past continuous

Complete the conversations. Use the past simple or the past continuous form of the verb.

Journalist: What were you doing (you / do) when the accident ^{1.} _____ (happen)?

Si Si: I ^{2.} _____ (be) at the bus station. I ^{3.} _____ (wait) for the bus to Hsipaw.

Journalist: ^{4.} _____ (you / see) the accident?

Si Si: No, because I ^{5.} _____ (read) the newspaper.

Hassan: I ^{6.} _____ (call) you at 8 o'clock last night but you weren't at home.

Kyaw Zwa: I ^{7.} _____ (sit) in a teashop. My brother and I ^{8.} _____ (watch) football.

Hassan: ^{9.} _____ (be) Aung Aung with you?

Kyaw Zwa: No, he ^{10.} _____ (work) at his Auntie's restaurant.

Hassan: Where ^{11.} _____ (you / go) after the teashop?

Kyaw Zwa: I ^{12.} _____ (go) home.

Mum: Oh no! My beautiful vase! What happened?

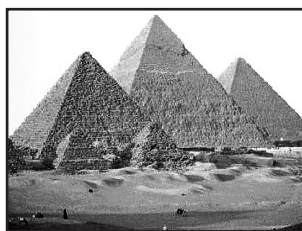
Ma Yin: I'm really sorry, Mum. I ^{13.} _____ (break) it when I ^{14.} _____ (wash) it.

Mum: How?

Ma Yin: My hands ^{15.} _____ (be) wet and I ^{16.} _____ (drop) it on the floor.

F. Places around the world

What do you know about these places?



Egypt



Cambodia



Paris, France

Put the following words and phrases into the chart.

urban	Paris, France	tropical	take a boat tour	French wine and cheese
	Cambodia	see the Pyramids	old and modern paintings	

place	climate	geography	food	arts	activities
Egypt	dry	beaches the River Nile	kebabs mint tea	old buildings	_____
_____	hot, humid and rainy _____	paddy fields The Mekong River	rice noodles	traditional dancing Angkor Wat	see a temple ceremony _____
_____	hot summers cold winters	The Seine River _____	bread _____	_____	climb the Eiffel Tower
Other	_____	_____	_____	_____	_____

Fill the bottom row with information about your country, or a country you know well.

G. An exciting trip

Read about Nang Seng's trip to an environmental conference. Fill in the blanks with the correct forms of the words and phrases in the box. Use each word or phrase once.

fly	excite	look for	need	bore	find out
listen	interest	take off	frighten	turn up	

In December 2007, Nang Seng went on an ^{1.} exciting trip. She went to Indonesia for an international conference about global warming. She felt a little nervous when the plane was ^{2.} _____ because she doesn't like ^{3.} _____. She also got lost while she was ^{4.} _____ her luggage.

People from 80 different countries ^{5.} _____ at the conference. Nang Seng went to a lot of meetings, which is sometimes quite ^{6.} _____. However, she also learned a lot about how our world is changing and that urgent action is ^{7.} _____ on global warming. She ^{8.} _____ a lot of information on this topic. It's really quite ^{9.} _____! Her schedule during the two week long conference was busy. Most of her days and evenings were busy with meetings and discussions. When the participants were having discussions, she ^{10.} _____ to all the different opinions people expressed.

Nang Seng enjoyed the conference because she is very ^{11.} _____ in global warming and she learned a lot.

H. What makes a good or bad...?

Describe characteristics of a good or bad example of each type of person. Use at least three adjectives.

1. A good teacher is *patient, easy-going, and friendly.*
2. A bad teacher is _____
3. A good manager is _____
4. A bad manager is _____
5. A good doctor is _____
6. A bad doctor is _____
7. A good politician is _____
8. A bad politician is _____

I. Making arrangements

Look at Nyi Nyi's schedule below and complete the conversation. Use the present continuous tense.

time	Monday	Tuesday	Wednesday
8:00am - 10:00am	English class		English class
10:00am - 12 noon		work at shop	meet with teacher
12 noon - 2:00pm	lunch with Ma Sein	lunch with Kyaw Zwa	

Sai Sai: Hey - do you want to have tea on Monday morning?

Nyi Nyi: Sorry, but I'm studying English from 8 until 10 o'clock.

Sai Sai: Could we have lunch on Monday? I'm free at noon.

Nyi Nyi: Sorry, I can't. ^{1.} _____. ^{2.} _____ from Dawei on Monday. Are you free on Tuesday morning?

Sai Sai: Sorry, but I'm working all day on Tuesday. How about Wednesday?

Nyi Nyi: Well, ^{3.} _____ at 8:00, and then ^{4.} _____ at 10:00. ^{5.} _____ anything at 12:00. How about then?

Nyi Nyi: Yeah - that sounds great! I'm not busy on Wednesday. See you then!

Sai Sai: OK - see you then!

J. Passive quiz

First, form questions and statements using the present simple and past simple passive. Then choose the correct answers.

Questions

1. When / build / Sule Pagoda?
2. Where / speak / Sinhalese / today?
3. Where / find / kiwis?
4. Where / first educate / Aung San?
5. When / invent / the internet?
6. What / invent / by Karl F. Benz?

Answers

- a. (about 500 / 1,000 / 2,000 years ago)
- b. (India / Sri Lanka / Pakistan)
- c. (India / New Zealand / Australia)
- d. (Natmauk / Rangoon / London)
- e. (1969 / 1979 / 1989)
- f. (the telephone / the car / the motorcycle)

K. Job interview

Imagine that you are in a job interview for an office assistant position in a town near Mrauk-U. Complete the question forms and then answer with your own information, giving some details.

Have you ever...

Answer

Details (When? Where?)

1. (have) had a job?
2. (apply) _____ for a job?
3. (work) _____ part-time?
4. (be) _____ promoted?
5. (work) _____ long hours?
6. (take) _____ a computer course?
7. (write) _____ a report?
8. (manage) _____ an office?
9. (quit) _____ a job?
10. (live) _____ in a rural area?

Yes, I have. I worked at MyanMart for 2 years.

L. Check your knowledge

Think about all the things you have learned while studying Modules 9-12. Complete this checklist. Give yourself a score of 1-5: 1 = very badly 5 = very well.

Which ones have the lowest scores? What can you do to improve your ability in them?

I can...	1	2	3	4	5
discuss things you need and don't need to do					
give advice					
talk about jobs					
narrate a story in the past					
describe a person's character and appearance					
identify countries and nationalities					
talk about future plans and arrangements					
describe geographical features of a country					
express opinions, and agree and disagree with others' opinions					
discuss things you have done and things that have changed					
talk about the arts in your community					
understand and use appropriate small talk					
use a range of spoken communication strategies					

Revision Answers: Modules 9-12

A. Adult and child

Possible answers, children:

Positive - *Children can learn very fast. Children don't have to work.*

Negative - *Children have to obey adults. Children can't drive a motorbike.*

Possible answers, adults:

Positive - *Adults can make their own decisions. Adults don't have to attend school.*

Negative - *Adults have to worry about a lot of things. Adults can't cry in public.*

B. Advice for a visitor

Possible answers:

2. *You should see some traditional dancing.*

3. *You should be very polite to older people.*

4. *You should not eat with your left hand.*

5. *You don't have to, but you can bring a small gift if you want to.*

6. *You can go to the train station, or to a travel agent in town.*

7. *You can go out alone at night.*

8. *No, you shouldn't do that!*

C. Visitors are coming

Possible answers:

2. *You shouldn't ask her how much money she makes.*

3. *I think you should take her to meet your friends.*

4. *You don't have to call her 'Ms Occam'.*

5. *You can call her 'Marge'.*

6. *You mustn't drink too much alcohol.*

D. Definitions

Possible answers:

Somewhere that

country - *Somewhere that has borders and government. You need a passport to come in and out of it.*

gallery - *Somewhere that you can see paintings or photographs.*

bookshop - *Somewhere that you can buy books.*

Australia - *Somewhere that is large and near New Zealand*

dormitory - *Somewhere that a lot of students live together.*

desert - *Somewhere that is really dry. There's lots of sand and not many plants.*

laboratory - *Somewhere that scientists do experiments.*

Something that

qualification - *Something that you get after you finish university or a training course.*

heater - *Something that you can use to make your house warmer.*

violin - *Something that you use to make music. It has strings.*

puppet - *Something that looks like a person, used in theatre.*

internet - *Something that you use to send information between computers.*

Someone who

forestry worker - *Someone who takes care of the forest.*

peasant - *Someone who makes a living by growing crops.*

newsreader - *Someone who works on radio or TV and reads the news.*

pilot - *Someone who can fly an aeroplane.*

E. Past simple and past continuous

Answers:

1. *happened* 2. *was* 3. *was waiting*

4. *Did you see* 5. *was reading* 6. *called*

7. *was sitting* 8. *were watching* 9. *Was*

10. *was working* 11. *did you go* 12. *went*

13. *broke* 14. *was washing*

15. *were* 16. *dropped*

F. Places around the world

Answers:

Egypt/activities - *see the Pyramids*

Cambodia/climate - *tropical*

Cambodia/activities - *take a boat tour*

Paris, France/geography - *urban*

Paris, France/food - *French wine and cheese*

Paris, France/arts - *old and modern paintings*

Fill the bottom section with information about a place you know well.

G. An exciting trip

Answers:

2. *taking off* 3. *flying* 4. *looking for*

5. *turned up* 6. *boring* 7. *needed*

8. *found out* 9. *frightening* 10. *listened*

11. *interested*

H. What makes a good or bad...?

Possible answers:

2. *A bad teacher is bad-tempered, arrogant and impatient.*

3. *A good manager is generous, honest and friendly.*

4. *A bad manager is corrupt, mean and sleazy.*

5. *A good doctor is friendly, honest and intelligent.*

6. *A bad doctor is careless, forgetful and lazy.*

7. *A good politician is honest, reliable and friendly.*

8. *A bad politician is corrupt, vain and stupid.*

I. Making Arrangements

Possible answers:

1. *I'm having lunch with Ma Sein*

2. *She's coming back / returning*

3. *I'm going to English class*

4. *I'm meeting with my teacher*

5. *I'm not doing*

J. Passive quiz

Answers:

1. *a. About 2,000 years ago*

2. *b. Sri Lanka*

3. *c. New Zealand*

4. *d. Natmauk*

5. *e. 1969*

6. *f. The car*

K. Job interview

Possible answers:

2. *Have you ever applied for a job?*

Yes, I have. I applied for my job at MyanMart three years ago.

3. *Have you ever worked part time?*

Yes, I have. I worked part time when I was a student.

4. *Have you ever been promoted?*

Yes, I have. I was promoted to assistant manager at MyanMart.

5. *Have you ever worked long hours?*

Yes, I have. I worked long hours in a restaurant when I was a student.

6. *Have you ever taken a computer course?*

No, I haven't, but I am very interested in learning about computers.

7. *Have you ever written a report?*

Yes, I have. When I worked at MyanMart, I had to write financial reports all the time.

8. *Have you ever managed an office?*

No, I haven't, but I have managed a shop.

9. *Have you ever quit a job?*

Yes, I have. I quit my job at MyanMart last year.

10. *Have you ever lived in a rural area?*

Yes, I have. I grew up in a small village in Shan State.

L. Check your knowledge

Answer the questionnaire and make a plan for improving your weakest skills.

Language Reference

Module Nine

can

We use *can* to:

- talk about ability.
 - I **can** play the guitar quite well.
 - Phyu Phyu **can't** run very fast.
- ask for and give (or refuse) permission.
 - Can** I please use the toilet?
 - You **can't** smoke in here.
- make requests and offers.
 - Can** you pass me the salt, please?
 - Can** I help you?

Can is a modal auxiliary verb. There is more information about modal verbs in Language Reference Module 7.

must and have to

- We use *have to* and *must* to show that something is necessary. The basic meaning is the same.
 - I have to study for my exam.
 - I must wash the dishes.
- The negative forms have very different meanings.
 - Don't/doesn't have to* means that it is not necessary.
 - You **don't have to** leave now (but you can if you want).
 - Mustn't* means it is not allowed.
 - You **mustn't** cheat in your exams.

Must is a modal auxiliary verb. There is more information about modal verbs in the **Language Reference Module 7**.

Have to is not a modal verb, so the grammar is a little different.

Statements

I/You/We/They	have don't have	to	be there.
She/He/It	has doesn't have		work hard.

NOTE: As with a modal verb, we always use the base form of the verb after *have to*. It does not change for the third person singular.

- I have to **go** home.
- He has to **go** home. NOT: He ~~has to~~ **goes** home.

Questions and answers

1. yes/no questions

Do	I/you/we/they	have to	do it?
Does	she/he/it		leave?

2. Short answers

Yes,	I/you/we/they	do.	No,	I/you/we/they	don't.
	she/he/it	does.		she/he/it	doesn't.

3. wh- questions

- How hard **do** I **have to** work?
- Where **does** he **have to** be?

have to in the past simple

- The past simple form of *have to* is *had to*.
 - I **had to** go to hospital last week.
- We make questions with *did* + *have to* + base.
 - Did** you **have to go** to the hospital last week?
 - Why **did** you **have to go** there?
- We make negatives with *didn't* + *have to* + base.
 - I **didn't have to go** to hospital.

should

- We use *should* and *shouldn't* to say that something is the right thing to do, or a good idea.
 - You're lazy. You **should** work harder.
 - He drinks too much. You **shouldn't** marry him.
- To make advice softer and more personal, we use *I think* and *I don't think*.
 - I **think** you should wash your face.
 - I **don't think** they should buy that house.
- We do not use *I think* with a negative verb.
 - I don't think you should go there.

NOT: I ~~think you shouldn't go there.~~

Should is a modal auxiliary verb. There is more information about modal verbs in the **Language Reference Module 7**.

someone, anyone, etc.

Words beginning with *some-* and *any-* follow the same rules as *some* and *any*. (See Language Reference Module 6.)

- I met **someone** yesterday.
- I don't know **anyone** at this party.
- Have you met **anyone** recently?
- Can you introduce me to **someone**?

NOTE: There is no important difference between *someone/anyone* and *somebody/anybody*.

Module Ten

The past continuous

We use the past continuous for an activity in progress in the past.

- I **was talking** to my friend.
- The children **were shouting** loudly.

Statements

subject	auxiliary	present participle
I	was	eating cake.
She/He/It	wasn't	
We/You/They	were	talking.
	weren't	

Questions and answers

To make questions we put *was* or *were* before the subject.

1. yes/no questions and short answers

STATEMENT: **He was** listening to the radio.

QUESTION: **Was he** listening to the radio?

ANSWER: • Yes, he was. • No, he wasn't.

STATEMENT: **They were** waiting at the station.

QUESTION: **Were they** waiting at the station?

ANSWER: • Yes, they were. • No, they weren't.

2. wh- questions

- What **was he** doing?
- Where **were you** waiting?

Past simple or continuous?

1. The past continuous describes an event in progress in the past.

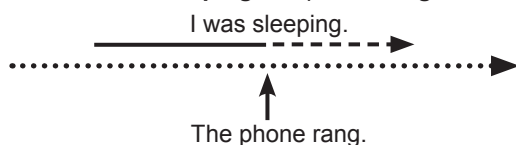
- I **was sleeping**.

2. The past simple shows a completed action or event in the past.

- The phone **rang**.

3. We often use the past continuous and the past simple together. The past simple says what happened (the main event). The past continuous says what was happening around that time (the background situation).

While I **was sleeping**, the phone **rang**.



4. We use two past simple verbs when two things happened, one after the other.

When the phone **rang**, I **got out** of bed.



5. It doesn't matter which clause comes first.

- When I saw her, I was running.
- = I was running when I saw her.

when, while and during

We use *when*, *while* and *during* to talk about the time something happened.

- I fell in love **when** I saw him.
- I married him **while** I was living in Taunggyi.
- He left me **during** the water festival.

when or while?

We can often use either *when* or *while* with no difference in meaning.

- I lived in Mandalay **when** I was studying.
- = I lived in Mandalay **while** I was studying.

BUT:

1. We normally use *while* before the past continuous and *when* before the past simple.

- I drank beer **while** I **was watching** TV.
- I was watching TV **when** I **drank** beer.

2. We use *when* to say an event happened after another event.

- **When** I hit him, he fell over.

NOT: **While** I hit him, he fell over.

during or while?

1. *During* is a preposition, so we use it before a noun.

- I fell asleep **during the game**.

NOT: I fell asleep **during I was watching the game**.

2. *While* is a conjunction, so we use it before a clause.

- I fell asleep **while I was watching the game**.

NOT: I fell asleep **while the game**.

Adjectives with -ing and -ed

1. We can use past participles (verb-*ed*) and present participles (verb-*ing*) as adjectives.

- I'm not **interested** in this **boring** book.

2. We use -*ed* adjectives to describe an effect, such as a feeling.

- I'm really **bored**. I have nothing to do.

NOT: I'm really **boring**.

- Tom was **confused** by the book.

NOT: Tom was **confusing** by the book.

3. We use -*ing* adjectives to describe the cause of a feeling, such as a person, thing or situation.

- This teacher is really **boring**. I want to sleep.

NOT: **This teacher is really bored**.

- Tom can't understand his book. It's **confusing**.

NOT: **It's confused**

Module Eleven

going to

We use *going to* to talk about future plans – things we have already decided to do.

- I'm **going to** study maths at university.
- Thida is **going to** be a teacher.

Statements

I	'm 'm not	going to	like that.
She/He/It	's isn't		be there.
We/You/They	're aren't		understand.

NOTE: We always use the base form of the verb after *going to*.

- Maung Maung is going to **have** a party.

NOT: ~~Maung Maung is going to has a party.~~

Questions and answers

To make questions with *going to*, we put *am*, *is* or *are* before the subject.

1. yes/no questions and short answers.

STATEMENT: **She is** going to buy a bicycle.

QUESTION: **Is she** going to buy a bicycle?

ANSWER: • Yes, she is.
• No, she isn't. / No, she's not.

2. wh- questions

- How **are they** going to get there?
- What **are you** going to do when you graduate?

Present continuous for the future

1. We can use the present continuous to talk about future arrangements – things we have already arranged to do.

- I'm going to China next month.
- What are you doing this evening?

2. When we use the present continuous in this way, we either give a future time (*next week*, *tomorrow*, *tonight*, *at 6 o'clock*, etc.) or we know from the situation we are talking about the future.

- What are you doing **tomorrow**?
- I'm going to the office. I'm meeting the director **at 9 o'clock**.

I think so, I hope not, etc.

We can use *so* to replace a *that*- clause.

- Is tomorrow a holiday?
- I think so. (= I think that tomorrow is a holiday.)
- Will Burma win the World Cup?
- I hope so. (= I hope that Burma wins the World Cup.)

NOTE: The negative forms of *I think so* and *I hope so* are:

- I don't think so.
- I hope not.

Module Twelve

The passive

1. We use active verbs when we are interested in the person or thing which does the action.

- My dad's clever. He built our house.

NOTE: ~~My dad's clever. Our house was built by him.~~

2. We use the passive when the person or thing which does the action is:

- not important
 - This house was built five years ago. (It doesn't matter who built it.)
- not known
 - My purse was stolen yesterday. (I don't know who stole it.)

3. We use *by* to show who did the action.

- This house was built **by my father**.

Statements

1. We make the passive with the auxiliary verb *to be* + the past participle. To make different tenses, we change the form of the auxiliary.

- I **am employed** by my organisation.
- The bananas **were eaten** by Myint Myint San.
- Tea **isn't grown** in New Zealand.

2. The object of an active verb becomes the subject of a passive verb.

- The police arrested **John** last week. (active)

- **John** was arrested last week. (passive)

Questions and answers

To make questions, we put the subject after the auxiliary.

1. yes/no questions and short answers

STATEMENT: **Rice is grown** in China.

QUESTION: **Is rice grown** in China?

ANSWER: • Yes, it is.
• No, it isn't. / No, it's not.

2. wh- questions

- Where is rice grown?
- When were you born?
- How many people were killed?

The present perfect (3)

We can use the present perfect to talk about experiences in our life up to the present. We don't say exactly when they happened.

- I've **been** to India three times.
- Tom **has** never **ridden** a horse.
- **Has** Hkun Soe ever **studied** English before?
- How many times **have** they **done** it?

ever

1. *Ever* means 'at any time'. We often use *ever* in present perfect questions to ask about experiences.

- Have you **ever** eaten dog meat?
- Have they **ever** been to Mandalay?

2. We don't use *ever* in positive statements.

- I have eaten dog meat.

NOT: I ~~have ever~~ eaten dog meat.

never

Never means 'at no time.' We often use *never* in present perfect statements. The meaning is negative but we use the positive form of the verb.

- She **has never** eaten dog meat.

NOT: She ~~hasn't never~~ eaten dog meat.

been and gone

1. The verb *to go* has two past participles, *been* and *gone*. In British English, *been* means 'went and came back,' and *gone* means 'went and hasn't come back.'

- Si Si isn't here. She's **gone** to Iraq.
- I've **been** to Iraq three times.

NOT: I've ~~gone~~ to Iraq three times.

2. In American English, *gone* has both meanings.

- She's **gone** to Iraq three times.
- = She's **been** to Iraq three times.

BUT: *Been* only means 'went and came back'.

NOT: Si Si's not here. She's ~~been~~ to Iraq.

Present perfect or past simple? (3)

1. We use the present perfect for experiences up to the present. We are not interested in the exact time.

- He's never **broken** his leg.
- They've **eaten** pizza twice this week.
- **Have** you **ever** met John?

2. We use the past simple for completed actions in the past. We use it when we are interested in the time of the event.

- I've met John. I **met** him last week.

NOT: I've ~~met~~ him last week.

- I **went** to Myitkyina in 2006.

NOT: I've ~~been~~ to Myitkyina in 2006.

Phrasal verbs

1. Many verbs in English have two parts: a verb and an adverb particle (a small adverb). These are called phrasal verbs.

2. The meaning of some phrasal verbs is clear from the two parts.

- sit down • stand up • come in • go away

3. Some phrasal verbs are *idiomatic*. We can't work out the meaning from the separate parts.

- look after • turn down • figure out

4. Phrasal verbs are usually informal. In formal situations, we often use a different word or phrase.

informal:	come in	get there	carry on
formal:	enter	arrive	continue

5. Like other vocabulary items, many phrasal verbs have more than one meaning

- work out = 1. figure out
= 2. be successful
= 3. exercise

Irregular Verbs

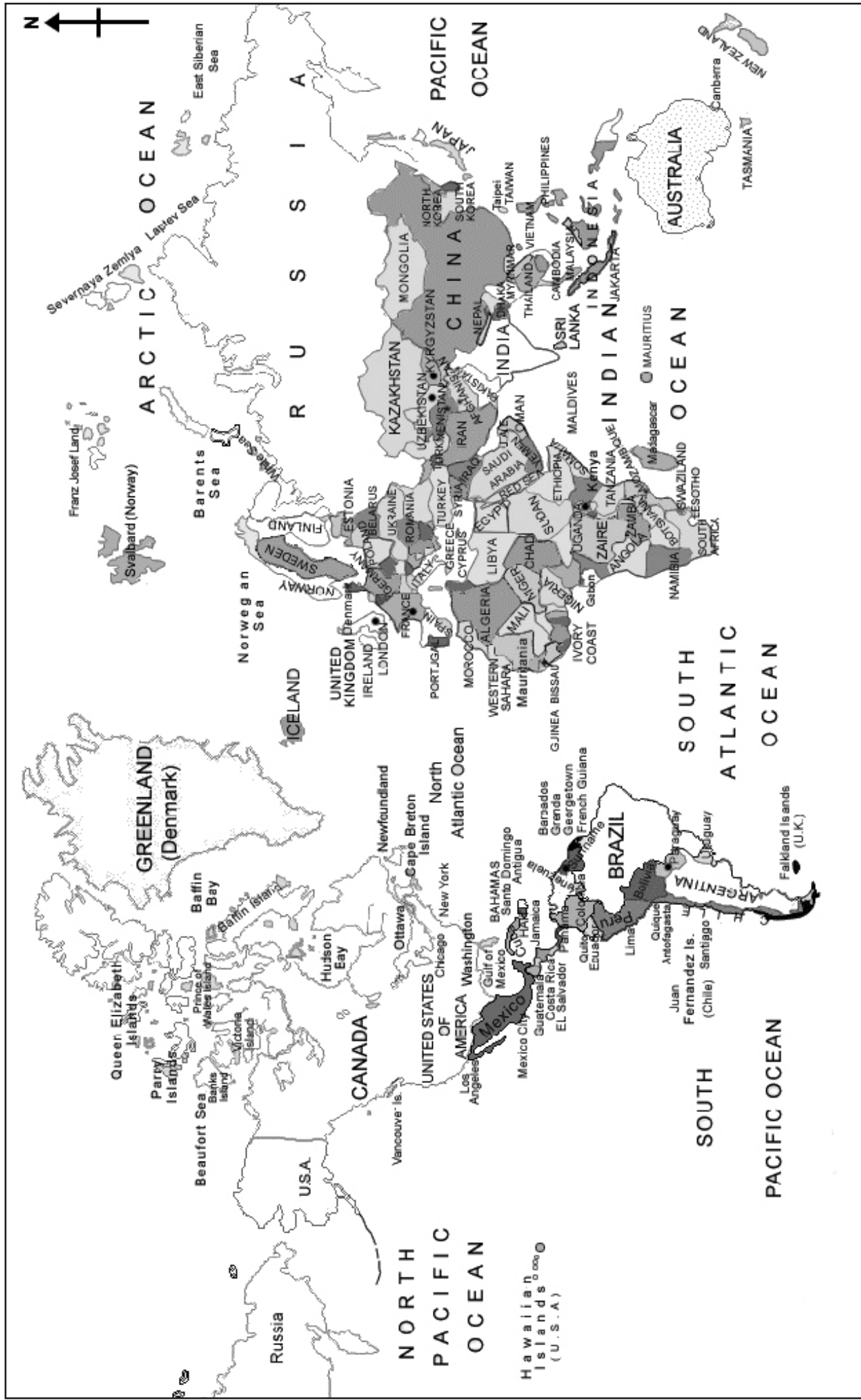
base	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

base	past simple	past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Countries and Nationalities

Country	Nationality
Afghanistan	Afghan
Algeria	Algerian
Angola	Angolan
Argentina	Argentinian/Argentine
Australia	Australian
Austria	Austrian
Bangladesh	Bangladeshi
Belgium	Belgian
Bhutan	Bhutanese
Bolivia	Bolivian
Great Britain	British
Cambodia	Cambodian
Cameroon	Cameroon
Canada	Canadian
Chile	Chilean
China	Chinese
Congo	Congolese
Cuba	Cuban
Czech Republic	Czech
Denmark	Danish
Egypt	Egyptian
Ethiopia	Ethiopian
Fiji	Fijian
Finland	Finnish
France	French
Germany	German
Ghana	Ghanaian
Greece	Greek
Guatemala	Guatemalan
Hungary	Hungarian
Iceland	Icelandic
India	Indian
Indonesia	Indonesian
Iran	Iranian
Ireland	Irish
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Jordan	Jordanian
Kenya	Kenyan

Country	Nationality
Laos	Lao
Lebanon	Lebanese
Liberia	Liberian
Libya	Libyan
Malaysia	Malaysian
Mexico	Mexican
Mongolia	Mongolian
Morocco	Moroccan
Nepal	Nepalese
Netherlands	Dutch
Nigeria	Nigerian
North Korea	North Korean
Norway	Norwegian
Pakistan	Pakistani
Peru	Peruvian
Philippines	Filipino
Portugal	Portuguese
Romania	Romanian
Rwanda	Rwandan
Samoa	Samoa
Saudi Arabia	Saudi
Singapore	Singaporean
Somalia	Somali
South Africa	South African
South Korea	South Korean
Spain	Spanish
Sri Lanka	Sri Lanka
Sudan	Sudanese
Sweden	Swedish
Switzerland	Swiss
Syria	Syrian
Taiwan	Taiwanese
Tanzania	Tanzanian
Thailand	Thai
Tonga	Tongan
Turkey	Turkish
Uganda	Ugandan
USA	American
Venezuela	Venezuelan
Vietnam	Vietnamese
Zimbabwe	Zimbabwean



Audioscripts

9.1 - In the dormitory

Nyi Nyi: Do I have to cook breakfast?

Boarder master: Yes, sometimes. Students take turns. Each student helps cook once a week.

Nyi Nyi: Can I smoke cheroots in the dormitory?

Boarder master: No, you can't. You have to go outside if you want to smoke.

Nyi Nyi: Do I have to share a mosquito net with another boy?

Boarder master: No, you get your own mosquito net.

Nyi Nyi: OK. And I like to study a lot. What time does the generator go off?

Boarder master: At 9 o'clock.

Nyi Nyi: Can I study after that?

Boarder master: Yes, sure, if you have enough candles. Just don't disturb other students.

9.2 - Advice on the radio: Part 1

Interviewer: OK, and now we're going to hear from Khaing Khaing. Hello Khaing Khaing. What's your problem?

Khaing Khaing: Hello. I'm a student at university. I'm just starting my third year, so I have one more year to go before I graduate. After I graduate I want to be a teacher in my village school.

Interviewer: OK, so what's wrong?

Khaing Khaing: Well, my boyfriend really wants to marry me soon.

Interviewer: Why does he want to get married now?

Khaing Khaing: He's a medic, and he's going to work in the countryside next month. He wants me to come with him. Also, my parents live there, and they think I should come home and get married. They don't understand why I need so much education.

Interviewer: I see.

Khaing Khaing: My parents really like my boyfriend – I do too, I mean, I love him a lot, and I want to marry him one day. But I want to finish my education first.

9.3 - Advice on the radio: Part 2

Counsellor 1: Hi Khaing Khaing. I suggest you talk to your boyfriend. Explain that you love him, but it's important for your future to finish your education. Maybe he doesn't like to wait, but he should know the long-term advantages. If you both want a happy married life, the two of you should compromise. For example, perhaps you should finish your education now, and then you can go to the countryside and teach there.

Counsellor 2: Yes, I agree. You should also talk to your parents, and maybe ask one of your teachers to write to them. It's difficult for them if you live a long way away, but the community needs good teachers! I think they can understand, and your boyfriend too. I think they need to compromise, and think about your long-term future.

9.4 - Aung Mon's job interview

Director: That sounds good. Now I've looked at your CV, and I see that you've done some computer training. Please tell me about that.

Aung Mon: Ummm, we learned basic computer skills – typing, Office, things like that.

Director: And have you used computers since then?

Aung Mon: Yes, quite a lot actually. I do translations on my wife's laptop.

Director: OK. Now, as you know, this job involves training people about the law. Have you got any legal qualifications yourself?

Aung Mon: Not exactly. I started a degree in law, but I didn't finish it because my dad died, so I had to drop out and work to support my family.

Director: I see. We're looking for someone with management experience. Have you done any management?

Aung Mon: Well, I was head teacher of a small school. That involved a lot of management – organising other teachers, timetables and things.

Director: OK. What languages do you have?

Aung Mon: Myanmar, English and Mon.

9.5 - Sabay's job

Interviewer: So Sabay, you're working here in Cambodia, in Phnom Penh, for Rajana. Can you tell me a little bit about that organisation?

Sabay: Rajana Project is, was started in 1995 by the NGO, ahh, called, it is called, ah, Southeast Asia Outreach. But this project is... our objective is to help the young Cambodian people and ahh... to help the poor villagers and can find the market for them too.

Interviewer: What sort of things does the organisation do?

Sabay: Especially we do the handicrafts.

Interviewer: Handicrafts? What type of handicrafts?

Sabay: Ah, like we produce like, ah, like ah, cards, ahh, jewellery, silver jewellery, ah, silk scarves, and, ah, bamboo handicrafts and hilltribe crafts.

Interviewer: So these are mostly traditional Cambodian type handicrafts?

Sabay: Yes, it is really ah, ahh, it is really traditional Cambodian craft.

Interviewer: And who makes them?

Sabay: Especially the young Cambodian people and the villagers.

Interviewer: So what is it that the villagers do?

Sabay: The villagers they produce like, ahh, bamboo crafts and especially silk, silk scarves and also the sarong or hol and different, ahh, different ahh, silk, raw silk and live silk and they produce also the box, ah, the palm leaf box, in Khmer it is called smok. Ah and they also produce different things what we order and what we have experience in in, ah, different handicrafts.

Interviewer: I notice, um, some of the things you have in the shop are gongs, made out of landmines...

Sabay: Gongs are also made from the recycled bomb shells and it is made by the villagers who, who are living in Udong. Udong is the former, the former capital of, ahh, Cambodia before.

Interviewer: And are there a lot of landmines around that area?

Sabay: Yes there are a lot of landmines in Cambodia like especially during the, during the, about nearly three decades of Cambodia war, so many different, ahh, different factions, different sides, they have the mines in their land, so many people can affected because of the landmines.

Interviewer: So you sell things from the villages, but you also have many people working here in the shop in Phnom Penh.

Sabay: You know all the young Cambodian people are, who are working in Rajana every day, they feel very happy and they work very hard in here. They try to work as hard as they can. And, and they have also have fair wages for themselves, and they have to provide their families in the, ah, in the villages as well

Interviewer: So Sabay, you're the General Manager of this project, um, what does that involve?

Sabay: Ahhh, now do you know I, when I was in the shops, I also do the accounts in the morning, and sometimes I have to go outside to do some marketing research, and sometimes I give, I have to promote, ah, our, our Rajana name more and more, sometimes I come and I have to sell in the shop as well and sometimes I have to do some design.

Interviewer: Um, you said when you first started that the funding was provided by an NGO. Do you still receive money from the NGO?

Sabay: Now we don't have any funds or donations from other NGO. Now we are independent since year 2000.

Interviewer: Thank you very much!

Sabay: You're welcome.

9.6 - Where's the calculator?

Sayama Win: Have you seen my calculator? I can't find it anywhere!

Saya Seng Li: No, I haven't. Perhaps someone's borrowed it.

Sayama Win: Not one of the teachers, and the students aren't allowed in here. I don't think anyone has been in this room since this morning – the door was locked. I'm sure it's somewhere in this room.

Saya Seng Li: The room is very untidy. It could be anywhere.

Sayama Win: I know. I can't find anything in here.

Saya Seng Li: Let's do something about this problem. If we tidy the room, maybe we'll find it somewhere.

9.7 - -er and -or endings

These are jobs: ambassador, director, builder, miner, farmer, lawyer, doctor, counsellor, sailor, actor, footballer, coordinator

These are things: tractor, newspaper, cooker, folder, stapler, dinner, paper, helicopter, generator, container, shower, typewriter

These are people, but not job titles: villager, passenger, prisoner, minor, winner, foreigner, customer, member, visitor

9.8 - Blowing in the Wind

How many roads must a man walk down

Before you can call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes and how many times must the cannonballs fly

Before they are forever banned?

The answer, my friend

Is blowing in the wind

The answer is blowing in the wind

Yes and how many years can a mountain exist

Before it is washed to the sea?

Yes and how many years can some people exist

Before they're allowed to be free?

Yes and how many times can a man turn his head

And pretend that he just doesn't see?

The answer, my friend

Is blowing in the wind

The answer is blowing in the wind

How many times must a man look up
before he can see the sky?
Yes and how many years must one man have
Before he can hear people cry?
Yes and how many deaths will it take 'till he knows
That too many people have died?

The answer, my friend
Is blowing in the wind
The answer is blowing in the wind

10.1 - What were you doing when you heard?

The newsreader

Umm, yeah. I was reading the news, and someone gave me a bit of paper, and it said Northopia had won the World Cup! I thought, 'Great, that's really good for the country'. One of my old school friends is on the team, too – the goalkeeper – so I was really pleased for him... really pleased.

The forestry worker

When I heard about it, I was at our headquarters. I was lying on my hammock listening to the radio, trying to ignore the mosquitoes, when the news came over the radio. I immediately ran to tell my friend. He operates the radio in this village – we don't have any telephones.

The radio operator

We were cooking some soup, and I was smoking a big cheroot, when my friend ran up to me and told me the news. I was so surprised, the cheroot fell out of my mouth and into the soup! My wife was a little angry until I told her the news. So then I sent a radio message to some friends in the next village, and then went to tell my daughters.

The radio operator's daughter

I was playing with my little sister – we were playing a game with some stones, I think – when my Dad came and told us. We were so happy! I went to the school to tell my teacher.

The teacher

While everyone was running round talking about this, I was in the classroom marking essays. I was also listening to music, so I didn't hear everyone celebrating. Anyway, I was in the school, listening to my cassettes and marking, when one of my students ran in and told me the news. So I went outside to join the celebrations.

10.2 - Reading on the bus

I love reading novels, and I often read while I'm taking the bus to work. I sometimes read during meals, and I even read while I'm walking along the road. Reading is really interesting. A good book can take me into another world, and I just forget about my daily life and problems.

Anyway, yesterday, while I was sitting on the bus, a man got on and pointed a gun at the bus driver. His leg was bleeding, and he had a large cut on his head. He shouted, 'Drive me to the hospital!' The bus driver was terrified, and obeyed the man. During the journey, the man was shouting, 'Faster! Faster!' The driver drove faster and faster. It was really dangerous.

There was a passenger sitting at the front, just behind the bus driver. She decided to act. While the bus was going around a corner, she reached out and grabbed the gun. When they saw this, two other passengers ran up to the front of the bus and threw themselves on the man.

10.3 - Describing people

Sonia Ghandi is a tall woman, with long, dark, wavy hair, a big mouth and a square face.

Stalin had a big, black moustache and black hair. He wasn't tall, but he was quite well-built.

Mao Zedong had quite a small nose, and he was partly bald. He was quite fat, especially when he was older.

Gloria Arroyo is very short. She has a round face, and short, dark, wavy hair.

Helen Clark has short, straight hair. It's quite dark. She has a pointed chin and a small mouth.

George W Bush has a pointed nose, short, grey hair and thick eyebrows.

Fidel Castro has a big nose, big ears and a large beard.

10.4 - Family picture

1. The old bald man with the stick, that's my grandfather. He's very old, in his early 90s – much older than my grandmother. She's only 76. He was a teacher when the British were here, and he speaks fluent English. He's a very kind, easy-going man. He likes to teach his grandchildren.

2. You see the handsome, well-built man on the right with the square face and thick eyebrows? That's my cousin. His wife is next to him – she's the slim woman with the round face and long hair. They've just got married. They want to start a small business selling paintings. She paints – she's very creative.

3. The tall, thin, young guy in front of him is his brother. He's in his late teens. He's a little naughty, and quite selfish. Sometimes he goes out very late with his friends, and his parents worry about him. He likes to wear modern, trendy clothes.

4. You see the fat, square-faced woman at the back? She's my favourite aunt. She's very clever, very strict, and sometimes a little bad-tempered! She's also very organised – she's a medic at the clinic, plus she has six children, and she's the chairperson of the women's organisation.

5. The man next to her is my uncle. He's the short man with the big nose smoking a pipe. He married a very tall American woman – they work for an NGO.

10.5 - Countries

France, Laos

Nepal, Brazil, Japan, Iraq, Iran, Tibet

China, Norway, Turkey, Russia, Egypt, England, Israel, Cuba, Thailand

Korea, Malaysia

Italy, Switzerland, Canada, Germany, India, Philippines

Vietnam, Singapore, Pakistan, Bangladesh

Cambodia, Australia, Afghanistan, America

Indonesia

10.6 - Nationalities

Nepalese, Japanese, Chinese, Vietnamese

Turkish, English

Brazilian, Iranian, Tibetan, Malaysian, Italian, Norwegian, Russian, Egyptian, German, Indian, Korean, Australian, Canadian, Cuban, Singaporean, Cambodian, Afghan, American, Indonesian

Iraqi, Israeli, Pakistani, Bangladeshi

French, Lao, Thai, Swiss, Filipino

10.7 - Interrogation

What's your name?

Sorry, say that again.

How do you spell that?

When were you born?

Sorry, what year was that?

Where were you born?

And when did you enter this country?

Did you say December 30th?

Do you have a visa?

Where did you get that visa?

Why did you come here?

Where were you living last year?

What were you doing?

And do you remember where you were on the 27th of September, 2007?

What were you doing that day?

Are you sure you weren't in Pakistan?

Hmm, OK. Well, you can go.

10.8 - Communication strategies

I'm sorry, I don't understand. Can you please repeat that?

Sorry, what was that?

Could you explain this to me, please?

Could you say that more slowly?

I'm sorry, what I mean to say is...

What do you mean?

What does 'directly' mean?

I don't understand 'essential'.

You said we have to go to Taungoo to do *what*?

No, no. I didn't mean that. Of course you should go!

I missed that last bit, sorry.

11.1 - Future plans

When I graduate, I'm going to go home and spend some time with my parents. Then I'm going to look around for a job. I'm not going to look for a high salary – I'd rather find a job that's useful and helps people.

Soon, we're going to get married. We're going to have a big wedding – it's going to cost a lot of money! We're going to have a big family – I want four children, but she says she wants at least six.

When I get out of here, I'm going to walk around the streets, and go out to the countryside, and look at everything! Then I'm going to go to a restaurant, and order all my favourite food – chicken, mushrooms and pineapples.

When this baby's born, I'm not going to teach any more! I'm going to stay home and look after the baby for a few months. Then I'm going to find a new job. Not teaching – I want to become a writer.

11.2 - What are they going to do?

Nang Seng: Wow, the workshop is nearly over. Two whole weeks. It's been useful though. What do you think, Zindzi?

Zindzi: Well, I'm thinking about how to use all this stuff we've learned back home.

Lee: Have you decided what you're going to do, Zindzi?

Zindzi: Yes. I'm going to travel around the country. I'm going to meet with youth and women's organisations, and look at ways we can build networks.

Lee: Networks? So you're interested in computers?

Zindzi: No, not that kind of network! I mean networks of people and organizations. I want to help connect people in different parts of the country so they can work together on the same issues. I think that's the biggest priority, and that's what I really want to do. What about you, Dylan? Are you going to teach computer skills?

Dylan: I don't think so. I love computers, but teaching is really hard. I want to make computers easier to use for everybody. I might write a book about it, explaining in easy language how computers work. Most people don't understand them, even in Canada, and they're so useful for everything.

Nang Seng: That sounds like a good idea, Dylan. We need that in my country too. There's very little computer information available, especially in local languages.

Zindzi: So Nang Seng, are you going to set up a translation project?

Nang Seng: I'm not quite sure yet. When I get home, I'll organise a workshop for members of my organisation. We'll discuss what everyone wants to do. What about you, Lee?

Lee: I'll probably teach first – I love teaching. Then I'm going to apply for some funding to set up a project in local schools. I'll probably have to write a funding proposal. Ugh. I hate writing proposals. Maybe one of you can help me write it?

Dylan: What sort of project?

Lee: To work with all the schools in my area, and teach sustainable development. It's not easy in my country though. I won't be able to work outside my town. I know the local education officers and I think they'll like the idea, but it's much more difficult outside the area.

Zindzi: Are you all going to come to next year's workshop?

Nang Seng: I think so. We'll all discuss our plans, and see how they're working.

Dylan: That will be interesting!

11.3 - Excuses

Kyi Kyi: Hello, Kyi Kyi speaking.

Moe Kyaw: Hi Kyi Kyi. This is Moe Kyaw.

Kyi Kyi: Oh. Hello.

Moe Kyaw: Do you want to meet me for lunch tomorrow?

Kyi Kyi: I'm sorry, I can't. I'm visiting my friends.

Moe Kyaw: OK, how about Friday night?

Kyi Kyi: Sorry, I'm fixing my bicycle then.

Moe Kyaw: How about Saturday morning?

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

Moe Kyaw: Oh. How about next week?

Kyi Kyi: Ummm... Oh! Sorry! I'm going to... Brazil... next week. For... a very long time.

Moe Kyaw: Oh... well, perhaps next year sometime?

Kyi Kyi: Maybe. Bye!

11.4 - Living in different climates

I think the hottest place I've ever lived is Kuwait, in the Arabian Gulf. It's very hot all year, but particularly in July and August, of course – it can reach up to 53 degrees centigrade in late July. It's a dry heat than a humid one, though, so it's not as bad as hot, wet countries. And of course, everything is air-conditioned. The schools have air-con, the houses all have air-con, every office has air-con, so you can basically drive to a place with air-con in the car, leap out, run into your school or office, and stay there all day. You usually need to wear a jacket because the air-con is quite cold. Then you get into your air-con car, and drive back to your air-conditioned house. The sea water's often too hot to swim in, especially in summer.

I lived in St. Petersburg, in the northwest of Russia. It's quite a cold place. Winters are really cold, down to minus 25 or even 30. People always wear layers of warm clothes in winter. The good thing is that all the houses are heated with traditional stoves in the countryside, or with special heating systems in the cities. You put on many layers before you go outside and then take off a few layers once you are inside. St. Petersburg is situated near the sea, so the climate is humid. It rains or snows a lot, it's always cloudy, and everything is always damp.

11.5 - What do you think?

Will you pass your next English exam?

Will it rain tomorrow?

Will rice be more expensive next year?

Are you going to be sick next week?

Will you be rich and famous?

Are you going abroad next year?

Is Myanmar going to win the next football world cup?

Are you going to study English next year?

Will you ever visit Africa?

Are you going to dance next week?

11.6 - Do you agree?

Lay Phyu is the best singer in Myanmar.

Fishpaste is delicious.

American movies are more interesting than Korean movies.

English is harder than maths.

Mosquitoes are the most dangerous animals in the world.

The internet is not very useful.

Cigarette smoke is annoying.

There aren't enough teashops in this town.

Stealing is always wrong.

Your teacher is very beautiful.

11.7 - The internet

Nang Seng: It's not that useful for us. Most of our members live in areas without electricity. They haven't got telephone lines either. And even if they do get electricity and telephone lines, how can we afford computers?

Zindzi: Well, our country is quite poor, and most of our members live in rural areas. We organise fundraising events to buy computers, and generators if there's no electricity.

Nang Seng: That's a good idea, but what about telephone lines? We need them to use the internet.

Dylan: Yes, I agree, that's a problem. Mmm. What about satellite phones? They can get internet, and you can use them anywhere.

Lee: Yes, but they're too expensive.

Zindzi: They are now, but they're getting cheaper and cheaper. Soon, satellite phones will be cheaper than other phones.

Nang Seng: Do you think so?

Dylan: I hope so.

Zindzi: We need the internet. It's too difficult to send letters to remote areas, and email is much quicker.

Dylan: I know, but it's expensive to get the computer equipment.

Lee: We've got a different problem. We have computers, but the government has closed any websites that they don't like. Also, most of our members don't read that much English, and there isn't much information available in Chinese.

Nang Seng: You should try finding information in Kachin...

Dylan: It's not just poor countries that have computer access problems. In Canada, you need the internet because all organisations use it for communication. But like Nang Seng says, computers are really expensive. We have to share ours with another organisation.

Zindzi: Same with us. We have to share in many of our offices. But that can be a good thing. We bought a computer for our office in Johannesburg, and lots and lots of organisations use it, and in return they help us if we need anything.

Lee: Doesn't it cause any problems?

Zindzi: Not really. Sometimes we have to wait quite a while until the other group has finished so we can use the computer, but it's not a big problem.

11.8 - Nowhere Man

He's a real Nowhere Man

Sitting in his nowhere land

Making all his nowhere plans for nobody

Doesn't have a point of view

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere Man, please listen

You don't know what you're missing

Nowhere Man, the world is at your command

He's as blind as he can be

Just sees what he wants to see

Nowhere Man, can you see me at all?

Nowhere Man, don't worry

Take your time, don't hurry

Leave it all till somebody else lends you a hand

Doesn't have a point of view

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere Man, please listen

You don't know what you're missing

Nowhere Man, the world is at your command

He's a real Nowhere Man

Sitting in his nowhere land

Making all his nowhere plans for nobody

Making all his nowhere plans for nobody

Making all his nowhere plans for nobody

11.9 - For No One

Your day breaks, your mind aches

You find that all her words of kindness linger on

When she no longer needs you

She wakes up, she makes up

She takes her time and doesn't feel she has to hurry

She no longer needs you

And in her eyes you see nothing

No sign of love behind the tears cried for no one

A love that should have lasted years

You want her, you need her

And yet you don't believe her when she says her love is dead

You think she needs you

And in her eyes you see nothing

No sign of love behind the tears cried for no one

A love that should have lasted years

You stay home, she goes out
 She says that long ago she knew someone but now he's gone
 She doesn't need him
 Your day breaks, your mind aches
 There will be times when all the things she said will fill your head
 You won't forget her
 And in her eyes you see nothing
 No sign of love behind the tears cried for no one
 A love that should have lasted years

11.10 - Shopping list 1

I need to go to the shop – there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too – I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

11.11 - Shopping list 2

I need to go to the shop – there's nothing in the kitchen. I need some milk, and some ice. I should get some vegetables too – I'll get some garlic, and a kilo of onions and a pumpkin. Maybe also some fruit. I don't have anything nice to wear, so I'm going to try to find some new jeans, and a good shirt. My sister's coming over to help. She's a really good cook.

11.12 - Final consonants

1. back book truck cook thick speak
2. much punch branch catch touch reach
3. dead around code could did blood
4. leaf roof off safe graph half
5. frog flag drug beg peg fig
6. ideal informal title still school mile
7. scream room inform crime some problem
8. learn nine drown tune phone dragon
9. drop ship pipe grape lump map
10. boss race mouse class abuse worse
11. habit state write shot coat foot
12. believe have drive love twelve give
13. fresh wish cash fish finish rush
14. clothes years hers raise dresses farms

12.1 - Bangladesh

Bangladesh, one of the most populated countries in the world, suffers from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country was flooded, and 30 million people had to leave their homes. During this time more than a thousand people drowned or died from disease.

Some of Bangladesh's environmental problems are caused by deforestation. The country has a large population, so people need land for farming. Trees are cut down so farmers can grow rice and other food crops. When it rains heavily, the soil becomes loose, and many homes and farms are destroyed by landslides.

Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis survive on only one meal per day or less. Many children, especially girls, are not given much education. In rural areas 42% of boys and 52% of girls do not attend school, and 46% of males and 59% of females are illiterate.

12.2 - Have you ever met a famous person?

Caroline: Have you ever met a famous person, Nilar?

Nilar: I've never met a really famous person, but I met the Minister of Education's husband last week, when he opened the new primary school. What about you, Caroline? You've lived in London. Have you seen anyone famous?

Caroline: Well, I met Prince William...

Nyi Nyi: Really?

Caroline: Yeah. He was in my parents' shop buying a newspaper. He didn't talk to me! What about you, Nyi Nyi?

Nyi Nyi: I've met David Beckham.

Caroline: Wow – you have?

Nyi Nyi: Oh yeah, loads of times. He asked me to play on his football team. His daughter wanted to marry me.

Nilar: No, you haven't! Don't listen to him, Caroline. He's never met David Beckham.

Caroline: Anyway, David Beckham hasn't got a daughter. He's got three sons.

12.3 - Have you ever...?

1.

A: Have you ever been in a large boat?

B: A few times. When I was young we lived on the Ayeyarwaddy river, near Pyay. My grandparents lived in Yangon, and every school holidays we went to stay with them, and we sometimes travelled by boat. It was nice, very peaceful and relaxing. I loved looking at the shoreline when we went past, at all the people on the riverbank.

2.

A: Have you ever eaten pizza?

B: Yes, actually. I eat pizza quite often. There's a pizza restaurant around the corner from my house, and it's quite cheap, and they make delicious pizza. I probably have one, maybe, once a week.

3.

A: Have you ever driven a motorbike?

B: Yes, I have – once. It was when I was 13, and my brother had a motorbike, and I really wanted to try it. So I got on, and he started the engine for me and off I went. But he didn't tell me how to stop. And I went around and around the field, about four times I think it was, and in the end I managed to stop. But I was really frightened, and I've never been on a motorbike since.

4.

A: Have you ever attended a conference?

B: Yes, many times. In fact I went to one last weekend. It was an environmental conference, so people were discussing logging in Kachin State. There were about 45 people there – Myanmar, Chinese and a few from other Asian countries. It was interesting.

12.4 - Applicants

a.

MMK: Let's get straight to the point. Why do you want this job?

Person 1: Well, I read the advertisement, and the money's much better than I get now.

MMK: Is the money important to you?

Person 1: Oh, yeah! It's important to everyone, isn't it? But also, I heard that your organisation might send me overseas, and I want to travel overseas...

b.

MMK: I see from your CV that you've won several prizes for poetry writing.

Person 2: Yes, I have.

MMK: And you've written a book.

Person 2: Yes.

MMK: And you've worked in Yangon. What did you think of Yangon?

Person 2: It was OK.

MMK: And do you want to travel around the countryside?

Person 2: Uhhh... I don't know.

c.

MMK: Have you had much experience with the education department?

Person 3: Mmm... yeah. Uhhh, I met some guy who works there... My uncle, my uncle knows someone... uh... Last year I nearly got a job in their office... Yeah, interested.

d.

MMK: Are you still teaching at the university?

Person 4: Yes, but I want to leave.

MMK: Why is that?

Person 4: Well, the head of my department's really awful. She always tells us what to do, doesn't leave us alone. And there are other problems.

MMK: Problems?

Person 4: Yeah. The other teachers are totally useless. Most of them can't teach at all. And the management is really bad. Some of the lecturers are corrupt, I think. The students are awful, too – you just can't control them. And the school secretary brings her small children to work, always making a noise...

e.

MMK: Why have you had five different jobs this year?

Person 5: Well, I've had a lot of bad luck. One of my jobs was a long way from home so I got too tired walking every day. And then I worked as a translator but there was nowhere to buy lunch nearby, and my mother was away so nobody could make my lunch. That sort of thing.

MMK: Oh, I see.

Person 5: Yeah, and then I was training as a medic, but I got a bit sick, and had to stop. I'm a bit afraid of blood...

f.

MMK: Would you enjoy liaising with different education organisations?

Person 6: Umm, yeah, I guess so. I haven't, haven't really thought about it.

MMK: And are there any questions you'd like to ask me?

Person 6: Umm... No, no, I can't think of anything.

12.5 - Social chat

Conversation 1

A: Excuse me, are you Maria Dennis?

B: Yes, I am.

A: I'm Htwe Htwe. I met you last year, at the UNDP conference.

B: Oh, yes. Are you still with the UNDP?

A: Yes, I've been there for three years now. So, how long are you in Myanmar this time?

B: Only a week, unfortunately. I have to get back to organise my new house...

A: Oh?

B: I've just moved to New York.

A: Really? What's that like?

B: Busy...

A: Uh-huh. I like living in big cities. It's exciting. **B:** So, what do you do for the UNDP?

A: I liaise with different organisations, write reports, proposals...

B: Oh, I see.

A: Yes, I've just finished writing a big proposal...

B: Oh yes?

A: Yes, it was about funding for literacy training in rural areas...

Conversation 2

C: Hello. I'm Tim.

A: Hi. I'm Htwe Htwe. It's very hot today, isn't it?

C: Oh, yes. The hot season...

A: Yeah... Where are you from?

C: England, but I work in China now.

A: Do you really? I'd like to go to China. What's it like?

C: Mmmm. Difficult to answer...

A: Do you like the food there?

C: Yes, I do. Do you like Chinese food?

A: It's delicious – it's my favourite kind of food.

C: Is it? Have you heard much Chinese music?

A: Not really. Is it good?

C: Well, I love Chinese Opera. I go there every week...

12.6 - Is she interested?

1.

Man: Hello, I'm John James from the IRDA.

Woman: Oh, pleased to meet you.

Man: I've just arrived from Bangkok.

Woman: Really? Did you have a good trip?

2.

Man: Hello, I'm John James from the IRDA.

Woman: Oh, pleased to meet you!

Man: I've just arrived from Bangkok.

Woman: Really? Did you have a good trip?

12.7 - They're interested

Pleased to meet you!

Did you have a good trip?

Oh, hello Khun Yee. How are you?

Your son is lovely! Is he two yet?

Did you write that report?

I like Chinese opera, too.

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