General English
An English language course for adult and post-10 learners

Pre-intermediate

Student’s Book
Modules 9-12

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*in the Teacher’s Book
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?

B. Listen to the conversation. Complete these sentences.

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

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

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

- Can I cook?
- Can I post a poster?
- Can I smoke alcohol?
- Can I attend parties?
- Can I wash the blankets?
- Can I have visitors?

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.

Sunday
Meet maths teacher 9am!!
Read pages 24-32 economics book
Wash white shirt for tomorrow
2.30 – meet Mary and get library keys. Invite her for coffee?
Do science homework?
4pm – football?

- 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. ____________________.

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?

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
   - 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
   - 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.

1. **STOP**
   You mustn’t turn right here.

2. **No entry**

3. **Right arrow**

4. **Skull and crossbones**

5. **Slow school**

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.

<table>
<thead>
<tr>
<th>structure</th>
<th>modal?</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>can't</td>
<td>yes</td>
<td>You can’t borrow my bike. I need it.</td>
</tr>
<tr>
<td>have to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1. I don’t have cook dinner tonight.
2. She musts go to Bangkok.
3. They can’t to leave yet.
4. Can we reading these books?
5. He has to writes his essay quickly.
6. Do we must go to bed now?

D. Complete the sentences. Use your own ideas.

1. Community leaders mustn’t…
2. Young children don’t have to…
3. Monks must…
4. Rich people can…
5. Parents have to…
6. 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.

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 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.

Later
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,

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

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…
3. In my country, there is a lot of mistrust between different people. They…

2. In my community, we face many problems. We all…
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 2. Most useful 3. Highest paid

Least interesting Least useful Lowest paid

3.2 What do these people do?
A. Use your own ideas to complete the next four rows of the chart.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>have to</th>
<th>should</th>
<th>mustn’t</th>
<th>don’t have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers</td>
<td>mark homework</td>
<td>be kind to their students</td>
<td>kill their students</td>
<td>wear hats</td>
</tr>
<tr>
<td>soldiers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nurses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>monks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>journalists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 Aung Mon’s career

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

<table>
<thead>
<tr>
<th>career</th>
<th>part-time</th>
<th>apply for</th>
<th>fire</th>
<th>unemployed</th>
<th>quit</th>
</tr>
</thead>
<tbody>
<tr>
<td>temporary</td>
<td>promote</td>
<td>CV</td>
<td>full-time</td>
<td>gardener</td>
<td>funding</td>
</tr>
<tr>
<td>training</td>
<td>boss</td>
<td>volunteer</td>
<td>experience</td>
<td>director</td>
<td></td>
</tr>
</tbody>
</table>

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, he wanted to be a lawyer. He was a clever boy, so he got high marks in his tenth standard examinations, and his English was very good. He started studying law in university in 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 left his home town and went to Rangoon. He got a job at a clothing factory. 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. He enjoyed teaching and got the job.

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. 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 a 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.

<table>
<thead>
<tr>
<th>job</th>
<th>reason he left or changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>student</td>
<td>He quit because he had to support his family.</td>
</tr>
<tr>
<td>dishwasher</td>
<td>He was fired because he came to work late.</td>
</tr>
<tr>
<td>gardener</td>
<td>He was promoted to head teacher.</td>
</tr>
</tbody>
</table>
D. Aung Mon is applying for this Legal Rights Trainer job. What must he have to get the job? What would help him get the job?

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

<table>
<thead>
<tr>
<th>Burmese language</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language</td>
<td></td>
</tr>
<tr>
<td>Management experience</td>
<td></td>
</tr>
<tr>
<td>Computer experience</td>
<td></td>
</tr>
<tr>
<td>Legal qualifications</td>
<td></td>
</tr>
<tr>
<td>Other language(s)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>essential</th>
<th>useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving Trainer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Trainee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Read these letters. Do you think these people will be successful? Match the numbers and sentence parts to make make sentences.

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.

D. Work in pairs. Choose one of the jobs or trainings from 3.4 A. Partner A is applying for this job. Partner B is the boss and is interviewing the applicant. Roleplay a job interview.
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

4. some and any + one/where/thing
4.1 Guess

A. Look at these examples.

1. Under the chair? In my bag? In the bathroom?

   I can’t find my keys – I left them somewhere.


   That woman looks like someone I know.

3. A rat? A frog? A giant mosquito?

   There’s something in that pot.

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.

   She’s going to the school / to the shop / to the cinema to meet her friend.

5. 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

B. Complete this table.

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
<th>question</th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>someone</td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thing</td>
<td></td>
<td>anything/something</td>
</tr>
</tbody>
</table>

4.3 Where’s the calculator?

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.
1. Who borrowed the calculator?
2. Who has been in the staff room?
3. Is the calculator in the staff room?
4. 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.
1. Did you go anywhere last weekend?
2. Did you meet anyone yesterday?
3. Did you do anything special last week?
4. Did you write anything in English class?
5. Will you see anyone after school?
6. 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?

<table>
<thead>
<tr>
<th>tractor</th>
<th>villager</th>
<th>ambassador</th>
<th>newspaper</th>
<th>cooker</th>
<th>director</th>
<th>builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>passenger</td>
<td>folder</td>
<td>miner</td>
<td>farmer</td>
<td>stapler</td>
<td>dinner</td>
<td>prisoner</td>
</tr>
<tr>
<td>lawyer</td>
<td>doctor</td>
<td>helicopter</td>
<td>counsellor</td>
<td>sailor</td>
<td>actor</td>
<td>minor</td>
</tr>
<tr>
<td>foreigner</td>
<td>generator</td>
<td>container</td>
<td>customer</td>
<td>footballer</td>
<td>member</td>
<td></td>
</tr>
<tr>
<td>coordinator</td>
<td>shower</td>
<td>typewriter</td>
<td>visitor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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...

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

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

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?

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?

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

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?

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

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

C. mustn’t and don’t have to

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

1. You ____________ drive a car when you are drunk. It’s very dangerous.
2. I live very near my office. I ____________ ride my motorbike to work – I can easily walk there.
3. U Lwin bought a motorbike, so he ____________ take rickshaws or linecars.
4. The Hilton family is very rich. They ____________ work, because they already have a lot of money.
5. In football, players ____________ touch the ball with their hands.
6. We’re having a surprise party for Hla Hla. You ____________ tell her about it!
7. The teacher told us to read pages 6 and 8, but we ____________ read page 7.
8. ‘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.

1. _______ drink a lot of whisky.
2. _______ eat a lot of fruit and vegetables.
3. _______ have a lot of children.
4. _______ get angry.
5. _______ exercise.
6. _______ have a happy family life.
7. _______ find a job you like.
8. _______ see a medic when you get sick.

E. Advice and opinions

What advice could you give in these situations? Write two sentences of advice, using I think you should and I don’t think you should.

e.g. Your friend always fails English exams.
   I think you should read more English books.
   I don’t think you should play football every day.

1. Your friend can’t decide whether to continue his education, or leave school and find a job.

2. Your friend’s parents want her to get married. She wants to go to university.

3. Your 12 year old nephew sometimes drinks whisky with his friends.

4. Your friends want to walk to another village. You are worried, because there are wild animals on the road.
F. Complete the sentences
Complete these sentences.
1. Students don’t have to
2. A good medic must
3. Teachers have to
4. Members of the village committee must
5. A good father should
6. Soldiers mustn’t
7. Secretaries have to
8. A politician shouldn’t
9. Farmers don’t have to
10. Small children can ______________, but adults can’t.

G. somewhere, anyone, etc.
Fill the gaps with someone, anyone, somewhere, anywhere, something or anything.
1. ‘Hello? Hello? Is ________ at home?’
2. I’ve lost my glasses. I put them ________, and now I can’t find them.
3. The children are bored. They can’t think of ________ to do.
4. ‘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.’
5. ‘Let’s meet in the library. There isn’t ________ there at the moment.’
   ‘No, there is ________ there. I saw a light on.’
6. ‘I’ve got ________ in my pocket. Can you guess what it is?’

H. Jobs crossword

Across
1. Someone who repairs cars.
6. Someone who is trained to care for sick people, but isn’t a doctor.
7. Someone who is in the army.
8. Intelligent.
9 (and 11 down). If you have this type of job, you don’t work all the time.
12. He was ________ from his job because he was very lazy.
13. Someone who is trained to give medical care, but isn’t a doctor.
14. A person who shows tourists around a place is a ________ guide.
18. Someone who paints pictures.
20. Someone who raises animals, or grows crops.
22. A person with lots of money is ____.
23. Journalists report this.

Down
1. Someone who is in charge of a place or organisation.
2. Someone who builds things out of wood.
3. Someone who makes food.
4. Someone who looks after plants.
5. Someone who stops fires.
10. Someone who looks after money for an organisation.
11 (and 9 across). If you have this type of job, you don’t work all the time.
15. 10 down usually works in this place.
16. Your work history, and your working life.
17. The money you get for working.
19. Teachers do this.
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 (n)  exist (v)  literacy (n)  secretary (n)
ambassador (n)  expert (n)  long-term (adj)  serious (adj)
apply (v)  express (v)  maid (n)  sort (n)
assembly (n)  fair (adj)  metaphor (n)  spare (adj, n)
banned (adj)  fire [somebody] (v)  nearby (adv)  stapler (n)
basic (adj)  firefighter (n)  opportunity (n)  strange (adj)
blow (v)  former (adj)  original (adj)  strategy (n)
boss (n)  full-time (adj)  part-time (adj)  suitable (adj)
career (n)  fund (n, v)  passenger (n)  system (n)
acolleague (n)  generator (n)  permission (n)  temporary (adj)
compromise (v)  giant (adj, n)  pilot (n)  tool (n)
coordinator (n)  go off (v)  practical (adj)  tour guide (n)
counsellor (n)  handicraft (n)  prohibition (n)  trainee (n)
design (v, n)  hire (v)  project (n)  trainer (n)
disturb (v)  injury (n)  promote (v)  typewriter (n)
drop (v)  landmine (n)  provide (v)  unemployed (adj)
duty (n)  laptop (n)  recruit (n, v)  volunteer (n, v)
esential (adj)  legal (adj)  run away (v)  wages (n)

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

1. Trainers train this person.
2. Name six jobs.
3. Not allowed, not permitted.
4. Close to you.
5. The jobs and work you do during your life.
6. For a short time; not forever.
7. Necessary.
8. To give money to help run a project or organisation.
9. A person you work with.
10. This person does not get money for their work.
11. Name two people you usually find in an aeroplane.
12. 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.
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 ________.

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

Listen again and complete the table.

<table>
<thead>
<tr>
<th>What were they doing?</th>
<th>What did they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The newsreader</td>
<td>He was reading the news</td>
</tr>
<tr>
<td>The forestry worker</td>
<td></td>
</tr>
<tr>
<td>The radio operator</td>
<td></td>
</tr>
<tr>
<td>The radio operator’s daughter</td>
<td></td>
</tr>
<tr>
<td>The teacher</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Forming the past continuous

A. Complete the sentences with the past tense of be.

1. I ______ reading the news.
2. You ______ lying on your hammock.
3. We ______ cooking some soup.
4. My sister ______ playing a game.
5. The villagers ______ celebrating their victory.

B. Complete this chart about forming the past continuous.

<table>
<thead>
<tr>
<th>structure</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive statements</td>
<td>subject + was/were + v-ing</td>
</tr>
<tr>
<td>negative statements</td>
<td>subject + was/were + not + v-ing</td>
</tr>
<tr>
<td>yes/no questions</td>
<td>Was he writing?</td>
</tr>
<tr>
<td>wh-questions</td>
<td>How were they travelling?</td>
</tr>
</tbody>
</table>

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.

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

D. Answer these questions.

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

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

1. ______ your brother reading at 9pm last night?
   Yes, he was.
2. What ______ you ______ when I rang?
   I was having a wash.
3. Why ______ the children crying last night?
   Because they were afraid of the noisy dogs.
4. Where ______ Lu Meh ______ when I saw her this morning?
   To the photocopy shop.
5. 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.

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
   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

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

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.

<table>
<thead>
<tr>
<th>adjective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad-tempered</td>
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<td>easy-going</td>
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<tr>
<td>arrogant</td>
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<td>sleazy</td>
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<td>corrupt</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>adjective</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad-tempered</td>
<td></td>
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<tr>
<td>easy-going</td>
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<td></td>
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<tr>
<td>forgetful</td>
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<tr>
<td>friendly</td>
<td>a</td>
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<tr>
<td>generous</td>
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<tr>
<td>hard-working</td>
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<tr>
<td>honest</td>
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<td>lazy</td>
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<tr>
<td>stingy</td>
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<td>vain</td>
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<tr>
<td>selfish</td>
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<tr>
<td>shy</td>
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<td></td>
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<tr>
<td>arrogant</td>
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<td>sleazy</td>
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<tr>
<td>corrupt</td>
<td></td>
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</tr>
</tbody>
</table>
B. Match the adjectives from A with the descriptions.

1. She always stops to chat when we meet.  
   friendly
2. He doesn’t do much work.  
8. 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.

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?

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.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
<th>Age</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture" /></td>
<td>Kyi Kyi</td>
<td>22</td>
<td>He’s in his late teens.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture" /></td>
<td>Johnny</td>
<td>47</td>
<td>She’s in her early 20s.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture" /></td>
<td>Daw Myint</td>
<td>93</td>
<td>They’re in their mid-60s.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture" /></td>
<td>Zaw Aye</td>
<td>19</td>
<td>He’s elderly.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Picture" /></td>
<td>Khaing Win</td>
<td>66, and Mi Lwin</td>
<td>64</td>
</tr>
</tbody>
</table>

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?

Zaw Aye is 19
Daw Myint is 93
Kyi Kyi is 22

D. How old are you?

Johnny is 47

How old are your parents?

Khaing Win is 66, and Mi Lwin is 64

How old is your teacher?

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 with glasses
The old woman with the short skirt
The middle-aged man with long dark hair
The young woman with black shorts
The teenage girl with the dark shirt
The tall woman with blonde hair

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.

<table>
<thead>
<tr>
<th>manner adjectives</th>
<th>state adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>annoyed</td>
</tr>
<tr>
<td>angry</td>
<td>terrified</td>
</tr>
<tr>
<td>drunk</td>
<td>corrupt</td>
</tr>
<tr>
<td>selfish</td>
<td>confused</td>
</tr>
<tr>
<td>pleased</td>
<td>nervous</td>
</tr>
<tr>
<td>nervous</td>
<td>honest</td>
</tr>
<tr>
<td>bored</td>
<td>unreliable</td>
</tr>
<tr>
<td>interesting</td>
<td>honest</td>
</tr>
<tr>
<td>handsome</td>
<td>friendly</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>wife</th>
<th>husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>good-looking</td>
<td></td>
</tr>
<tr>
<td>rich</td>
<td></td>
</tr>
<tr>
<td>generous</td>
<td></td>
</tr>
<tr>
<td>good at cooking</td>
<td></td>
</tr>
<tr>
<td>good at sports</td>
<td></td>
</tr>
<tr>
<td>intelligent</td>
<td></td>
</tr>
<tr>
<td>religious</td>
<td></td>
</tr>
<tr>
<td>has short hair</td>
<td></td>
</tr>
</tbody>
</table>

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**.

<table>
<thead>
<tr>
<th>tire</th>
<th>confuse</th>
<th>disappoint</th>
<th>depress</th>
<th>relax</th>
<th>amuse</th>
<th>embarrass</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Korea</th>
<th>Canada</th>
<th>England</th>
<th>Vietnam</th>
<th>Iran</th>
<th>Australia</th>
<th>Brazil</th>
<th>France</th>
<th>Laos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>Canada</td>
<td>England</td>
<td>Vietnam</td>
<td>Iran</td>
<td>Australia</td>
<td>Brazil</td>
<td>France</td>
<td>Laos</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Nepal</td>
<td>Japan</td>
<td>America</td>
<td>Iraq</td>
<td>Afghanistan</td>
<td>Tibet</td>
<td>Cambodia</td>
<td>China</td>
</tr>
<tr>
<td>Norway</td>
<td>Bangladesh</td>
<td>Turkey</td>
<td>Switzerland</td>
<td>Pakistan</td>
<td>Russia</td>
<td>Philippines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td>Singapore</td>
<td>Italy</td>
<td>Israel</td>
<td>India</td>
<td>Cuba</td>
<td>Germany</td>
<td>Thailand</td>
<td>Malaysia</td>
</tr>
</tbody>
</table>

B. Listen and check.

C. Listen and repeat.

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

<table>
<thead>
<tr>
<th>-ese</th>
<th>-ish</th>
<th>-an</th>
<th>-i</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepalese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Listen and check.

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.

1. Which countries are in ASEAN? (1 point per country)

2. Which countries are in the European Union? (1 point per country)

3. Which countries share a border with Burma? (1 point per country)

4. 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.

B. Answer the audio.

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

Where do you come from?

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?

<table>
<thead>
<tr>
<th>literature</th>
<th>philosophy</th>
<th>achievement</th>
<th>talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealthy</td>
<td>province</td>
<td>knight</td>
<td>gathering</td>
</tr>
<tr>
<td>fire on</td>
<td>poverty</td>
<td>non-</td>
<td>multi-</td>
</tr>
<tr>
<td>anti-</td>
<td></td>
<td></td>
<td>anti-</td>
</tr>
</tbody>
</table>

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.

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.

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.

6.2 Comprehension

A. Match each paragraph with a summary.

   1. Tagore did many different things, and achieved a lot.  
   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. T
2. The speaker is a young boy. T
3. The speaker doesn’t have any brothers or sisters. T
4. Mother employs a maid. T
5. Father is away working in another town. T
6. The speaker can write all the alphabet. T
7. The speaker doesn’t trust the postman. T
8. The speaker is going to beat the postman. T

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:

<table>
<thead>
<tr>
<th>Main events</th>
<th>People</th>
<th>Feelings and beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- born in Bengal in 1861</td>
<td>- family</td>
<td>- wanted to be a writer</td>
</tr>
</tbody>
</table>

My name is Rabindranath Tagore. I was 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.
   b. Someone is talking too fast.
   c. You need more information about something.
   d. You didn’t hear something.
   e. You don’t understand one word or phrase.
   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.

<table>
<thead>
<tr>
<th>play</th>
<th>stop</th>
<th>drive</th>
<th>see</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td>go</td>
<td>eat</td>
<td>buy</td>
<td>fix</td>
</tr>
</tbody>
</table>

1. I _____ TV when he arrived.
2. ‘I _____ to your house yesterday afternoon, but you weren’t there.’
   ‘Sorry, I _____ football at the school.’
3. I _____ Zaw Zaw last night. He _____ in a restaurant.
4. ‘Where were you at six o’clock?’
   ‘I _____ my car at the mechanic’s. Yesterday when I _____ to work it _____ and I couldn’t start it again.’
5. ‘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._
1. Nang Seng / make a speech / conference / her phone / ring.
2. Hla Wai / hear / strange noise / walk / through the jungle.
3. Min Min and Peter / see / a gold ring / ground / walk / school
4. visit / city / my parents / buy / new chairs.

D. during or while?
Fill the gaps with during or while.

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

E. Who’s who?
Look at the pictures. Which person:
a. has a long, thin face?
b. has a square face?
c. has a round face?
d. has thick eyebrows?
e. has a pointed nose?
f. has a big nose?
g. is bald?
h. has long straight hair?
i. has curly hair?
j. has dark wavy hair?
k. has a beard?
l. has a moustache?
m. is wearing earrings?
n. is wearing a necklace?

F. Character adjectives
What adjectives could you use to describe these people?

1. Khaing Win gives a lot of money to his friends, and donates a lot to organisations.
2. Larry thinks he is better than other people. He never listens to other people’s ideas, because he believes his ideas are better.
3. 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.
4. 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.
5. 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?

First row: Indonesian,

Second row:

Third row:

Fourth row:

Fifth row:

2. Which rows should these ambassadors sit in?
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)   depress (adj)   hole (n)   recognise (v)
aggressive (adj)   disappointed (adj)   icon (n)   sleazy (adj)
amuse (v)   disappointing (adj)   ID (n)   steal (v)
anti- (prefix)   embarrassed (adj)   memorise (v)   stingy (adj)
arrogant (adj)   embarrassing (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)   terrifying (adj)
balcony (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?

<table>
<thead>
<tr>
<th>synonyms</th>
<th>antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>rob</td>
<td>give</td>
</tr>
<tr>
<td>take</td>
<td>replace</td>
</tr>
<tr>
<td>donate</td>
<td>steal</td>
</tr>
</tbody>
</table>
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.

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

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.

1.4 What are they going to do tomorrow?

A. What are these people’s plans?

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

After he retires, Tin Tin is going to write a book.
Module 11

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

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

<table>
<thead>
<tr>
<th>Zindzi</th>
<th>Travel around the country</th>
<th>Set up computer networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dylan</td>
<td>Teach</td>
<td>Write a book</td>
</tr>
<tr>
<td>Nang Seng</td>
<td>Set up a translation project</td>
<td>Organise a workshop</td>
</tr>
<tr>
<td>Lee</td>
<td>Teach</td>
<td>Apply for funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a funding proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work outside his town</td>
</tr>
</tbody>
</table>

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

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

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?

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.

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.

3. Geography
3.1 Describing a country

A. Describe these countries.

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?

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

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*, or *I hope not*.

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*.

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

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?

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. ![Image 1](image1.png)
   - What's that?
   - Oh... nothing.

2. ![Image 2](image2.png)
   - Where are you going?
   - Oh... nowhere.

3. ![Image 3](image3.png)
   - Who are you talking to?
   - Oh... no one.

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.

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

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

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**

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

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

When she no longer needs you

She wakes up, she makes up

Making all his nowhere plans for nobody

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

Knows not where he's going to

Sitting in his nowhere land

For No One

You find that all her words of kindness linger on

Your day breaks, your mind aches

He's a real nowhere man

When she no longer needs you

Making all his nowhere plans for nobody

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 don't know what you're missing

And in her eyes you see nothing

Nowhere man, don't hurry

No sign of love behind the tears cried for no one

Take your time, don't worry

A love that should have lasted years

Leave it all till somebody else lends you a hand

Doesn't have a point of view

You stay home, she goes out

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

She doesn't need him

Knows not where he's going to

Isn't he a bit like you and me?

Nowhere man, please listen

Your day breaks, your mind aches

You don't know what you're missing

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

Nowhere man, the world is at your command

He's a real nowhere man

You won't forget her

And in her eyes you see nothing

No sign of love behind the tears cried for no one

Sitting in his nowhere land

A love that should have lasted years

Making all his nowhere plans for nobody
6. Pronunciation: Word Endings

6.1 Identify the mistakes

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.

D. Repeat after the audio.

6.2 Importance

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

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

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

B. Practise saying the sentences.

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

6.3 Final consonant practice

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

verb rob stab suburb tube globe / 6
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
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 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 don’t think you can learn a language without learning the grammar first.
- Juan, Mozambique

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.

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 photocop 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.

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.

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.

1. The Pacific and the Atlantic are the biggest __________ in the world.
2. Tachilek is on the __________ between Burma and Thailand.
3. Madagascar, Java and Phuket are all __________.
4. Sittwe is on the west __________ of Burma.
5. The Nile, the Irrawaddy and the Amazon are all __________.
6. Everest is the tallest __________ in the world.
7. Inle __________ is in Burma.
8. Japan is a __________. So are Australia and Brazil.
9. An area full of trees, like the Pegu Yoma.
10. 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?

1. In Burma in July it’s wet and humid.
2. In Northern China in October it’s very hot at night.
3. It sometimes rains during the water festival.
4. In Singapore, some people have air-conditioners in their offices.
5. In England, people wear warm clothes in December.
6. In Japan, it rains every day in March.
7. In cold countries, people use heaters, fires or stoves to warm their houses.
8. 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.
1. A: Is it...
   B: I hope not! I hate the rain.
2. A: Will you...
   B: I hope so. I’ve studied every night.
3. A: Do they...
   B: I don’t think so. I think they speak Chinese.
4. A: Are you...
   B: I think so. We need a bigger house.

G. no- or any-?
Choose the right word.

1. She didn’t tell _______ (nobody / anybody) about the plan.
2. I don’t want _______ (nothing / anything) to drink. I’m not thirsty.
3. ‘What’s in that box?’
   ‘_________ (nothing / anything). It’s empty.’
4. My job is very easy. _______ (nobody / anybody) could do it.
5. The situation is very confusing. _______ (nothing / anything) might happen.
6. I know _______ (nothing / anything) about history.
7. The accident looked very serious, but fortunately _______ (nobody / anybody) was hurt.
8. ‘Are there any bookshops in this town?’
   ‘_________ (nowhere / anywhere) near here, sorry. There’s one in the next town.’
9. I went to the clothes shop to buy a shirt, but there was _______ (nothing / anything) I liked.
10. 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.

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

### 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.

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
   - He / She / It is / was
   - born last year.

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.

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.
1.2 Forming the passive

A. Change these active sentences into passive sentences.

In Britain...
1. women bear one baby every minute.
   One baby is born every minute.
2. people spend 9.7 billion pounds on beer every year.
3. people use 9 billion litres of water each day.
4. people produce 27 million tonnes of rubbish every year.
5. 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...
1. baby One baby was born every minute.
2. beer
3. litres of water
4. rubbish
5. 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.

1. Bananas are grown in cold climates. (hot climates)
   Bananas aren’t grown in cold climates. They’re grown in hot climates.
2. The internet was invented in the 1920s. (the 1980s)
3. Toyota cars are produced in China. (Japan)
4. Paper is made of metal. (trees)
5. Shampoo is used for washing dishes. (hair)
6. 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.

The past participle has one syllable:

<table>
<thead>
<tr>
<th>kill</th>
<th>need</th>
<th>help</th>
<th>plan</th>
<th>stop</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>dance</td>
<td>walk</td>
<td>end</td>
<td>close</td>
<td>visit</td>
</tr>
<tr>
<td>taste</td>
<td>want</td>
<td>decide</td>
<td>wait</td>
<td>talk</td>
<td>climb</td>
</tr>
<tr>
<td>note</td>
<td>enter</td>
<td>finish</td>
<td>arrive</td>
<td>add</td>
<td>ask</td>
</tr>
</tbody>
</table>

The past participle has two syllables:

<table>
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<tr>
<th>help</th>
<th>dance</th>
<th>walk</th>
<th>phone</th>
<th>jump</th>
<th>vote</th>
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</thead>
<tbody>
<tr>
<td>taste</td>
<td>start</td>
<td>end</td>
<td>wait</td>
<td>hate</td>
<td>add</td>
</tr>
<tr>
<td>want</td>
<td>plan</td>
<td>stop</td>
<td>close</td>
<td>talk</td>
<td>look</td>
</tr>
<tr>
<td>need</td>
<td>climb</td>
<td>ask</td>
<td>rain</td>
<td>arrive</td>
<td>kill</td>
</tr>
</tbody>
</table>

The past participle is irregular:

<table>
<thead>
<tr>
<th>catch</th>
<th>come</th>
<th>stop</th>
<th>leave</th>
<th>wake</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>dance</td>
<td>drive</td>
<td>look</td>
<td>think</td>
<td>walk</td>
<td>swim</td>
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<tr>
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<td>see</td>
<td>talk</td>
<td>hear</td>
<td>enter</td>
<td>drink</td>
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<tr>
<td>help</td>
<td>get</td>
<td>stand</td>
<td>go</td>
<td>want</td>
<td>eat</td>
</tr>
</tbody>
</table>
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, ______ from frequent natural disasters, such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country ______, and 30 million people had to leave their homes. During this time more than a thousand people ______ or ______ from disease.

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

   Partly because of these environmental problems, almost half of the population is living in poverty. 44% of Bangladeshis ______ on only one meal per day or less. Many children, especially girls, ______ much education. In rural areas 42% of boys and 52% of girls ______ 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?
2. Are rubies mined in Burma?
3. Where is New Zealand located?
4. Was Gandhi killed in Pakistan?
5. Who was the play ‘Romeo and Juliet’ written by?
6. Where are polar bears found?
7. Are bats used in football?
8. Why was paracetamol invented?

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

a. Near Australia.
b. William Shakespeare.
c. About 4,500 years ago.
d. To reduce fever and pain.
e. No, they’re not.
f. Yes, they are.
g. No, he wasn’t.
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?) How was glass made?
3. Ask about Australia. (colonise / by the Spanish?) Were the Spanish the first to colonise Australia?
4. Ask about silver. (use for / jewellery?) What is silver used for?
5. Ask about General Aung San. (why / kill?) Why was General Aung San killed?
6. Ask about rice. (where / grow / Burma?) Where is rice grown in Burma?

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

1. When were you injured?
2. ___________________________ injured?
3. ___________________________ injured?
4. When were you beaten?
5. ___________________________ beaten?
6. ___________________________ beaten?
7. ___________________________ 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.
2. The Present Perfect (3)

2.1 Have you ever met a famous person?

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.

1. Has Nilar met the Minister of Education?
2. Has Caroline spoken to Prince William?
3. 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…?

A. Four people talk about the things in the pictures.

Listen. What are the four questions?

B. Listen again and answer the questions.

1. a. When did she ride on a large boat?
b. Why did she go to Rangoon?
c. Did she enjoy travelling by boat?
2. a. Where does he buy pizza?
b. How often does he eat it?

3. a. How old was she when she drove a motorbike?
b. Whose motorbike was it?
c. Did she enjoy the experience?
4. a. Has he been to many conferences?
b. What was the main topic of the conference last weekend?
c. 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

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
   - advise about further study opportunities
   - talk to students about their problems
   - 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
   - looking after small children
   - writing reports and proposals
   - liaising with different ethnic organisations

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

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!

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

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

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

<table>
<thead>
<tr>
<th>watching</th>
<th>listening</th>
<th>reading / writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>theatre</td>
<td>musician</td>
<td>poet</td>
</tr>
<tr>
<td>rehearsal</td>
<td>rehearsal</td>
<td></td>
</tr>
<tr>
<td>concert</td>
<td>concert</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instrument</td>
<td></td>
</tr>
</tbody>
</table>
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.
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. 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.

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

- 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.
- 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?

Formal introductions

- 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.
- 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?

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.
- 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.

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.

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

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?

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:

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

Conversation 1: Are you still with the UNDP?

Conversation 2:

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

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. 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?

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

1. The students ________ 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?

<table>
<thead>
<tr>
<th>throw away</th>
<th>turn up</th>
<th>turn down</th>
<th>set up</th>
<th>hurry up</th>
<th>look after</th>
<th>look up</th>
</tr>
</thead>
<tbody>
<tr>
<td>figure out</td>
<td>give up</td>
<td>carry on</td>
<td>pick up</td>
<td>grow up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

E. Complete the sentences.

1. Someone turned up…
2. Please throw away…
3. I grew up…
4. We set up…
5. Hurry up…
6. 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?

1. Which of those three countries is the richest? Which is the poorest?
2. 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.

<table>
<thead>
<tr>
<th></th>
<th>Bangladesh</th>
<th>Thailand</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>population</td>
<td>154 million</td>
<td>65 million</td>
<td>21 million</td>
</tr>
<tr>
<td>oil</td>
<td>55 million barrels</td>
<td>328 million barrels</td>
<td>321 million barrels</td>
</tr>
<tr>
<td>carbon dioxide</td>
<td>37 million tonnes</td>
<td>268 million tonnes</td>
<td>326 million tonnes</td>
</tr>
<tr>
<td>babies</td>
<td>4.5 million</td>
<td>1.3 million</td>
<td>252,000</td>
</tr>
<tr>
<td>waste</td>
<td>10.3 million tonnes</td>
<td>14 million tonnes</td>
<td>150 million tonnes</td>
</tr>
</tbody>
</table>

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.
1. ______________ of carbon dioxide are emitted in Thailand each year.
2. ______________ babies are born in Australia each year.
3. ______________ of waste are produced in Bangladesh each year.
4. Much more oil is consumed in Australia than in ______________.
5. ______________ 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?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.A.</td>
<td>10.8</td>
<td>8.3</td>
<td>6.9</td>
<td>13.2</td>
<td>0.5</td>
<td>1.0</td>
<td>17.1</td>
<td>20.8</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>10.3</td>
<td>11.0</td>
<td>0.0</td>
<td>0.0</td>
<td>9.7</td>
<td>8.9</td>
<td>0.6</td>
<td>2.0</td>
</tr>
<tr>
<td>China</td>
<td>2.1</td>
<td>3.7</td>
<td>0.0</td>
<td>3.2</td>
<td>0.3</td>
<td>0.1</td>
<td>1.8</td>
<td>6.9</td>
</tr>
</tbody>
</table>

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

1. In 1980, 10.8 million barrels of oil __________ in the U.S. every day. Now, 8.3 million barrels __________.
2. In 1980, 17.1 million barrels of oil __________ in the U.S. every day. Now, 20.8 million barrels __________.
3. In 1980, no barrels of oil __________ in Saudi Arabia, and 9.7 million barrels __________.
4. 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.

1. Oil production has risen.
2. In 1980 no oil was imported, but now 3.2 million barrels are imported each day.
4. 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?

<table>
<thead>
<tr>
<th>year</th>
<th>world population</th>
<th>year</th>
<th>average life expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>200 million</td>
<td>1000</td>
<td>20-30</td>
</tr>
<tr>
<td>1000</td>
<td>310 million</td>
<td>1500</td>
<td>20-30</td>
</tr>
<tr>
<td>1500</td>
<td>480 million</td>
<td>1900</td>
<td>35</td>
</tr>
<tr>
<td>1950</td>
<td>1.6 billion</td>
<td>2008</td>
<td>46</td>
</tr>
<tr>
<td>2008</td>
<td>2.5 billion</td>
<td>2050</td>
<td>67</td>
</tr>
<tr>
<td>2050</td>
<td>9 billion+</td>
<td></td>
<td>70+</td>
</tr>
</tbody>
</table>

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.
2. Where do you go next Saturday?
3. How long you stay here?

4. My finger hurts because I am cutting it.
5. You look boring.
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

B. Think of some more techniques. How do you prefer to learn grammar?

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

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 covers most of the Earth’s surface. (cover)
3. Most of the Earth’s surface is covered by water. (cover)
4. My bike wasn’t fixed in time so I couldn’t go on the ride. (not fix)
5. The letter was posted a week ago and it arrived yesterday. (post, arrive)
6. I didn’t buy this tea, because it wasn’t grown locally. I like to use local businesses. (not buy, not grow)
7. I grew up in Twante, but I don’t live there now. (grow up, not live)
8. While I was at the festival, my radio was stolen from my house. (stolen)
9. Why is Zarni resigning from his job? Didn’t he enjoy it? (Zarni / resign)
10. Why is Thida fired from her job? What did she do wrong? (Thida / fire)
11. Where have these photos been taken? (these photos / have taken, you / have taken)

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 were cancelled because of the festival.
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?
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.

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 gone to the shop to get some meat.
Kyi Kyi: Oh! I bought some chicken – I’ve just been to the new market near the lake.
Mary: I haven’t been there yet. What’s it like?
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 gone 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 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 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. do something quickly
2. try on b. put on an item of clothing to see if it fits
3. carry on c. stop doing something before it is finished
4. pick up d. enter a room
5. hurry up e. not leave your house
6. stay in f. return money
7. grow up g. get something or someone
8. figure out h. understand
9. look after i. continue
10. pay back j. organise something new
11. give up k. make sure someone or something is OK
12. set up l. get bigger or older

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.

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>Negative (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children:</td>
<td>Adults:</td>
</tr>
<tr>
<td>Children can play every day.</td>
<td>Adults have to work hard.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>musician</th>
<th>typewriter</th>
<th>island</th>
<th>peasant</th>
<th>gallery</th>
<th>qualification</th>
<th>bookshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>heater</td>
<td>violin</td>
<td>newsreader</td>
<td>dormitory</td>
<td>desert</td>
<td>puppet</td>
</tr>
<tr>
<td>forestry worker</td>
<td>pilot</td>
<td>laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 **happen**?
   Si Si: I **be** at the bus station. I **wait** for the bus to Hsipaw.

Journalist: **you / see** the accident?
   Si Si: No, because I **read** the newspaper.

Hassan: I **call** you at 8 o’clock last night but you weren’t at home.

Kyaw Zwa: I **sit** in a teashop. My brother and I **watch** football.

Hassan: Where **you / go** after the teashop?

Kyaw Zwa: I **go** home.

Mum: Oh no! My beautiful vase! What happened?

Ma Yin: I’m really sorry, Mum. I **break** it when I **wash** it.

Mum: How?

Ma Yin: My hands **be** wet and I **drop** it on the floor.

F. Places around the world
What do you know about these places?

[Images of Egypt, Cambodia, Paris, France]

Put the following words and phrases into the chart.

<table>
<thead>
<tr>
<th>place</th>
<th>climate</th>
<th>geography</th>
<th>food</th>
<th>arts</th>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>dry</td>
<td>beaches</td>
<td>kebabs</td>
<td>old buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hot, humid and rainy</td>
<td>the River Nile</td>
<td>mint tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>paddy fields</td>
<td>The Mekong River</td>
<td>rice</td>
<td>traditional dancing</td>
<td>see a temple ceremony</td>
</tr>
<tr>
<td></td>
<td>The Seine River</td>
<td></td>
<td>noodles</td>
<td>Angkor Wat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hot summers cold winters</td>
<td></td>
<td>bread</td>
<td></td>
<td>climb the Eiffel Tower</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

In December 2007, Nang Seng went on an exciting trip. She went to Indonesia for an international conference about global warming. She felt a little nervous when the plane was taking off because she doesn’t like flying. She also got lost while she was looking for her luggage.

People from 80 different countries found at the conference. Nang Seng went to a lot of meetings, which is sometimes quite boring. However, she also learned a lot about how our world is changing and that urgent action is needed on global warming. She found out a lot of information on this topic. It’s really quite interesting! 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 tuned in to all the different opinions people expressed.

Nang Seng enjoyed the conference because she is very interested 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.

<table>
<thead>
<tr>
<th>time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 10:00am</td>
<td>English class</td>
<td></td>
<td>English class</td>
</tr>
<tr>
<td>10:00am - 12 noon</td>
<td>work at shop</td>
<td>meet with teacher</td>
<td></td>
</tr>
<tr>
<td>12 noon - 2:00pm</td>
<td>lunch with Ma Sein</td>
<td>lunch with Kyaw Zwa</td>
<td></td>
</tr>
</tbody>
</table>

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. travel 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. breakfast at 8:00, and then 4. lunch 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.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When / build / Sule Pagoda?</td>
<td>a. (about 500 / 1,000 / 2,000 years ago)</td>
</tr>
<tr>
<td>2. Where / speak / Sinhalese / today?</td>
<td>b. (India / Sri Lanka / Pakistan)</td>
</tr>
<tr>
<td>3. Where / find / kiwis?</td>
<td>c. (India / New Zealand / Australia)</td>
</tr>
<tr>
<td>4. Where / first educate / Aung San?</td>
<td>d. (Natmauk / Rangoon / London)</td>
</tr>
<tr>
<td>6. What / invent / by Karl F. Benz?</td>
<td>f. (the telephone / the car / the motorcycle)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Have you ever...</th>
<th>Answer</th>
<th>Details (When? Where?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (have) ______ had ______ a job?</td>
<td>Yes, I have. I worked at MyanMart for 2 years.</td>
<td></td>
</tr>
<tr>
<td>2. (apply) ______ for a job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. (work) ______ part-time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. (be) ______ promoted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (work) ______ long hours?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. (take) ______ a computer course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. (write) ______ a report?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. (manage) ______ an office?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. (quit) ______ a job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. (live) ______ in a rural area?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>I can...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss things you need and don’t need to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>give advice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>narrate a story in the past</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe a person’s character and appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify countries and nationalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about future plans and arrangements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe geographical features of a country</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>express opinions, and agree and disagree with others’ opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss things you have done and things that have changed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk about the arts in your community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand and use appropriate small talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a range of spoken communication strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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.
Module Nine

**can**

We use *can* to:

1. talk about ability.
   - I can play the guitar quite well.
   - Phyu Phyu can’t run very fast.
2. ask for and give (or refuse) permission.
   - Can I please use the toilet?
   - You can’t smoke in here.
3. make requests and offers.
   - Can you pass me the salt, please?
   - Can I help you?

*Can* is a modal auxiliary verb. There is more information about modal verbs in Language Reference Module 7.

**must and have to**

1. We use *have to* and *must* to show that something is necessary. The basic meaning is the same.
   - I have to study for my exam.
   - I must wash the dishes.
2. The negative forms have very different meanings.
   a. *Don’t/doesn’t have to* means that it is not necessary.
      - You don’t have to leave now (but you can if you want).
   b. *Mustn’t* means it is not allowed.
      - You mustn’t cheat in your exams.

*Must* is a modal auxiliary verb. There is more information about modal verbs in the Language Reference Module 7.

*Have to* is not a modal verb, so the grammar is a little different.

**Statements**

<table>
<thead>
<tr>
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<th>work hard.</th>
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</table>

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.

**should**

1. We use *should* and *shouldn’t* to say that something is the right thing to do, or a good idea.
   - You’re lazy. You should work harder.
   - He drinks too much. You shouldn’t marry him.
2. To make advice softer and more personal, we use *I think* and *I don’t think*.
   - I think you should wash your face.
   - I don’t think they should buy that house.
3. We do not use *I think* with a negative verb.
   - I don’t think you should go there.
   - I don’t 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**

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**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.

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.
   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**

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NOTE: We always use the base form of the verb after *going to*.
- Maung Maung is *going to* have 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.

**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.

**NOT:**  My dad’s clever. Our house was built by him.

2. We use the passive when the person or thing which does the action is:
   - a. *not important*  
     • This house was built five years ago.
     (It doesn’t matter who built it.)
   - b. *not known*  
     • My purse was stolen yesterday.
     (I don’t know who stole it.)

3. We use *by* to show who did the action.
   - This house was *built by my father*.

**Statements**

1. We make the passive with the auxiliary verb *to be* + the past participle. To make different tenses, we change the form of the auxiliary.
   - I *am employed* by my organisation.
   - The bananas *were eaten* by Myint Myint San.
   - Tea *isn’t grown* in New Zealand.

2. The object of an active verb becomes the subject of a passive verb.
   - The police arrested *John* last week. (active)
   - *John* was arrested last week. (passive)

**Questions and answers**

To make questions, we put the subject after the auxiliary.

1. *yes/no* questions and short answers

**STATEMENT:**  Rice *is grown* in China.

**QUESTION:**  *Is* rice *grown* in China?

**ANSWER:**  • Yes, it is.
• No, it isn’t. / No, it’s not.

2. *wh- questions*

• Where is rice *grown*?
• When were you *born*?
• How many people were killed?
The present perfect (3)

We can use the present perfect to talk about experiences in our life up to the present. We don’t say exactly when they happened.

• I’ve been to India three times.
• Tom has never ridden a horse.
• Has Hkun Soe ever studied English before?
• How many times have they done it?

ever
1. Ever means ‘at any time’. We often use ever in present perfect questions to ask about experiences.
   • Have you ever eaten dog meat?
   • Have they ever been to Mandalay?
2. We don’t use ever in positive statements.
   • I have eaten dog meat.
   • She has never 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.
• 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.
   • Si Si isn’t here. She’s been to Iraq.
   • 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.
   • Si Si isn’t here. She’s been to Iraq.
   • Si Si isn’t 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.
   • I went 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

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**Language Reference**

88
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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: 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.
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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…
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.
General English Pre-intermediate is a communicative English language course designed for post-10 and adult learners from Burma. The course comprises Student’s Books, Teacher’s Books and audio recordings for Modules 1-4, 5-8 and 9-12.

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