AN EVALUATION OF CULTURAL CONTENTS AND ACTIVITIES IN
THE GENERAL ENGLISH TEXTBOOK

EITHIN ZAR

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH
LANGUAGE TEACHING MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
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I certify that all the material in this study which is not my own work has been identified and acknowledged, and no material is included for which a degree has already been conferred upon me.

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Abstract

This is the study of "An Evaluation of Cultural Contents and Activities in the General English Textbook". General English, published by Curriculum Project, Thabyay Education Foundation, is being used in the migrant learning centers in the nine camps at Thailand-Myanmar border. The evaluation was done to support Thabyay Education Foundation, a non-profit organization. It was adapted from Language in Use (1991) and developed for the post-secondary or post-10 learners who are between the ages of 16 to 25.

This research was meant to find out whether the material is appropriate with regard to the social lives of refugee students and whether it encourages students' learning by evaluation four categories: topics, illustrations and activities, or types of questions. To evaluate these four categories, the researcher applied two research instruments: textbook analysis and interviews to the participants. The researcher did the analysis, then; the interviews were conducted with the 15 participants of three different learning centers from three different refugee camps, Mae la camp, Umphiem camp and Nu Po camp, in Tak province, Thailand.

The findings reveal that the subject content of the material is generally appropriate and potentially engaging to the young adult Myanmar migrant learners. The illustrations are more or less representing the migrant cultural context, but the real pictures and clearly printing are expected. Although there are many language-focused activities, they encourage the high-order thinking skills.
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Chapter One

Introduction

Introduction

Materials evaluation plays a primary role in ESL (English as a second language) and EFL (English as a foreign language) teaching and learning. It is important to assess the effectiveness of teaching materials and how teachers create and develop effectual learning. In this chapter, the background of the study, rationale, objectives, research questions, definitions of terms and organization of research will be discussed.

1.1 Background

Myanmar people were educated in Buddhist ways before the colonial period. They learned the teachings of Buddha from the Buddhist monks. Myanmar was colonized by Great Britain in 1885. Under the British colonial rule, the education system and curriculum were supported by what people called ‘colonial education’. After independence in 1948, the colonial education was changed into national education. Myanmar was governed by a military dictatorship that began in 1962. Under the military regime, the educational system was changed again to a so-called ‘socialist’ education. In 1973, the government changed the system back to a national one. On September 30, 2014, the government announced the new National Education Law for the education system that is based on the 1973 law. It is a deteriorating system for students and teachers. Teachers are not given the proper training by the ministry of education. The ideas within this educational format teach loyalty and citizen’s obedience. Only the urban people who live in Yangon, the capital of Myanmar, were able to get a proper education. The rich people who were involved with the government officers sent their children abroad to get a
good education. Children from rural areas and those from poor families were unable to attend school because of the lack of schools and economic dealings (Lwin, 2007).

The Myanmar education system has five years of primary school, four years of middle school and two years of high school. The final examination of the high school is the university entrance exam. The subjects that a student can take at the university level are dictated by their marks from the university entrance exam. The students are not able to choose their own classes or subjects. The medical, engineering, computer science and foreign relationship subjects require higher marks. Since the university entrance exam decides the students’ future, parents, teachers and students concentrate on passing the exam with high scores.

From the point of view of language policy in Myanmar, English was regarded as the official language in Myanmar during the colonial period. Therefore, it was used in government and administration, education, politics and some areas of business. When Myanmar gained independence in 1948, the government reintroduced the Burmese language and the use of English diminished. In 1962, the new government declared Burmanization and changed the education system, too. In that system, English was taught as a second language beginning in the fifth standard. There was discrimination against the English language for about ten years. After ten years, English was promoted again. At present, English is still regarded as the official second language.

All of the textbooks in high school are written in English except the Burmese language classes, but the students cannot speak English. Teachers use Burmese as the medium of instruction for every subject, even at the university level. The curriculum is designed for memorization of every subject or ‘Audio-lingual’ approach. English language teaching is
focused on reading and writing rather than speaking and listening. Moreover, English textbooks for Myanmar government schools focus only on the reading, writing and grammar rather than communicative purposes (Sitt Naing Win, 2011).

For the past 45 years, there have been civil wars, ethnical, political and religious discrimination created by the military government, which have left thousands dead and millions displaced across the country. Not only have there been internal conflict between the government and ethnic groups but also natural disasters like the Nargis Cyclone in 2008. These incidences have forced thousands of people to flee Myanmar each year. They have come to Thailand as refugees, asylum seekers and migrant workers. The military government is blacklisting most of them. The UN organizations and Thai government cooperate to help these people with food, housing, health and education.

The Burmese Migrant Workers Education Committee (BMWEC), a community based organization, works to provide students and young adults with relevant skills according to their needs and goals through formal and non-formal education. The first path of the education system is for children under 16 and follows the Thai state system. These schools are open for migrant children. They focus on Thai national history and culture by using Thai as a medium of instruction. This does not sufficiently meet the linguistic, social and educational needs of students.

The second path is non-formal education (NFE). The NFE schools accept students who are over 16 years of age. Six years of study are needed to achieve the high school equivalent diploma. Some Migrant Learning Centers (MLCs) are under the NFE education system. They
provide the relevant skills for community workers while others offer basic education (World Education, 2011).

Figure 1.1: Migrant Education System at Thailand-Myanmar border

(BMWEC Newsletter, Feb, 2013)

There are nine refugee camps along the Thailand-Myanmar border that are predominately Karen and Karenni. For young people who want to get an education, the MLCs are well established and aided by the Thailand Ministry of Education, Non-Government Organizations (NGOs), Community Based Organizations (CBOs) and individual donors. There are now 70 learning centers in the seven Karen camps and 11 learning centers in Karenni camps that have been established in the last two decades. These MLCs were built by migrant communities to
ensure that their children are able to go to school and receive an education. The migrant schools in Mae Sot are such schools and have been in existence for over two decades. (Lwin, 2007)

Figure 1.2: Map of Refugee camps

(Google Map, 2014) (Last accessed on 22nd November 2014)

Because the MLCs do not have any legal status, they are not eligible to receive government funding and therefore depend solely on community support, the work of community-based organizations (CBOs), and the support of donors. However, it needs to be stated that MLCs are recognized by Thailand’s Ministry of Education (Migrant Education Coordination Center - Tak Province) as providers of basic education and schooling
opportunities for these underprivileged children and therefore receive support in terms of coordination and training (MEET, 2013).

The MLCs are financially supported by grants from international organizations and receive a different but equally important kind of assistance from Mae Sot based grassroots group Curriculum Project in the form of scores of textbooks each year (Mizzima Weekly, 2014).

While Myanmar appears to be heading towards democracy and peace, there are still more than 3 million displaced people and migrant workers in neighboring Thailand. Along the Thailand-Burma border in Tak Province, there are more than 30,000 school-age children from Myanmar migrant workers’ families. They are from different backgrounds, situations, ethnicities, cultures and religions. Most of their parents are migrant workers and from poor families. The students’ native languages are Karen, Karenni, Thai, Burmese and Bangladeshi. They are already multilingual.

The students originate from the conflict areas through the Thailand-Myanmar border. The curricula of the migrant learning centers were drawn based on the nationalist and political ideas of Myanmar. The levels are ranked as nursery, primary, secondary, post-secondary schooling and vocational and adult learning. There are divided into three age categories from nursery to secondary: 0-5, 6-12, 12-17. According to the research of CP, the post-secondary students are in the age group of 16 to 25. From the beginning years, the numbers of newcomers at the schools are increasing each year because the children from Myanmar who do not get a good education come across the border and attend the migrant schools. The teachers of the MLCs are not only recruited from refugee camps but also are volunteer native English teachers
from different countries who are willing to help the migrant people. Nevertheless, the English levels of students are higher than the students from inside Myanmar. They can speak English more fluently than the students from Myanmar (Lwin, 2007).

According to the report of Myanmar migrant’s ambition for their existence in Thailand, there will be two groups of migrants. One group wants to remain in Thailand and the other group wants to return to Myanmar. For the group that wants to return to Myanmar, the Burmese Migrant Workers Education Committee (BMWEC) made a request to the Ministry of Education in Myanmar for the students of this group to sit for the Myanmar government matriculation examination. Since 2012, the government allowed the students from MLCs to enroll as external examinees at No (1), Basic Education High School, Myawaddy, Karen State, Myanmar. However, only a few students sit for this exam. In this exam, the students need to take six subjects, Myanmar, English, Mathematics, Physics, Chemistry, Biology and Economics. Every subject is written in English except the Myanmar language class. These types of students need English proficiency.

After finishing the post-secondary level, some students have higher goals for their further studies while others work for the development of their community. For the later one, the main paying jobs in and outside of the camps are in NGO and CBO organizations, camp security, the health sector, education sector, and for the production of goods for sale and trade in camps. The biggest employer is in the education sector. One of the requirements for employment within CBOs and NGOs is English proficiency. To get into national or international universities, the students need to have a recognized high school diploma. To fill the gap, some of the MLCs prepare the students to take a high school equivalency test, which is the GED high school equivalency diploma test of the United States. All in all, learning English
is critical for students whether they are taking high school and university exams, or they are attaining future jobs in the community.

These learning centers are using the *General English* coursebook published by the Curriculum Project, Mae Sot, Thailand, for elementary and pre-intermediate English. There are two coursebooks for the Elementary level with twelve units altogether. Each book has six units in it. The pre-intermediate level book is separated into three books with 12 modules (units) altogether. There are four units (or modules) in each book. Each book shows the different levels by using the colors red, green and purple. This material is currently used both in non-formal adult schools in Myanmar and migrant schools on the Thailand-Myanmar border. It is used not only at migrant schools at Mae Sot area but also the Ban Nai Soi Community Learning Center (BNSCLC) and Karenni Social Development Center in Mae Hong Son area. Moreover, the Thai Action Committee for Democracy in Burma (TACDB) or Dear Burma School for Migrants in Bangkok, Thailand is currently using this series for the Myanmar migrant workers.

The Curriculum Project (CP) of Thabyay Education Foundation was established in 2001 to work with post-secondary (post-10) and adult education programs along the Thailand-Burma border. It is also known as “Educasia” inside Burma. Since 2001 The Curriculum Project has provided curricula, materials and teacher training to further education projects run by Burmese exiles, refugees and migrant communities on the Burma border. CP support ranges from designing the locally relevant material together with the schools and community stakeholders, producing, implementing and evaluating context-appropriate teaching material. Currently CP is working on curricula, materials and teacher training for general and academic English language learning, social studies, math, science and community development.
One of the biggest challenges facing high level migrant schools is developing an appropriate curriculum and material for students. Since its beginning in 2001, the Curriculum Project has been developing textbooks and teacher's guides for schools in the nine official Thai camps for displaced Myanmar and for migrant learning centers in border areas. "We developed curriculum with the goal of supporting teachers to gradually shift from traditional teacher-centered to learner-centered education." The traditional teacher-centered approach requires a low level of student participation and focuses on information absorption, while the learner-centered approach focuses on developing students' skills and supporting them to become increasingly independent learners (Mizzima Weekly, 2014).

According to the Curriculum Project, the General English pre-intermediate coursebook was developed over a five year period between 2002 and 2007 by the Curriculum Project (CP). CP was originally founded to provide curricula and training support to three post-secondary programs based in refugee camps on the Thailand-Myanmar border in 2001. These schools identified context-appropriate English language teaching materials as the highest priority. To get something ready as quickly as possible, the small team of curriculum developers and teacher trainers developed a pre-intermediate English textbook based on the 'Language in Use' coursebook that these schools had been using. This is used in post-secondary schools and is better matched to the learning ability of incoming students. Over the next three years, CP reworked these initial modules so that they were a complete course rather than a supplement to the 'Language in Use' textbook. The structure syllabus followed Language in Use, with the functional and skill sections being completely redesigned to fit the programs using it. By 2007, this has increased to 27 programs on the border, because the post-secondary sector had grown as more funding became available and because the Thai government restriction eased.
The *General English* series is designed for Myanmar adult migrant learners and post-secondary school students. The main focus for the post-secondary program is to improve the students’ English, increase awareness of Myanmar issues and teach general knowledge. The learners of the *General English* pre-intermediate coursebook are the refugees from camps, migrant workers or their children and CBO workers who are working on the Thailand-Myanmar border. Generally, they are from the age of 16 to 25. English classes for the post-secondary students teach grammatical form, vocabulary and skill work, which includes speaking, reading, listening and writing. The materials used are relevant for their situation as well as incorporating modern teaching methodology. They provide interactive lessons and foster critical thinking.

The course comprises Student’s Books, Teacher’s Books and audio recordings for Modules 1-4, 5-8 and 9-12. The book introduces students to community projects and was designed “to be sensitive to gender and ethnicity so that all users of the book can hopefully find something to connect to.”

As reported by the article ‘*A Tectonic Shift in Education*’ from Mizzima Weekly online journal, the pre-intermediate English textbook introduces skills in a learner-centered fashion through activities involving group work along with activities and lessons which encourage “active and increasingly independent learning (Mizzima Weekly, 2014).

The features of the *General English* coursebooks are as follows:

- 12 modules, each focusing on particular topics, functions and structures
- 12 practice sections, one at the end of each unit
- 3 comprehensive review sections
Detailed language reference sections
Transcripts of all audio recording

As stated in the Curriculum Project online page, the General English pre-intermediate coursebook is a context-appropriate book. It means that the course focuses on the skills, topics and structures that Burmese students need to use in international situations. This coursebook is easy to understand. It does not assume prior knowledge of other cultures. New language is presented in context familiar to students from Burma, and cultural and linguistic norms of English-speaking countries are given extra explanation. The teacher’s book contains clear, step-by-step instructions and the book is easy to use. The only equipment teachers need is a board, pens or chalk, and a CD or a cassette player. Moreover, this coursebook is comprehensive. The course provides thorough coverage of pre-intermediate structures, skills and functions. There is more practice, revision and testing than in most other coursebooks. Finally, this book is mature. It is designed to broaden students’ knowledge of the world and develop thinking skills. Topics include environmental, social and development issues (Curriculum Project).

Indeed, materials are needed for English language teaching and learning. They should be arranged based on the flexibility, cultural awareness and relevance of learners’ language acquisition. In the process of learning English, the learners’ cultural background and learning style should be emphasized. The activities and contents of the teaching materials should be set in the learners’ cultures so that they can provide pleasurable learning experience and opportunities for personalization. In accordance with the Russian psychologist Vygotsky who developed the social constructivist theory, social factors influence individual learning and stress the role of language in shaping individual’s construction of knowledge. Therefore, the materials
should give the learners chances to pull together their prior knowledge, new knowledge and cultural knowledge.

This research evaluates the topic contents, illustrations and activities in the *General English* pre-intermediate coursebook to analyze whether they are appropriate for the specific group of learners, the migrant students from Myanmar, and to investigate whether the material reflects the learners' social context.

1.2 Rationale of the study

In the era of globalization, English has become more and more popular and influential with world economy, migration and social policies all over the world. English is a basic skill in work places and further education. Myanmar people know the importance of English. The learners have their own individual motivation for learning English. In fact, the teaching materials that are used play a crucial role in English language teaching and its learning process. If the material is not suitable for teachers and learners, the capacity for short-term and long-term learning may be affected.

Speaking, reading, writing and listening are the four skills of English and should be interwoven into the culture of learners. Learners with different backgrounds might not easily understand topics such as food, customs, clothes and even the seasons if they are not familiar with these contexts. For example, the worldwide context textbooks like *Headway* and *Cutting Edge* get a sense of the native speakers' accent and proficiency. These coursebooks focus on Western culture with food, clothes, living styles and technology. This can cause problems as most of the Myanmar learners do not understand the context of those books. Examples of this are food usages like 'spaghetti and pizza', words like 'vending machines',
names like ‘Eduardo and Rio de Janeiro’, and sports like ‘rugby and windsurfing.’ These can be puzzling. Local users might feel that their cultures have become marginalized and have little or no room in the materials.

Repetitive activities, uninteresting and boring contents for the learners and stereotyping might be the issues of using Worldwide course. Contextualized textbooks with cultural contents and activities connected with the learners’ society can be useful and effective to improve L2 competence of learners. Cultural topics included in foreign language coursebooks can motivate students to undertake individual investigations into comparing cultures and encourage them to observe, analyze, contrast, think independently and personalize situations into their real-life.

From the social view of language learning, the environment influences adult learning. The more the material reflects their culture, the faster they can learn. Using activities that the learners normally experience in life helps to integrate the language with their social situation in a cognitive and constructive way.

For the General English pre-intermediate textbook, some teachers and practitioners argue that it has repetitive grammar lessons; some criticize that this book is overloaded with cultural awareness contents and activities. On the other hand, some think that it is flexible to add supplementary lessons and some agree that this book helps Myanmar migrant learners to develop their second or foreign language competence.

The General English pre-intermediate is an adapted coursebook which contains local and world cultures. In fact, using world culture in a teaching material is good. However, their social context and environment limit the students to absorb a language through different cultures. I would like to evaluate this adapted coursebook to check whether it is appropriate with
the social lives of refugee students and to know whether it encourages the constructivist learning of the students. From the research of Thein Lwin (2007) about migrant education, the English skills of students from MLCs are better than those of the students inside Myanmar. I would like to know if this is due to using contextualized materials.

Background knowledge about the *General English* pre-intermediate coursebook along with the students of this book, and the social view of learning for adult learners lead me to evaluate the following categories in the coursebook relative to the second language principles:

1. Topics
2. Illustrations
3. Activities

These categories are evaluated to see if they are appropriate for the learners' social context. Previous research projects evaluated the coursebooks in Myanmar context and they also recommended working on a contextualized coursebook for the benefit of Myanmar learners and teachers.

### 1.3 Research Objectives

This study aims to reach the following objectives:

- To analyze the topics in the *General English* coursebook
- To match the activities in terms of genres
- To analyze the illustrations in the *General English* coursebook
1.4 Research questions

1. To what extent do the topics in *General English* connect to the lives of the migrant students?

2. To what extent are the illustrations in *General English* representatives of the migrant students' cultural contexts?

3. To what extent do the activities connect to the genres in *General English*?

1.5 Definitions of terms

1.5.1 Materials

According to Tomlinson (1998), materials are any number of things that are used to help teach language learners. Materials can be in the form of a textbook, workbook, cassette, CD-Rom, video, photocopied handout, newspaper, or paragraph written on a whiteboard: anything which presents or informs about the language being learned.

1.5.2 Materials Evaluation

According to Tomlinson (1998), materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of learners using them. Evaluation of the *General English* coursebook is the pre-use and focused on predictions of potential value.

1.5.3 Coursebook

According to Tomlinson (1998), a Coursebook is a textbook which provides the core materials of a course. It aims to provide a book that is designed to serve as the only book that
the learners use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

1.5.4 Authentic text

According to Tomlinson (1998), authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic texts.

1.5.5 Second Language Acquisition (SLA)

According to Tomlinson (1998), second language acquisition refers to research and theory related to the learning of second and foreign languages.

1.5.6 Refugee

The legal definition of a refugee, as defined by the 1951 UN Convention Relating to the Status of Refugees, is a person who has been judged to have ‘a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion’. Thailand has historically accepted refugees within its borders although it is not a signatory to the Convention and is therefore not legally bound to comply with international law on the protection of refugees. It uses the terms ‘persons fleeing from fighting’, ‘persons of concern (POC)’ and ‘temporarily displaced people’ to classify Burmese nationals who cross the border seeking asylum.

1.5.7 Contextualized

According to the Oxford Online Dictionary, the term ‘contextualized’ comes from a verb ‘contextualize’ which means ‘to place and study in context’. In this study, ‘contextualized’
refers to adapting something into the specific context. For example, ‘contextualized coursebook’ refers to adapting the content of coursebook into the learners’ context and culture.

1.6 Organization of research

Chapter two reviews literature on the materials evaluation and materials development. Chapter three explains the methodology of this study. It will cover the research design of the study, methods of data collection and data analysis. Chapter four deal with the evaluation of material. Chapter five summarize the main features of the coursebook identified in the study. This chapter includes limitations and suggestions for further researches.
Chapter Two

Literature Review

This chapter discusses related literature regarding materials evaluation on the reviews of the 'Language in Use' textbook. The researcher looks at key studies in materials adaptation, evaluation and development before moving to socio-cultural elements of textbooks and the overview of genres, finally providing an overview of general features to be evaluated.

2.1 Language in Use Coursebook

Being the publisher of General English coursebook, the Curriculum Project states that this book was adapted from 'Language in Use' pre-intermediate coursebook which is written by Adrain Doff and Christopher Jones and published by Cambridge University press in 1991. It consists of 24 units and also contains revision and extension materials. The qualities of the book can be seen from the editorial reviews:

Language in Use is a modern up-to-date, solid, good course. This textbook is flexible for teachers and learners. It allows teachers to add and reduce materials depending on the students’ needs. The grammar, grammar instructions, explanations, examples, summaries and overall organization are clear. It contains creative activities with engaged and stimulated tasks. The quality and originality of the illustrations is quite outstanding...great visual stimulation for both teachers and students making the books a pleasure to use (www.amazon.com/languge in use pre-intermediate classroom book).

In addition to the editorial reviews, the evaluation of Language in Use coursebook has been done by Tomlinson et al (2001: 80). They reviewed eight EFL adult coursebooks published
in the UK. 'Language in Use' is one of them. The overall evaluation report for Language in Use is as follows:

The strengths about Language in Use are:

- It encourages creativity.
- It aims at effective and intellectual engagement.
- It encourages personalization.
- It treats learners as individuals.
- It tries to cater to students of mixed backgrounds and abilities.
- It aims at skills development.
- It contains a rich variety of 'real world' spoken and written texts.
- It is very attractive in appearance.
- Its attractive illustrations are usually useful.

The weaknesses about language in Use are:

- It is too form-focused.
- It does not contain enough communication activities.
- It does not have enough experiential activities (despite its claims to do so)
- It gives little attention to extensive writing.
- It neglects extensive listening and reading.
- It does not use enough fiction.

"We gave Language in Use an overall average score of 74.5%.”

(Tomlinson et al 2001: 94)
General English was adapted from Language in Use. The definition of adaptation according to Tomlinson is:

Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners (Tomlinson 1998: xi).

There are two purposes of adaptation that are frequently cited by McGrath (2002: 64). The first one is to make the materials more suitable for the circumstances in which it is being used such as the needs and interests of learners, the teacher’s own capacity and time. Another purpose is to compensate for the deficiencies in the materials such as linguistic inaccuracies, out-of-datedness, lack of authenticity (Madsen and Bowen 1978) or lack of variety (Tice 1991).

Cuningsworth (2003) proposes that adaptation is also appropriate when materials are not ideal. For example, the methods are too mechanical and lack meaning, language content is too focused on grammar, topics are out-dated or not authentic enough, there is no enough integrating skills, language items need to be changed to fit an outside syllabus, cultural content is too specific on one culture, and illustrations are unfriendly for the learners with poor layout. If the above factors are required to adjust with the learners’ context, the adaptation is needed. (Cited in Tomlinson 2003: 88)

Based on the review and evaluation of Language in Use coursebook, it can be regarded as a good textbook. Tomlinson’s idea on materials adaptation and development (2010: 9) is that the local or non-commercial materials which are not driven by the profit imperative are considered more on the needs and wants of learners. Those materials are considered more on the principles
of language acquisition than those which are driven by the profitable publishers. The Curriculum Project, a non-profit organization, developed the General English coursebook based on the Language in Use. Therefore, this research evaluates whether the adaptation from Language in Use to General English coursebook is appropriate for the specific group of learners. The overview of materials evaluation that reflects this study will be mentioned in the following section.

2.2 Overview of Materials Evaluation

Teaching materials are important for ESL or EFL teaching and learning. According to Tomlinson (2010: 143),

Materials can be informative (informing the learner about target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

Katio (1997) points out that experienced teachers can develop their own material to teach English without using textbooks. However, it is difficult to do it all the time because of the lack of sufficient time. Thus, they follow textbooks, sometimes they add supplementary materials. Choosing the right materials for their learners is crucial to the teachers, “Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.” (Kito, 1997) The decision to choose a textbook is not easy. There are problems for the Myanmar learners from rural areas who learn the English language with global coursebooks. In that sense, materials evaluation is needed to help teachers in selecting textbooks.

As defined in the Cambridge Learners’ Dictionary 3rd Edition, the term evaluation belongs to the verb “to evaluate” which means “to consider or study something carefully and
decide how good or bad it is.” As a pedagogical term ‘materials evaluation’, it has been defined in different ways by researchers; however, its nature remains unchanged.

Materials evaluation is not at all new in the educational context. It is an integral part of almost all educational programs. There are various definitions depending on the different researchers. The empirical view of Hutchinson and Waters is “Evaluation is a matter of judging the fitness of something for a particular purpose.” (1987: 96)

The most widely accepted definition for materials evaluation by Tomlinson is “The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them.” (Tomlinson: 1998: xi) He implies that the value of material should be considered not only by analyzing the objectives of the author (s) of the books but also by studying whether the learning points are potentially useful for the learners and are suitable for the likelihood of the learners. He also repeats this concept in his edited book ‘Developing Materials for Language Teaching’ that: “materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning material. It involves making judgments about the effect of the materials on the people using them (2003).”

Hutchinson (1987) also suggests that the learners’ needs and teaching/learning situation should be included in the evaluation process. “It is necessary for the materials evaluator to look not only at the materials to be evaluated, but also to carry out a thorough analysis of the teaching/learning situation that the materials are required for.” (Hutchinson 1987: 42)

Actually, evaluation and analysis of materials are different. They might seem to be the same, but the objectives and procedures are different. “An evaluation focuses on the users of the materials and makes judgments about their effects. No matter how structured, criterion-
referenced and rigorous an evaluation is, it will be essentially subjective.” On the other hand, “An analysis focuses on the materials and it aims to provide an objective analysis them.” (Tomlinson 2003: 16)

The reasons for materials evaluation are many and varied. The most common reason for evaluation is the intention to adopt a new coursebook since some of them are not culturally acceptable for all cultures. Another reason for materials evaluation of a textbook is to identify particular strengths and weaknesses of the coursebook which is already in use, “so that optimum use can be made with their strong points, whilst their weaker areas can be strengthened through adaption or by substituting material from other books.”(Cunningsworth 1995)

Rea-Dickins and Kevin (1992) proposed that “Evaluation may be undertaken for three principal reasons:

1. Accountability
2. Curriculum development and betterment

In evaluating the ELT materials, the standardized qualities are needed. Tomlinson mentioned Richards’ (2001: 264) considerations on the quality of the material that should be reflected in each unit.

- Gives learners something they can take away from the lesson.
- Teaches something learners feel they can use.
- Gives learners a sense of achievement.
- Practices learning items in an interesting and novel way.
• Provides a pleasurable learning experience.

• Provides opportunities for individual practice.

• Provides opportunities for personalization.

• Provides opportunities for self-assessment of learning.

(Cited in Tomlinson 2003: 22)

Tomlinson also adds some criteria on Richard’s (2001) list of the qualities that material should reflect:

• Materials should help the learner to develop cultural awareness and sensitivity. (Byram and Fleming 1998; Tomlinson 2000)

• Materials should reflect the reality of language use.

• Materials should help learners to learn in ways similar to the circumstances in which they will have to use the language.

• Materials should help to create readiness to learn (e.g. by helping learners to draw attention to the gap between their use of a feature of communication and the use of that feature by proficient users of the language, or by involving the learners in a task in which they need to learn something new in order to be successful).

• Materials should achieve affective engagement (Tomlinson 1998)

(Cited in Tomlinson 2003:22)

Tomlinson’s criteria focus on the learners’ social circumstances and cultural awareness. His view of materials evaluation also emphasizes language acquisition and learning styles of the learners. Therefore, Tomlinson (2003) articulates his own theories which support the evaluators of materials as follows:
• Language learners succeed best if learning is a positive, relaxed and enjoyable experience.
• Language teachers tend to teach most successfully if they enjoy their role and if they can gain some enjoyment themselves from the materials they are using.
• Learning materials lose credibility for learners if they suspect that the teacher does not value them.
• Each learner is different from all the others in a class in terms of his or her personality, motivation, attitude, aptitude, prior experience, interests, needs, wants and preferred learning style.
• Each learner varies from day to day in terms of motivation, attitude, mood, perceived needs and wants, enthusiasm and energy.
• There are superficial cultural differences between learners from different countries (and these differences need to be respected and catered for) but there are also strong universal determinants of successful language teaching and learning.
• Successful language learning in a classroom (especially in large classes) depends on the generation and maintenance of high levels of energy.
• The teacher is responsible for the initial generation of energy in a lesson; good materials can then maintain and even increase that energy.
• Learners only learn what they need or want to learn.
• Learners often say that what they want is focused language practice but they often seem to gain more enjoyment and learning from activities which stimulate them to use the target language to say something they really want to say.
• Learners think, say and learn more if they are given an experience or text to respond to than if they are just asked for their views, opinions and interests.
The most important result that learning materials can achieve is to engage the emotions of learners. Laughter, joy, excitement, sorrow and anger can promote learning. Neutrality, numbness and nullity cannot. (Tomlinson 2003:19)

He also expresses that he used those criteria for his own materials evaluation.

In the view above, it is therefore very important to conduct ELT textbooks evaluation so as to ensure they can effectively facilitate the learners' language acquisition, and at the same time, be accountable for the self-development of teachers and for curriculum development. Choosing the wrong coursebook would be likely to negatively affect both learners and teachers.

2.2.1 Types of materials evaluation

Evaluation can be pre-use and therefore focus on predictions of potential value. It can be whilst-use and therefore focus on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focus on analysis of what happened as a result of using the materials (Tomlinson 1998: xi). The following figure shows three types of materials evaluation.
Figure 2.1: Types of Materials Evaluation

(McGrath 2002:180)

The most common form is probably the 'predictive' or 'pre-use evaluation' which is designed not only to examine the future or potential performance of a textbook but also to help in the selection of the appropriate textbook. "It can be context-free, as in a review of materials for a journal, context-influenced as in a review of draft materials for a publisher with target users in mind or context-dependent." (Tomlinson 2003: 23) If the evaluators focus on the particular group of learners, context analysis is important in pre-use evaluation. Ellis (1998) recommends before-program evaluation; "A before-program evaluation of published coursebooks is motivated by the need to choose materials that will be relevant and appropriate for a particular group of learners and possibly also by the need to identify specific aspects of the materials that require adaptation." (Tomlinson 1998: 220)
'In-use' or 'whilst-use' evaluation is designed not only to examine material that is currently being used but also to conduct careful observation periodically. "It can measure short-term memory through observing learner performance on exercises but it cannot measure durable and effective learning because of the delayed effect of instruction." (Tomlinson 2003:24) Jolly and Bolitho (1998) describe interesting case studies of how student comment and feedback during lessons provided useful evaluation of materials, which then led to improvements being made in the materials during and after the lessons. (Cited in Tomlinson 2003:24)

The final stage of the circle is 'post-use' evaluation. It is used to assess the effect of using materials. It can measure both the short-term and long-term effects such as motivation, impact on learning, achievability, durable learning and application. "In other words, it can measure the actual outcomes of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of the materials can be made." (Tomlinson 2003: 25)

Out of the three types of evaluation, this study focuses on the pre-use evaluation, a context-influenced one, which finds the relationship between the needs and wants of learners and the relevance and appropriateness of the material with these learners. It looks at the potential value of the materials for the specific group of users. The effectiveness and sustainability of the materials are not be evaluated. Therefore, this study presents whether the material is likely to match the learners' context.

2.2.2 Approaches and Frameworks for Materials Evaluation

There are different approaches and frameworks for materials evaluation. The two approaches and seven frameworks will be presented in the following. One of the two approaches is 'systematic and cyclical approaches'. McGrath (2002) explained, "There are two dimensions
to a systematic approach to materials evaluation, for which the terms macro and micro seem appropriate. From another point of view, he argues cyclical approach to materials evaluation that encompasses three stages: pre-use, in-use and post-use evaluation.” (McGrath 2002: 14)

Another approach is ‘objective model and responsive evaluation.’ As explained by Ellis (1998), the objective model belongs to the psychological tradition of educational research. The objectives of the curricula can be determined by tests that measure learner behavior and learning outcomes. Responsive evaluation belongs to a more sociological tradition of educational research. It aims to illuminate the complex nature of the organizational, teaching and learning processes at issue. (Cited in Tomlinson 1998: 223)

After discussing the two approaches, seven frameworks of materials evaluation that will be mentioned are (1) three-stage of McGrath’s (2002) evaluation, (2) external and internal evaluation by McDonough and Shaw (1993), (3) predictive and retrospective by, (4) Cunningsworth (1995) five aspects of evaluation (5) Localization by Tomlinson et al (2001), (6) Micro and Macro evaluation by Ellis (1998) and (7) publication and design by Littlejohn (1998).

2.2.2.1 Three stages of McGrath’s Evaluation

Three basic methods of McGrath are referred to as the impressionistic method, the checklist method, and the in-depth method.

Impressionistic analysis is concerned about obtaining a general impression of the material. It involves the overview of the brief description of the book on the back cover, at the content page, organization, topics, layout and visuals (McGrath 2002: 25).
Like the impressionistic method, the checklist method is not a watertight category. It consists of the list of items which is ‘referred to for comparison, identification or verification’. Although the checklist method is the objective evaluation instrument, it has advantages such as systemic, cost effective, convenient and explicit (McGrath 2002: 27).

In-depth techniques go beneath the publisher’s and author’s claims to look at, for instance, the kind of language description, underlying assumptions about learning or values on which the materials are based or, in a broader sense, whether the materials seem likely to live up to the claims that are being made for them. Specific procedures recommended include a focus on specific features (Cunningsworth 1995), close analysis of one or more extracts (Hutchinson 1987), or thorough examination of two units using predetermined questions (Johnson 1986) (Cited in McGrath 2002: 28).

2.2.2.2 External and Internal Evaluation

McDonough and Shaw (1993: 79) suggest two types of evaluation: ‘External’ and ‘Internal’ stages. The former examines the presentation of skills, the sequencing and grading of the material and appropriateness of the content, whereas the latter looks at the claims the authors make for the materials against what are actually presented ‘inside’ the materials themselves.

2.2.2.3 Predictive and Retrospective Evaluation

According to Ellis (1997), there are two types of materials evaluation: a predictive evaluation designed to make a decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used (Ellis 1997: 36).
2.2.2.4 Cunningsworth’s Model

Cunningsworth (1995) proposes five basic aspects for materials evaluation which are targeted to analyze the teaching and learning situation.

1. The aims and objectives of the English program
2. The syllabus
3. The teaching and learning situation (the role of English in the country, the class size, supplementary materials, etc.)
4. The learners (their levels, expectations, preferred learning style and interest, motivation, previous learning experience, etc.)
5. The teachers (their roles, the teaching methods, their adapting and supplementing the coursebook, etc.)

2.2.2.5 Localization

This framework consists of 113 criteria, which are divided into two headings, overall course criteria and coursebook specific criteria. In overall course criteria, there are eight sub-headings namely Publisher’s claims, flexibility, syllabus, pedagogic approach, topic contents, voice, instructions and teachability. In specific criteria, the appearance and design of the coursebook, the illustrations and reading texts presented in the book are emphasized (Tomlinson 2001: 80).

2.2.2.6 Macro and Micro Evaluation

According to Ellis (1998), a macro-evaluation is carried out for accountability and/or developmental purpose by collecting information relating to various administrative and
curricular aspects of the program. A micro-evaluation is characterized by a narrow focus on some specific aspect of the curriculum or the administration of the program. The effectiveness and efficiency of the learners, the teachers and the materials can be evaluated through the top-down fashion by macro- and by bottom-up fashion by micro-evaluation (Cited in Tomlinson 1998: 219).

2.2.2.7 Publication and Design

Littlejohn (1998) suggests a framework for analyzing materials. His framework consists of two main sections: publication and design. The former, publication, relates to the tangible or physical aspects of the materials and how they appear as a complete set or book. The second section in framework, design (Richards and Rodgers 1986) relates to the thinking underlying the materials. This will involve consideration of areas such as the apparent aims of the materials, how the tasks, language and content in the materials are selected and sequenced and the nature and focus of content in the materials.  (Cited in Tomlinson 1998: 193)

Although there are many frameworks for materials evaluation, two of them that are expressed above have been used for this study. They are the three stages of McGrath's (2002) evaluation and the localization framework of Tomlinson et al (2001). In General English, the content page, organization, topics, layout and visuals are evaluated. After that, the language descriptions (text-types), activities and illustrations in each unit are analyzed.

2.2.3 Criteria for materials evaluation

According to Tomlinson (2003), there are various criteria which can be specified for the materials evaluation. The content-specific criteria, age-specific criteria and local criteria have been applied in this study.
2.2.3.1 Develop Content-specific Criteria

These are criteria which relate to the topic and/or teaching points of the materials being evaluated. There would be a set of topic related criteria which would be relevant to the evaluation of the respective field of study or respective skill (Tomlinson 1991: 11).

Examples of content-specific criteria would be:

1. Do the examples of business texts (e.g. letter, invoices, etc.) replicate features of real-life business practice?

2. Do the reading texts represent a wide and typical sample of genres?

(Cited in Tomlinson 2003: 31)

2.2.3.2 Develop Age-specific Criteria

These are criteria which relate to the age the target learners. Thus there would be criteria that are only suitable for five-year-olds, ten-year-olds, teenagers, young adults and mature adults. These criteria would relate to cognitive and effective development, previous experience, interests, and wants and needs.

Examples of age-specific criteria would be:

1. Are there short, varied activities which are likely to match the attention span of the learners?

2. Is the content likely to be cognitive challenging? (Cited in Tomlinson 2003: 31)
2.2.3.3 Develop Local Criteria

These are criteria which relate to the actual or potential environment of use. They are questions which are measuring the value of the materials for particular learners in particular circumstances. It is this set of criteria which is unique to the specific evaluation in relation to the adoption, revision or adaptation of the materials. Typical features of the environment which would determine this set of materials are:

- The type(s) of institution(s);
- The resources of the institution(s);
- Class size;
- The background, needs and wants of the learners;
- The background, needs and wants of the teachers;
- The language policy in operation;
- The syllabus;
- The objectives of the courses;
- The intensity and extent of the teaching time available;
- The target examinations;
- The amount of exposure to the target language outside the classroom. (Cited in Tomlinson 2003: 31)

In this research, the learning principles, cultural perspective, topic content, texts, activities and design are related with the above three criteria of content-specific, age-specific and local for materials evaluation.
2.3 Socio-cultural elements of language teaching

Some definitions of culture are:

*Culture*: cultivation, the state of being cultivated, refinement, the result of cultivation, a type of civilization. (Chambers English Dictionary) (Foley 2013: 17)

*Culture*: The totally of intellectual and artistic achievement of a society. (Trans from Storig German Dictionary) (Foley 2013: 17)

In this research, culture is taken in a wide sense which includes knowledge, belief, art, morals, law, custom, identity, and any other capabilities and habits acquired by a member of society.

Kramsch (1993) argued that second language learners should learn the second culture to acquire good proficiency in their L2 learning. Kramsch indicates that the teaching of culture implicitly or explicitly permeates the teaching of social interaction, and the spoken and the written language. In her view, second and foreign language learners necessarily become learners of the second culture because a language cannot be learned without an understanding of the cultural context in which it is used. She cautions, however, that even the nonnative speakers who have to find their “own place” at the intersection of their natal and target cultures” (Cited in Hinkel 1999: 132)

In addition, Viktor Shklovsky’s (1917), a Russian Formalist critic, perspective of culture in second language learning is “This sensation of seeing one’s own language and culture refracted through the medium of a foreign language and culture reflects.” He highlighted this
point in his writing about Tolstoy’s literary techniques, as ‘defamiliarization’ or ‘making the familiar seem strange.’ (Cited in Tomlinson 2003: 429)

Although the researcher recognizes the need for materials to facilitate the development of learners’ intercultural competence, some textbooks and methodologies just reflect the source and target cultures. This is mismatched for some cultures.

In contrast to the above view about cultural element in teaching materials, Cunnigsworth (1984) has a different view on it and he states the case against “the culture-specific coursebook”:

A limitation of the culture-specific coursebook is that it will only be of relevance to students who understand the cultural background in which it is set ...Indeed, a strong portrayal of British life might well prove to be an impediment rather than a help to the learner...The [learner’s] time would be better spent learning the language rather than the structuring of the social world in which the learner is never likely to find himself.

(Cited in Tomlinson 2003: 426)

Pulverness’s (2003) view is that culture in language learning is not an expendable fifth skill like the teaching of speaking, listening, reading and writing. It is always in the background of teaching those skills. However, it would be challenging their ability to make sense of the world around them if the students are made to learn through the specific culture (Cited in Tomlinson 2003: 428).

For the situations where English is seen as a lingua franca, it will probably be inappropriate to set the language in a particular cultural context. The argument is based on a model of intercultural foreign language education, in which the process of learning engages into it implies a cognitive modification. To be effective and to help students achieve intercultural competence, the teaching and learning of culture need to become a dialogue between the source
and target culture. Both teachers and learners can only promote and have awareness of their own and others' identities that can then lead to creating better teaching materials and methods (Cited in Tomlinson 2003: 427).

To sum it up, the literature with regard to the cultural and social role in language teaching and learning gives the assumption to me that the ELT coursebook should be completed with both the learner’s culture and world’s cultures. The learners can see their familiar environment in their material and look at other cultures to develop their world knowledge.

2.4. Social View of Language Learning

The anthropologist, Malinowski (1923) and the linguist, Firth (1968) both view language as social acts in the context of situation and cultures.

Malinowski’s view is that in society, language performs certain functions in the everyday lives of people who live within a society. Malinowski’s description of generic patterning or genre can be used to show how language as a social activity unfolds as a generic structure in a text. Malinowski (1923) suggests that the activities unfold in contexts and thereby organize the linguistic materials within the text. Language choices therefore play an integral role in the construct of social situations (Cited in Foley 2012: 109).

In addition to Malinowski, Firth (1968) describes his view on the role of language in social context. His view is that when individuals are involved in a social event they are realizing a social process linguistically. They are behaving as members of their speech community. They are able to relate the on-going text in which they are participants to previous texts which they have already experienced, either as observers or an active participant. Any current text being
constructed renews the connection with the linguistic events of similar situational contexts, within a given speech community (Cited in Foley 2012: 111).

Halliday’s description of language as social-semiotic points out that language not only facilitates everyday social encounters and supports social action, but it actually creates those contexts. Halliday’s view of the relationship between language learning and social context are described as follows:

- The contexts where meanings are exchanged cannot therefore be devoid of social and personal values. Contexts cannot be value free. Language cannot be context free. Therefore, language cannot be value free. The context of speech becomes a semiotic structure, taking its form from the culture (or sub-culture) in which it occurs, embracing its more and values. This form enables the participants to predict prevailing features of the register (what is taking place, with whom and the medium of communication used)

- Each society and its sub groups, has its own underlying rules, which govern acts of communication within its speech community. These rules, for appropriate linguistic behavior, are learned. Learning a new language is learning how to behave linguistically in that speech community. Thus, individuals who have successfully learned the rules are able to present themselves as members of that (speech) community.

Halliday’s model of language identifies the context of any instance of language use as consisting of a context of situation, which is in turn embedded in a context of culture.

There are a number of key features of a Hallidayan description of learning a language as opposed to the nativist or innate theorist. These are:

1. The emphasis on language learning in relation to all other learning tasks,
2. A stress on environmental conditions,

3. A focus on the child

4. The inter-relatedness of social, emotional and intellectual learning with language learning.

When children have entered the adult language system, they build up a system that is tri-stratal (three levels) comprising content, form, expression (ideational, interpersonal and textual) (Cited in Foley 2012: 115).

Social constructivism or socio-culturalism encourages the learner to arrive at his or her version of the truth, influenced by his or her background, culture. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life.

It was in the 1930s that Vygotsky developed his theories, which were unfortunately cut short by his untimely death. His ideas however were rediscovered in the 1960s when his works were first published in English. He was a contemporary of Piaget, and like him, his work was also a reaction to behaviorism (Foley 2012: 99). His view on language is that, “Language is a Social Tool for mediation in learning. (Foley 2012: 104)”

The Vygotskian Views of learning are that:

- **Children construct knowledge through** cognitive learning.

- **Learning is a cognitive process. Development cannot be separated from** its social context
• **Learning can lead development** because it can make learners think gradually becomes more structured and deliberate. Maturation is necessary for specific cognitive accomplishments.

• **Language plays a central role in mental development**, that is, children acquire or learn a mental process by sharing, or using it in interacting with others. “

(Foley 2012: 100)

Vygotsky’s model mentions that, “every step in the development of ways of thinking and doing things takes place in a zone of proximal development (ZPD).” Each ZPD is a stage between the actual and potential development. Learning is bridging the gap between actual and potential development through instruction (Foley 2012: 101).

To sum it up, the above four researchers’, Malinowski’s, Firth’s, Holliday’s and Vygotsky’s, perceptions of adult language learning have a similar consensus that language learning should be connected with the learners’ culture and social context. They agree that the text-type or genre play the main role to unfold the social activities so that the learners can personalize and localize their knowledge of language.

2.5. Barrett’s Taxonomy compared with Nuttall’s types of questions

In the following, the similar consensus about types of questions by Barrett (1972) and Nuttall (1982) will be mentioned.

Barrett’s taxonomy was designed to assist the developing of comprehension questions or types of questions in classrooms and in other content areas. Barrett’s taxonomy of comprehension was categorized into five steps (literal comprehension, reorganization, inferential comprehension, evaluation and appreciation).
By comparing the Barrett’s taxonomy with types of questions in language teaching by Nuttall (1982), five types of questions can be seen.

Type 1) Questions of literal comprehension

According to Nuttall (1982:132), the answers for literal comprehension questions are explicitly available in the texts. Such questions are needed to work seriously on the texts. From the point of view of Barrett (1972), the task of literal comprehension may be recognition and recall of the ideas and information. Recognition requires the students to locate or identify ideas or information and recall requires the students to produce from memory ideas and information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. (Cited in Melnik and Merritt 1972:158) The examples of the questions might be as follows:
1. When did...?

2. What was .....?

3. Why didn't ....?

Type 2) Questions involving reorganization or reinterpretation

Being stated by Nuttall (1982:132), reorganization questions are slightly more difficult than type 1. These questions require the students to gain the literal information from different parts of the texts and put the ideas together, or reinterpret the information. In accordance with Barrett (1972), reorganization requires the students to analyze, synthesis, and /or organize ideas or information explicitly stated in the selection. The products of students may be rephrase or translate the author's statements. (Cited in Melnik and Merrit 1972:158) The examples of the questions might be:

1. How would you compare...?

2. What facts or ideas show...?

3. Can you explain what is happening...?

Type 3) Questions of inference

Nuttall (1982) states that inference questions require the students to understand the text well enough to work out its implication. The difficulty is intellectual rather than linguistic in most cases. Barrett's (1972) view on inferential comprehension is that inferences drawn by the students may be either convergent or divergent in nature. Inferential comprehension is stimulated by purposes for reading and questions which demand thinking and imagination that go beyond the printed page. (Cited in Melnik and Merrit 1972:158) The examples of these types of questions might be as follows:
1. What inference can you make…?

2. What is the relationship between….?

3. What evidence can you find….?

Type 4) Questions of Evaluation

Nuttall (1982) states that evaluation questions require the students to make a considered judgment about the texts in terms of what the writer is trying to do, and how far he has achieved it. According to Barrett (1972), the students’ responses are indicated to have a evaluative judgment by comparing ideas presenting in the texts with external criteria provided by teachers, other authorities, or other written sources, or with internal criteria provided by the students’ experiences, knowledge or values. (Cited in Melnik and Merrit 1972:159) The examples of these types of questions might be:

1. How could you select…?

2. What information would you use to support…?

3. How would you prioritize…?

Type 5) Questions of personal response

According to Nuttall (1982), personal response questions depend on students’ reaction to the content of the text. The students are required to explain why the text makes them feel as he does, and to make sure that their response is at least based on the correct understanding of the text. Barrett (1972) named these types of questions as appreciation, “Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.” (Cited in Melnik and Merrit 1972:159) The examples of these types of question might be:
1. What is your opinion of X’s behavior?
2. How would you have felt if you .....?
3. How far does your own experience agree ....?

2.6 Overview of Genre

The genres contribute in the use of language. They can exhibit the social lives and situations of the users. Genre plays not only to show the linguistic performance in social context but also to emphasis the linguistic competence in language teaching. The role of genre in social context is previously described, and then the linguistic features that can be seen through text-type will be discussed in the later part.

Table (2.1) Summary of Text Features

<table>
<thead>
<tr>
<th>Genre</th>
<th>Purpose</th>
<th>Text Organization</th>
<th>Language Features</th>
</tr>
</thead>
</table>
| Recount (What we did/what took place?) | To tell what happened | • Orientation
• Series of events
• Personal comments | • Specific participants
• Use of simple past tense
• Use of action verb (material processes)
• Use of linking items to do with time
• Details irrelevant to the purpose of the texts should be avoided |
| Instructions/Procedure (How something is done?) | TO tell someone how to do or make something | • Goal
• Materials
• Method | • Generalized participants referring to a whole class of things
• The reader or the person following |
| Narrative (Recounts with a twist) | To entertain, to tell a story | - Orientation  
- Complication  
- Resolution |
|----------------------------------|-----------------------------|--------------------------------------------------|
| Explanation (Why is it so/How does it work?) | To give an account of how something works or reasons for some phenomenon. | - Statement about the phenomenon in question  
- (Sequenced) explanation of how/why |
|                                  |                             | - Specific, often individual participants, with defined identities.  
- Mainly action verbs (material processes) and verbal and mental processes.  
- Past tense  
- Linking words to do with time  
- Dialogue often included  
- Descriptive languages  
- Personal pronouns |
|                                  |                             | - Generalized non-human participants  
- Time relationships  
- Cause-and-effect |
<table>
<thead>
<tr>
<th>Argument/Exposition (Stating your case)</th>
<th>To take a position on some issue and justify it.</th>
<th>something occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Statement of position (thesis statement)</td>
<td>• Generalized participants</td>
</tr>
<tr>
<td></td>
<td>• Argument</td>
<td>• Technical terms</td>
</tr>
<tr>
<td></td>
<td>• Summing up the position</td>
<td>• Action, linking, mental and verbal processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Timeless present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Passives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nominalizing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Argument with emotive words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report (What entire class of things is like?)</th>
<th>To convey the information</th>
<th>relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Generalized participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Action verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Linking verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Timeless present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Descriptive language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language for definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technical vocabulary</td>
</tr>
</tbody>
</table>

(Derewianka, 1990)

2.7 General Features to be evaluated

Features in the *General English* coursebook evaluated relating with the second language principles and socio-cultural elements are topics, illustrations and question-types or activities.
2.7.1 Familiarity of Topics

Topics in textbooks are the key components of language learning and teaching, as they facilitate student engagement, willingness to communicate, and ultimately, learning. The topics should not be alien to the students.

Topics impact the range of vocabulary in texts to which learners will be exposed (Nation and Waring 1997). Socially relevant topics for students in language classrooms can also empower learners and facilitate the learning process (Cummins 1994). More recently, the importance of topics has been articulated strongly by the supporters of the concept of ‘willing to communicate’ (WTC).

(Siegel 2014: 364)

There are conflicts with views on types of topics (for example, focusing on local, international, or native-speaker (NS) culture). McKay’s (2003) belief about the importance of international topics is that “textbook topics should deal with various cultures around the world rather than local cultures.” However, McKay’s (2003) view on types of topics for the target learners is that topics should focus on the local culture. From the view of ELF, she argues that each country has to take ownership of the language and select appropriate pedagogy that meets its learner’ needs, including textbook topics. She further argues that textbooks should provide topics on local culture in order for learners to communicate to others about their own culture. Nevertheless, familiarity with the topics can help activate learners’ schematic knowledge so that they will get involved in the tasks with increased motivation. Therefore, the familiarity of the topics and the learners’ socio-cultural background have been related in this study such as whether the topics are appropriate with the learners’ real life situations.
2.7.2 Illustrations

Visual aids are dominant implicitly on ELT teaching and learning. Materials could include 'realia' and representations. Visual aids like graphs, tables, pictures, maps etc. provide support for the students, give context and bring an activity to life (McGrath 2002:7). The illustrations and designs of the coursebook can attract learners to participate in the activities and tasks. If the learners were young, the colored pictures can draw their attention. If the learners are adult, the pictures and illustrations that capture their society and their real lives can draw their attention. In this research, the illustrations are investigated as to whether they are socially constructed and culturally determined in the learners’ local culture or appropriate with the learners’ environment.

2.7.3 Types of questions or activities

The students should have experience to answer different kinds of questions in order to encourage their constructive learning. The review of Tomlinson’s (2003) materials relating with SLA principles which is mentioned above shows that activities should facilitate the learners’ different learning styles and also should encourage the learners’ learning with a range of different types of processing.

To analyze different types of questions in each activity, Barrett’s (1972) taxonomy of cognitive comprehension can be used together with Nuttall’s (1982) types of questions to see to what extent the questions range in activities in General English coursebook might help the learners to use their cultural knowledge, prior knowledge and the knowledge from the texts to gain the achievement of learning.
2.8 Recent Study on Materials Evaluation in Myanmar Context

The findings of the recent study which is the materials evaluation on *Headway* series used for Myanmar learners done at Myanmar Institute of Theology (2006) points out as follows:

"1. The problems with the subject contents are found out as follows:

a) As the Headway series are written for global use, the subject contents involved in the causes are not relevant to Myanmar context.

b) Lacks potential for effective engagement because the contents are not challenging enough for real communication.

c) There is an absence of controversial issues to stimulate thought, to provide opportunities for exchanges of views, and to make topics contents meaningful to the learners.

d) A varied range of interesting authentic texts included in the courses are out-dated in the sense that some information related to everyday news is too old to keep learners’ interest.

e) The course itself being prepared for adults and young adults is not fit for the target group, who are teenagers.

2. The activities in the courses also have the following problems.

a) Although the coursebooks encourage collaborative learning through a variety of group work and pair work, the courses tend to adopt a structured-based syllabus.

b) The exercise focus is on language form, and the consequent neglect of communication."
c) There is a lack of balance between form-focused exercises and tasks, which provide conditions for natural interaction. There is evidence in the fact that many exercises focus on form but there are not enough tasks to put such form into interaction.

d) Personal responses and personalization are favored in all courses, but there needs to be more experiential activities for real communication (Thein, 2006)

Her findings indicated that the Headway series are not suitable for use as the learners do not achieve the aim and objective for the needs of learners. She also argued that the coursebook should be localized in order to meet the needs and wants of the students. Although the courses are quite effective in improving students’ accuracy and fluency to a certain extent, they are ineffective to promote critical thinking and their communication skills for everyday life situation.

Materials play an important role in ESL teaching and learning. The materials evaluation helps teachers to select the right books and to adapt the strengths of the books. ESL materials in learners’ cultural contexts might be the best for the L2 learners. Not only the contents but also the activities help the learners to construct their own knowledge. To promote sustainability and effectiveness of materials, recent studies suggests that the syllabus should be designed with consideration of local, sociocultural, educational suitability, for effective, cognitive and experiential learning.

To evaluate General English in terms of topics, illustrations and activities, Tomlinson’s (2001) localization criteria and In-depth method of McGrath (2002) are used as the umbrella framework. Socio-cultural elements of language teaching and social view of language learning are also applied to evaluate the appropriateness of topics and illustrations. Barrett’s (1972) Taxonomy and Nuttall’s (1982) question types are applied for findings connections between
activities and genre in *General English*. The method of data collection and data analysis will be discussed in the following chapter.
Chapter Three

Research Methodology

Introduction

This chapter explains the methodology and procedures used throughout this study. It also restates the research questions, type of data, research design of the study, data analysis and summary of the research process.

3.1 Overview of General English

The study evaluated the General English pre-intermediate coursebook published by the Curriculum Project, Mae Sot, Tak Province, Thailand. It contains 12 modules in three books. The color of the peacock on the cover of each book shows the level of English inside of it. The General English book was organized for Myanmar migrant students who live in Thailand-Myanmar border by Curriculum Project. The contents and activities were adapted from the ‘Language in Use’ textbook so that it can be appropriate for the learners’ needs. The descriptions of the General English and Language in Use (See p-18) are in Table- 3.1.

Table 3.1 Table of Topics in General English and Language in Use

<table>
<thead>
<tr>
<th>General English</th>
<th>Language in Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>Topics</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Social English</td>
</tr>
<tr>
<td></td>
<td>Family, friendship and romance</td>
</tr>
<tr>
<td>2</td>
<td>Classroom language</td>
</tr>
<tr>
<td>Instructions</td>
<td>4</td>
</tr>
<tr>
<td>Description people</td>
<td>5</td>
</tr>
<tr>
<td>Transport</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>What’s happening now and around now</td>
</tr>
<tr>
<td>Eating and drinking</td>
<td>8</td>
</tr>
<tr>
<td>Containers</td>
<td>9</td>
</tr>
<tr>
<td>Likes and dislikes</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Famous people</td>
</tr>
<tr>
<td>In the house</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Cause and effect</td>
</tr>
<tr>
<td>Clothes</td>
<td>14</td>
</tr>
<tr>
<td>Shopping</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Quantity and measurement</td>
</tr>
<tr>
<td>Areas of study</td>
<td>16</td>
</tr>
<tr>
<td>Health and the body</td>
<td>7</td>
</tr>
<tr>
<td>Appointments</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Prediction and probability</td>
</tr>
<tr>
<td>Global warming</td>
<td>14</td>
</tr>
<tr>
<td>Places and direction</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>World records</td>
</tr>
<tr>
<td>Free time</td>
<td>16</td>
</tr>
<tr>
<td>Sports</td>
<td>9</td>
</tr>
<tr>
<td>Ability</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>Advice</td>
</tr>
<tr>
<td>Job and career</td>
<td>10</td>
</tr>
<tr>
<td>Metaphor</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Describing people: feelings, characters, appearance, age</td>
</tr>
<tr>
<td>Countries</td>
<td>11</td>
</tr>
<tr>
<td>Probability</td>
<td>12</td>
</tr>
<tr>
<td>Arrangements</td>
<td>13</td>
</tr>
<tr>
<td>Geography</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>Prediction</td>
</tr>
<tr>
<td>12</td>
<td>Revision and Additional materials</td>
</tr>
</tbody>
</table>
3.2 Restatement of the research questions

1. To what extent do the topics in *General English* connect to the lives of the migrant students?

2. To what extent are the illustrations in *General English* representatives of the migrant students' cultural contexts?

3. To what extent do the activities connect to the genres in *General English*?

3.3 Population and Sample

There are approximately 150,000 (51% female and 49% male) living in nine refugee camps (See p-4) along the Thailand-Myanmar border. Currently about 30,000 students are attending schools from nursery to post-secondary/post-10 level (See p-6). The target learners for study are migrant Myanmar students from the refugee camps in Tak province area. The sample population of the research was from the three refugee camps in Tak Province area where the Curriculum Project was implemented.

There are sixteen post-10 level schools in Mae Sot and three refugee camps near Mae Sot in Tak province, Thailand. The overall population of students using the *General English* coursebook is over 500. The ages of participants are from 16 to 25 years. The study was conducted with the students of Pu Taw Memorial Junior College (PTMJC) at Mae La camp, Pu Doo Pla Ya Junior College (PDPYJC) at Nu Poe camp and Kaw Lah Junior College (KLJC) in the Umphiesm camp. The schools offer from nursery to post-10/ post-secondary levels. To know the educational and social background of the students from refugee camps, five students were randomly selected as a sample from the post-10 students of each school. The following Tables 3.2, 3.3 and 3.4 show the sample participants for this research.
Table 3.2 Profiles of Sample Students from PTMJC.

<table>
<thead>
<tr>
<th>Student</th>
<th>Age</th>
<th>Gender</th>
<th>Religious</th>
<th>Ethnic</th>
<th>Years of English Education</th>
<th>Years of Living in the camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>19</td>
<td>F</td>
<td>Christian</td>
<td>Burma</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>S2</td>
<td>19</td>
<td>F</td>
<td>Buddhist</td>
<td>Karen</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>S3</td>
<td>19</td>
<td>M</td>
<td>Christian</td>
<td>Karen</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>S4</td>
<td>23</td>
<td>M</td>
<td>Christian</td>
<td>Karen</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>S5</td>
<td>24</td>
<td>M</td>
<td>Buddhist</td>
<td>Karen</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 3.3 Profiles of Sample students from KLJC

<table>
<thead>
<tr>
<th>Student</th>
<th>Age</th>
<th>Gender</th>
<th>Religious</th>
<th>Ethnic</th>
<th>Years of English Education</th>
<th>Years of Living in the camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>S6</td>
<td>24</td>
<td>M</td>
<td>Buddhist</td>
<td>Karen</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>S7</td>
<td>18</td>
<td>M</td>
<td>Buddhist</td>
<td>Shan</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>S8</td>
<td>19</td>
<td>F</td>
<td>Christian</td>
<td>Karen</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>S9</td>
<td>19</td>
<td>F</td>
<td>Christian</td>
<td>Karen</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>S10</td>
<td>21</td>
<td>F</td>
<td>Christian</td>
<td>Karen</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 3.4 Profiles of Sample students from PDPYJC

<table>
<thead>
<tr>
<th>Student</th>
<th>Age</th>
<th>Gender</th>
<th>Religious</th>
<th>Ethnic</th>
<th>Years of English Education</th>
<th>Years of Living in the camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>S11</td>
<td>23</td>
<td>M</td>
<td>Christian</td>
<td>Karen</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>S12</td>
<td>19</td>
<td>F</td>
<td>Christian</td>
<td>Karen</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>S13</td>
<td>24</td>
<td>F</td>
<td>Christian</td>
<td>Karen</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>S14</td>
<td>17</td>
<td>M</td>
<td>Buddhist</td>
<td>Karen</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>S15</td>
<td>21</td>
<td>F</td>
<td>Buddhist</td>
<td>Karen</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>
3.4 Data Collection

A qualitative approach was used in this research. This study used data from the following sources:

3.4.1 Textbook Analysis (Topics, Illustrations and Activities)

3.4.2 Interview

3.4.1 Textbook Analysis

The *General English* contains twelve units plus supplementary materials for general knowledge. Detailed analysis of textbook (topics, illustrations and activities) helped to investigate whether the students’ interests, needs, social and educational backgrounds and cultural knowledge are appropriate with the topics and illustrations in the book. It also helped to determine the dominant genres, range of activities and types of questions.

Topics, illustrations and activities or question types were analyzed through all 12 modules of *General English*. The data collection and analysis were done in a month, in March.

3.4.2 Interview

The students were interviewed to gain knowledge about their educational and social background. The needs and interests of the learners were documented. It helped to evaluate whether the topics and illustrations in the *General English* coursebook are suitable for the target learners.

Fifteen Myanmar migrant learners from three refugee camps were asked for an interview. The interviews were conducted in both the Burmese and English language to avoid
language difficulties. Each interview lasted for twenty or thirty minutes. The interview questions can be seen at Appendix-1. The interviews were tape-recorded with field notes during the interviews. The transcripts were then translated from Burmese to English.

The interview questions for students focused on the following points:

1. Student’s personal information
2. Why they want to learn English
3. How long they have been learning English
4. What they want to learn
5. Topics they are interested in
6. Illustrations they are familiar with

3.5 Data Analysis

(A) Textbook

The researcher analyzed the topics, illustrations, genres and activities or types of questions in the General English. The topics and illustrations in General English were analyzed in terms of localization criteria of Tomlinson (2001). The activities were analyzed in terms of the socio-constructivist learning of the adult learners. The question types of how activities are constructed were analyzed in terms of Nuttall’s (1982) question-types and Barrett’s (1972) taxonomy on comprehension.
The reason for adapting Tomlinson’s localization criteria (See p-31) was that Tomlinson is the one who wrote about materials development and evaluation in ASEAN context. His framework was suitable for the evaluation of contextualized coursebook in Myanmar migrant cultural context. The reason for using Nuttall’s (1982) and Barrett’s (1972) types of questions was that they clearly state the questions types with examples so that the researcher could analyze the activities’ types explicitly.

(B) Interview

Once the textbook analysis was over, the researcher interviewed the students. Before starting the interviews, the researcher coordinated with the principals of the migrant schools in order to carry out the survey at the end of the class or outside the class. Secondly, the students who are currently living in Mae La, Omphain and Nu Po refugee camps were interviewed in both English and Burmese languages. Finally, the transcripts were translated from Burmese to English.

The following are some examples that the research analyzed from the General English.

(1) To what extent do the topics in General English connect to the lives of the migrant students?

To answer this question, the researcher identified whether the topics in General English are connected, and to what degree, to the lives of the migrant student. Secondly, the students were interviewed regarding their social lives and interests. The interview revealed the topics and content the students are familiar with and interested in. For example, the topic “Shopping: Shopping around the world” in module 5 might not be connected with the learners’ social background of living in the refugee camp. Topics such as “World Records” and “Countries”
might be somewhat suitable for the learners about world knowledge because some students migrated to the camps when they were adolescent.

(2) To what extent are the illustrations in General English representatives the migrant students' cultural contexts?

The researcher investigated whether the illustrations in the General English represent the migrant students' cultural contexts. Secondly, sample students were interviewed to gain knowledge about the visuals they can often see in their surrounding such as clothes, houses, furniture, food, animals, sports, etc. The interviews exhibited the localized pictures or illustrations that the students are familiar with. If so, the researcher identified to what extent they represent the local culture by researcher's analysis and participants' views obtained from the interview. This illustration is from Module-2 of General English.

Figure 3.1: In the city

2.4 In the city
A. Look at this picture for three minutes. Try to remember as much as you can.
B. Now turn to page 60 and answer the questions.

See Appendix-4 (Module-2, p-21)
In the above illustration, the students could see pictures of urban living styles with tall buildings, buses, cars, and restaurants which they might have never seen in their environment. There are no buses, cars and restaurants in the refugee camps.

The following illustration is from Module-9 of General English

Figure 3.2: Sabay’s job

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?

See Appendix-4 (Module-9, p-12)

The illustration in figure (3.2) is the picture of Sabay, a Cambodian, and his job. This picture might be somewhat useful for the students to understand about ASEAN countries.

The following illustration is from Module-10 of General English.
Figure 3.3: With

**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.

See Appendix-4 (Module-10, p-39)

This is a grammar activity for the usage of adjectives to express the characters of people from the picture. The above illustration shows the picture of Zaw Aye's family. The name Zaw Aye is a Myanmar name. The family members in the picture are wearing Karen traditional costume. This picture might resonate with the students' social lives.

(3) To what extent do the activities connect to the genres in *General English*?

The activities to be analyzed were chosen by the researcher to cover the various types of genres and activities. The researcher investigated whether the activities are connected to the genre types of the content or not. The activities were analyzed by comparing the socio-cultural background of the students as well.
The following activity is from Module-4 of General English.

Figure 3.6: Wangari Maathai

2.4 Wangari Maathai

A. Read the information about Wangari Maathai. Why do you think she won the Nobel Peace Prize?

Wangari Maathai received the Nobel Peace Prize. She was born in Kenya in 1940. She taught at university, and joined the National Council of Women of Kenya. She founded the "Green Belt" movement. She spoke at the United Nations several times, and became an MP.

B. There is not much information in this text. What other things could you ask about Wangari Maathai? Work in groups, and make a list of questions about her.

Where...? When...? What...? Was...? Did...?

C. Listen to the audio. Did you hear the answers to any of your questions?

See Appendix-4(Module-4, p-53)

Question A in activity (2.4) is designated as a Type (4) question of inference by Nuttall (1982) or inferential comprehension by Barrett (1972). This question requires students to understand the text well enough to work out its implication by reading and thinking that go beyond the printed page. Question B is designated as a Type (2) question of reorganization by Nuttall (1982) and Barrett (1972). This question requires students to reorganize or rephrase author’s statement with their understanding of the text and the knowledge of grammar.

This activity is taken from Module-3 of General English. See Appendix-4 (Module-3, p-39)

3.2, C: Close your eyes. Remember a house you lived in when you were a small child. What is in that house? Who is in that house? Describe it to your partner.

This is a speaking activity in recount genre. The above activity can make a student imagine their own society and create new sentences and conversation with their prior knowledge.
Conclusion

With what the researcher analyzed, some topics in *General English* might not be appropriate for the learners' social life while some might connect for them. The illustrations the researcher analyzed show that some pictures totally relate with students' social lives while some totally deviate. Meanwhile, some illustrations can exhibit the ASEAN cultures. The inferential and reorganization types of questions were seen.

In summary, this chapter has described the research design, instruments that the researcher used and the methodology adopted for this study. The following chapter will mention the major findings of this study.
Chapter Four

Data Analysis

4.1 Introduction

This chapter describes the analysis of data and presents the research findings. The data will be analyzed based on two sources: textbook analysis by the researcher and interviews with the target students. Tomlinson’s localization criteria (2001) (See p-31), In-depth method of McGrath (2002) (See p-29) and Tomlinson’s criteria of material evaluation (See p-32) are the umbrella frameworks for evaluating General English.

In this study, the two research instruments are:

(A) Textbook Analysis

(B) Interview

(A) Textbook Analysis

The General English has three books which are used for post-10 level students in the refugee camps through Thailand-Myanmar border. There are three semesters for post-10 level. Each semester lasts three to five months. Modules 1-4 (Book-1) are used for the first semester, modules 5-8 (Book-2) for the second semester and modules 9-12 (Book-3) for the last semester.

The textbook analysis was done in March, 2015, by applying the respective criteria (content-specific criteria, age-specific criteria and local criteria) mentioned in chapter-2(p-32). The aspects of topics, illustrations and activities are analyzed.
(B) Interview

After analyzing the textbook, the researcher interviewed 15 participants from three refugee camps, Mae La camps, Omphein and Nu Po camps, in Tak province, Thailand. The purposes of interviews are to know the views of students on *General English* and to evaluate whether the topics and illustrations are suitable for them. The interview has three parts: students' personal information and their purposes of learning English, their interests and familiar elements in terms of topics and illustrations (See Appendix-1). The interviews were tape-recorded and each lasted twenty to thirty minutes. It took a week to transcribe the interviews from Burmese to English. The transcripts of the interviews are in Appendix-3.

All the students who were interviewed claim that they have their own reasons for learning English. They admitted that English is an international language and have benefits by learning it. Four participants need to go abroad for further studies, five participants express their desire to find a job in NGOs (Non-government Organizations), two participants would like to become English teachers to share their knowledge in their community, three of them have planned to become translators so that they can help their people when speaking with the staff and volunteers from UNHCR or other organizations supporting various kinds of aids to them and one participant wants to learn English for the reason of learning technology, games, music and media. It is interesting that they want to help their community in any ways as much as they can. The students' motivation to learn the target language can be summarized with a pie Chart and Table.

**Table (4.1) Students' purposes of learning English**

<table>
<thead>
<tr>
<th>Further Studies</th>
<th>Social workers</th>
<th>English Teacher</th>
<th>Translators</th>
<th>For media</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>
As there are three parts in the interview questions and the first part of personal information and purposes of learning have been discussed, the other two parts of topics and illustrations will be discussed together with textbook analysis, and the genres and activities will be discussed with the researcher’s analyses. The findings on each aspect answer the following research questions:

No.1 To what extent do the topics in General English connect the lives of the migrant students?

No.2 To what extent are the illustrations in General English representatives of the migrant students’ cultural context?

No.3 To what extent do the activities connect to the genres in General English?
4.2 Findings for research question No.1: To what extent do the topics in General English connect the lives of the migrant students?

As the General English was adapted from Language in Use, the main themes in both of them are similar. However, the topics and contents under the main themes are adapted and developed for Myanmar context. The adaptation follows the structure and organization of Language in use, but the contents of General English are different from Language in Use. The topics in General English are adapted to suit the socio-cultural context of the learners by adding more texts, conversations and activities. The themes of General English are shown in Table (4.2).

Table (4.2) Themes of General English

<table>
<thead>
<tr>
<th>Units</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Social English</td>
</tr>
<tr>
<td></td>
<td>Family, friendship and romance</td>
</tr>
<tr>
<td>2</td>
<td>Classroom language</td>
</tr>
<tr>
<td></td>
<td>Instructions</td>
</tr>
<tr>
<td></td>
<td>Description of people</td>
</tr>
<tr>
<td></td>
<td>Transport</td>
</tr>
<tr>
<td>3</td>
<td>What's happening now and around now</td>
</tr>
<tr>
<td></td>
<td>Eating and drinking</td>
</tr>
<tr>
<td></td>
<td>Containers</td>
</tr>
<tr>
<td></td>
<td>Likes and dislikes</td>
</tr>
<tr>
<td>4</td>
<td>Famous people</td>
</tr>
<tr>
<td></td>
<td>In the house</td>
</tr>
<tr>
<td>5</td>
<td>Cause and effect</td>
</tr>
<tr>
<td></td>
<td>Clothes</td>
</tr>
<tr>
<td></td>
<td>Shopping</td>
</tr>
</tbody>
</table>
Table (4.3) Types of Topics in General English

<table>
<thead>
<tr>
<th>Type of topics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>Social English, Like and dislikes, Future plans, What’s happening in your life?</td>
</tr>
<tr>
<td>Food</td>
<td>Pizza and pasta, In a restaurant, Food and containers.</td>
</tr>
<tr>
<td>Health</td>
<td>At the clinic, Be careful, Cures, A healthy lifestyle</td>
</tr>
<tr>
<td>Relationship</td>
<td>Love and marriage, Family members, Husband and wife, Relatives from the city</td>
</tr>
<tr>
<td>Academic life</td>
<td>Schools, In the dormitory, In a library</td>
</tr>
<tr>
<td>Living situation</td>
<td>In the bedroom, In the house, Living in Chaing Mai</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Place and travel</td>
<td>A trip to Namhkam, Around town, How to get to..?</td>
</tr>
<tr>
<td>Money</td>
<td>Jobs, shopping around the world</td>
</tr>
<tr>
<td>Culture</td>
<td>The arts in Asia, Clothes from different cultures</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>Sports, Free times, Ability</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>Weather and climate, Global warming</td>
</tr>
<tr>
<td>Famous people</td>
<td>Nelson Mandela, Che Guevara</td>
</tr>
<tr>
<td>Animals</td>
<td>Dee Dee and the kangaroo</td>
</tr>
</tbody>
</table>

As culture is regarded as a wide sense and includes knowledge, belief, art, morals, law, custom, identity and habits of the members of respective society (See p-35), the topics are categorized according to the context. There are a total of 150 topics (See Appendix-2). They are put into the groups of Myanmar specific topics (in Myanmar context), universal topics (i.e. the topics which are universal such as ‘in the bedroom’ and ‘in a library’), Asian cultural topics (in Asian context, i.e. Asian countries’ contents) and Global topics (in international context). The number of topics under each category is in Table (4.4) and Figure (4.2).

**Table (4.4) Categories of Topics in General English**

<table>
<thead>
<tr>
<th>Myanmar specific Topics</th>
<th>Universal Topics</th>
<th>Asian Cultural Topics</th>
<th>Global Topics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>55</td>
<td>10</td>
<td>41</td>
<td>150</td>
</tr>
</tbody>
</table>
In this study, the topics are analyzed based on Tomlinson's (2001) localization, socio-cultural elements of language teaching (See p-35) and English as a Lingual Franca, ELF (See p-37). The analyses on topics are presented below.

4.2.1 Analysis on Myanmar specific topics

A total of 29% of cultural topics are set in Myanmar context. 11 out of 44 Myanmar specific topics may be suitable for the refugee learners. Researcher would like to analyze one of the topics "How to get there (p-25, module-2)" that would engage students' attention. The trip in this topic is from Moulmein and Hpa-an, the rural areas, to Rangoon, the capital city of Myanmar. The three characters go on this trip by plane, by train and by bus with the use of local currency (Kyats). One character's expression 'I usually take the bus. I leave my house at 4 am and wait beside the road,' shows the social life of Myanmar people in rural areas. Then, the topic "What are they wearing (p-6, module-5)" is a cultural link with the learners' tradition. It lets the students not only see themselves with the traditional costumes of different ethnic groups of Myanmar and also produces the new vocabulary for Myanmar clothes as in Karen shirt, a Pa-O headscarf and a Kachin jacket. In addition, the topic "Family members (p-11, module-1)"
represents how the Myanmar people name their relatives and family members. For example, it includes the vocabulary ‘great-aunt, younger sister and older brother’ where Language in Use uses just ‘aunt, sister and brother.’ In Myanmar culture, what people call their relatives and family members depends on the order of birth. When a topic is personal and local, it creates greater opportunities for participation. One participant (S7) from Umphiem camp stated,

S7: “I am happy to learn the topic A trip to Namkham (p-27, module-2) because it is my native area. If possible, I would like to learn the topic about Refugees.” (Interview: 7)

These topics may be appropriate for both learners inside Myanmar and those living in refugee camps.

The information on how the topics in General English connect to the lives of the migrant a student is obtained by means of interviews. Participants’ views on the topics are quite similar. They said all topics are informational and educational. Data from the interviews reveal that most of the learners hope and would like to learn a great deal of knowledge that can be applied to their daily and future life (for example, further study, employments, community leaders, etc.)

E.g.,

S1: I’d like to go for university preparation program at Mae-Sot. (Interview: 1)

S12: I will try to get scholarship and continue my Bachelor and Masters. (Interview: 12)

S3: I want to be a camp leader and work for my community. (Interview: 3)

S8: I will join with the non-profit organizations in the camp after my post-10 study so that I can help my people. (Interview: 8)
S2: I love teaching job and I want to be English teacher. I will teach English to the children in the camp, if I have a chance I will teach the children inside Myanmar. (Interview: 2)

S11: When I was young, I wanted to be a soldier. But now, I want to be a translator. Translators are needed to communicate with donors and essential in the camps. (Interview: 11)

S14: I'd like to learn the vocabulary for the new technologies, games, songs and movies. The new technological terms and methods are written in English. That's why I want to learn English. (Interview: 14)

Sixteen out of 44 cultural topics are quite connected to the lives of migrant students locally and culturally. For instance, under the topic “Advantages and disadvantages (p-62, module-8)”, the lives of teachers in the refugee camps can be seen in the text. The income of teachers in refugee camps and countryside are compared with a taxi driver in the urban areas, but the text mentions teachers are more interested in developing their community. The topic, “In the dormitory (p-1, module-9)” locally connects with the students in the camps. Almost all post-10 students live in dormitories arranged by schools. The content of it is also in the students’ knowledge area. “Future plans (p-43, module-11)” and “Nang Seng’s arrangement (p-45, module-11)” present the jobs that are familiar to the community workers living in the camps. The topic “Jobs and training (p-9, module-9)” exhibits the advertisements for job vacancies that are needed to work in the camps. Types of jobs are also linked with the students’ real life situation such as ‘Weaving training, Math teacher wanted, Management training and Legal rights trainer. Of course, there are many building trainings in the refugee camps so that there are employment opportunities with NGOs (Non-Government Organizations), CBOs (Community
Based Organizations), hospitals and schools. The activities after the advertisement show the
models of writing a cover letter to apply the job.

Moreover, the topic "Relatives from the city (p-58, module-4)" also shows the life style
of refugee people. The students can see themselves under this topic with the aid of pictures and
text. The Burmese traditional sport, caneball, is presented under the topic "Things people do (p-
59, module-8)". However, the instruction for the task is not clear. These topics are not only
culturally connective but also cognitively challenge the use of content for the young adult
learners.

On the other hand, 13 topics may not be appropriate to the refugee students’ real lives.
For example, the topic "I’ve already done it (p-5, module-5)" is likely to be unfamiliar to the
refugee learners. The content of the topic is about a Myanmar girl who has already planned for a
U.S conference trip. It may not be useful for the refugee learners.

According to the interviews, the attitudes, lives and achievements of people in the book
can be a motivation that influences the lives of the students and reflect their way of thinking and
behaving. Two interviewees (S1 and S13) said,

S1 & S13: Appointment with Ben Ki-moon is a far topic from us. It is impossible for us to make
an appointment with him. (Interview 1 and 13)

However, 13 other interviewees argued, "By learning this topic, we can adapt to make an
appointment in a polite way. Maybe with elders." They said they are inspired by the character of
the topics "Future plans, Nang Seng's arrangement, and I've already done". The female
participants said,
S1, S2, S9, S12 and S13: "The character ‘Nang Seng’ is so smart and intelligent that she can go to a conference in U.S and she can do community work by cooperating with people from different countries. We’d like to be intelligent like Nang Seng." It indicates that the migrant learners are stimulated and hopeful despite that the topics are far from their real-life situation.

The topics “Elizabeth’s problem (p-44, module-3), How long..? (p-24, module-6) and Aung Mon and San San Aye (p-24, module-6)” are all about the people from Rangoon, the commercial city of Myanmar, where most of the refugee people rarely visit. ‘Rangoon’ is the name called in British colonial times. It had already been changed into ‘Yangon’ since independence. These topics fail to help the learners utilize the language fully in a conceptualized way. The interviews revealed that the word usage ‘Rangoon’ or ‘Yangon’ is not a matter for them. However, the participants (S5 and S11) argued that the characters in the book are all about Nang Seng, Elizabeth, Maung Maung, Khine Khine and so on (Interview: 5 and 11). They indicated that the names in the book are repeated and it bores them.

Figure (4.3) Story from picture

See Appendix-4 (p-11, module-9)
One participant (S5) from Mae La camp said "The topic Story from picture (p-11, module-9) is controversial for us. It’s about a male manager who abuses a female staff. It can happen in real life, but our culture does not allow the public to know about that. I am shy when I learn about this topic with my peers.” (Interview: 5)

The results of researcher’s analysis show that 31 out of 44 Myanmar specific topics probably relate to the lives of refugee learners while 13 may not. On the other hand from the results of participants’ opinions, 35 out of 44 Myanmar specific topics are likely to connect to their lives while 8 topics may not. They pointed out 1 controversial topic (Story from the picture) for them.

4.2.2 Universal topics

A total of 55.37% of topics are universal topics that are neutral in the idea of cultures and should be felicitous for all the learners from different cultures. However, 8 out of 55 may not be suitable and are unfamiliar for the refugee learners. The researcher would like to show some examples. The content of the topic “Going to the city (p-20, module-2)” is all about the city where students cannot easily go. It is difficult for people inside the camp to leave because they are living in the compound with security. According to the interviews, 7 out of 15 participants were known that they have been to Mae Sot, the nearest city from the camps. It implies that ‘Going to the city’ is not likely to be appropriate for them. Not only that, but the topic next to it, “In the bedroom (p-24, module-2),” may not present the bedroom of people in refugee camps. Since the houses in the camps are made of bamboo and covered by leaves, the bedroom with a computer, two mirrors, a desk, radio and lamp is not showing the rooms of students. Then, “Describing a place (p-29, module-2)” describes a place in Australia where the students have
never known. In the researcher’s opinion, it is better if the students practice with the familiar places around the camps. Moreover, the topic “Signs (p-3, module-9)” is an inexperienced topic of the students. Though those topics create language-learning approach PPP (presentation, practice, production) and are universal in nature, the result might be shallow in the learning process because they are not useful for the students outside of the classroom. However, 5 out of 15 participants like to learn those unfamiliar topics. For example,

S3: We have never seen ‘Signs’ in the camp areas, but we can know what is the sign of ‘No smoking’, ‘No litter’ (Interview: 3)

S6: Yes, it is useful because if we go to the city, we can know some areas are prohibited. I have never been to the city, but I think I can remember the signs when I go there. (Interview: 6)

S8: If we just learn the things we can see in the camps, I think we don’t have many topics to learn. Because things are limited in the camps. I think we should know everything outside of the camps. (Interview: 8)

Their answers indicate that those unfamiliar topics can give them knowledge.

In contrast to the 8 topics, the rest of the universal topics are more related to the learners’ lives with the support of vocabulary and illustrations. ‘Fishpaste’, a favorite food for the Burmese people, and other food items that can be bought and grown in and around the camps are mentioned under the topic “Eating and drinking (p-40, module-3).” The topic “At the clinic (p-25, module-6)” may give the full content and setting of the clinic in the refugee camps. However, this topic cannot give enough vocabulary to explain the information about their health problems. The topic “Giving advice (p-6, module-9)” has the three conversations of three persons. Although they are in universal in nature, the notion of love and marriage life in that
conversation shows the unique Burmese culture and norms that they follow. "Writing CVs (p-17, module-9)" presents CV writing in Myanmar context even though the topic is in universal context. All the participants said that learning how to write a CV is important for them to apply for jobs or scholarships.

In summary, with the exception of 8 out of 55 topics, the rest of all of the universal topics give opportunities for contextualization into different cultural contexts so that the learners can personalize and localize them.

4.2.3 Asian cultural topics

Around 11% of the topics are from Asian cultures and countries. The topic "Buzkashi (p-59, module-8)" is about the famous game of Afghanistan. Students might never know about this, but they can take a look at different cultural aspects. The topic on "People buying things (module-5)" gives the currency of U.S (dollar), Thailand (Baht) and Myanmar (Kyats). People in the refugee camps are using both Thai (Baht) and Myanmar (Kyats) to buy things. In addition, the topic "Living in Chiang Mai (module-7)" is also a localized topic for the refugee. The topic "Sabay's job (p-12, module-9)" describes an organization where traditional handicrafts are made and sold. It includes an interview with a Cambodian named Sabay. Actually, Cambodia is one of the ASEAN countries and students could learn about this. Moreover, other Asian topics such as "An Indian poet (p-33, module-10), Bangladesh (p-60-module-12) and The arts in Asia (p-66, module-12)" share cultures of Asian countries.

The perceptions of participants on Asian cultural topics vary depending on interests and personalities. They stated that Sabay's job interested them and that they now know that people from other countries are doing the similar things as them, i.e. handicrafts. One participant said
that he does not really understand what the ‘Buzkashi’ game is because he is not interested in it. Moreover, one participant (S14) said, “I don’t like to learn about poetry.” So the poetry “A wicked postman” is boring for him. Some participants (S6 and S10) reported that “Arts in Asia” is interesting for them. They have seen those cultural dances and shows in TV at the SEA games opening and closing ceremonies.

In ELF context, those topics provide Asian cultures and the ownership vocabulary of each country, where English is not a native language. These are useful for the refugee learners.

4.2.4 Global topics

A total of 27% of the topics are in world cultures, especially the cultures of English speaking countries. Nineteen out of 41 topics are outside of their previous experiences and unfamiliar to them. For example, the topic “Pizza and pasta (p-41, module-3)” emerges with the question ‘Have you ever eaten pizza and pasta? What ingredients are in them?’ Perhaps, refugee students cannot answer this question. According to the researcher’s experience, there is no pizza and pasta in the refugee camps although they are so popular now. Indeed, 10 out of 15 participants want to learn new things. For example, one participant (S10) said, “she likes to learn about food that she has never eaten or seen so that she can know what other people are eating around the world. This is a chance for them to peep around the world.” 5 participants (S4, S9, S14 and S 15) did not want to learn about food like “pizza and pasta”. They expressed, “We have never seen it and it is better if we learn about Burmese food in the book.”

Then, “Recipes (p-42, module-3)” is the procedure of making a hamburger. Most of the students might have never eaten or seen this so that they cannot know the ingredients of a hamburger. According to the interviews, the same participants arguing about ‘Pizza and pasta’
did not want to learn the procedure text by "the recipes of hamburger (p-42, module-3)" while the other 10 thought it was normal. One participant (S3) said,

S3: "It does not matter, it can be making hamburger or whatever. It just teaches us to write in a step-by-step procedure" (Interview: 3)

S6: "We can make it because we have learned from the book". (Interview: 6)

However, when all of them were asked to write their own recipes as the follow-up exercise by teachers, they wrote about making Burmese food. When they were interviewed about what they wrote for their own recipes, they answered that they cooked "chicken curry, Monte-hin-ghar, rice, etc." It means that the content of the topics "pizza and pasta" and "recipes" are not directly related to their real lives of the migrant students, but it is useful for them because they can apply the ideas in their real-life situation. The topics can also give them new information and they can adapt to their daily lives.

In addition, "Living in different climates (p-47, module-11)" compares the two regions ‘Kuwait’ and ‘Northern Russia’. The climates in those countries are different from the learners’ country and the country they are living in. "Internet (p-48, module-11)" is unfamiliar for the students from the camps because they do not even have a phone connection in their areas. As far as the researcher went to the three camps, only one camp Mae La has the mobile data connection. Moreover, the topics "Shopping around the world (p-11, module-5) and In the restaurant" may be far from the students' experiences and outside of their own locality. The topic "Charts and statistics (Figure 4.4)" includes the statistics of population, price of oil, carbon dioxide, etc. Those topics cannot encourage students to learn cognitively. They cannot construct new ideas because they are out of their experience and culture.
Figure (4.4) Charts and Statistics

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 these 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>328 million tonnes</td>
</tr>
<tr>
<td>babies</td>
<td>4.5 million</td>
<td>11.3 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 ______

(See-Appendix-4, p-72, module-12)

According to the interviews, one participant uttered,

S3: "the topic ‘In the restaurant’ gives me knowledge of how to use a spoon and fork. People cannot know what will happen in their lives. I could be a waiter in the restaurant. I can learn how to serve as a waiter from this topic"  (Interview: 3)

He also mentioned that he obtained knowledge about the normal bargaining that takes place in Myanmar and Thailand versus discounts given in Western countries by learning the topic “Shopping around the world”. In contrast, the other 14 participants complained that they have never been to a restaurant or to shop around the world, and this is not an option. The topics of ‘Living in different climates and Chats and statistics’ are not culturally or locally connected with them. One participant (S10) said, “We just listen to what the teacher teaches. We are unable to respond and personalize the information. It is easy to forget everything that we’ve
It signifies that students are not interested or do not want to learn from those topics. To be critical, without personalizing any topics from any of the courses, students felt that they just needed to finish their class and that the topics have nothing to teach them. They are meaningless for them.

However, 22 out of 41 world cultural topics might be useful for them. Some of them can attract students’ attention and some can give general knowledge. For instance, the topics “Famous people (p-50, module-4) and Appearance (p-27, module-10)” present the famous people in world politics such as Nelson Mandela, Che Guavara, Wangari Maathai, Simon Bolivar, Stalin, and Castro and so on. Civil wars are the main reason that people are living in refugee camps. Because of this, most refugees might be interested in political affairs and community development. Moreover, the topics about “Ban Ki-moon (p-9, module-1) and (p-27, module-6) and Describing people (p-23, module-2)” describes the secretaries of UN Ben Ki-moon and Kofi Annan. Refugees are dependent on aid from UNHCR (United Nations High Commissioner for Refugees). Therefore, those topics can probably stimulate students to discover more about them and motivate them with relevant information.

The learners’ perceptions on these 22 topics can be seen from the interviews. All of them are young adults between the age of 16 and 25 who have had problems either with involvement in civil wars and political conflicts or in natural disasters. They are interested in the topics that are concerned with politics, health, education and global issues. They all say in unison that ‘famous people’, ‘Global warming’, ‘Famous people’ and ‘CVs’ are so interesting to them. For example:
S7: "I am interested in politics and want to learn about politicians and social activists". (Interview: 7)

S12: "I personally think that it is better if the biographies of famous politicians and social activists are extended more. They are our role models, but we cannot get enough information about them from the book for speaking and writing activities. Sometimes teachers find more information for us, sometimes we can find some in the library and on the Internet, but the Internet connection is not accessible here in the camp".

The interviews reveal that the teachers help students to have fun and fully understand the content by adding more information from outside the book. They need the topics to have full content because they do not have enough resources for further information. It also implies that although those topics are out of their environment, the students can personalize and adapt them to their own, and it is needed to add more information.

Some global topics give general knowledge about the world although they have little experience with them. For instance, the students can see different traditional costumes around the world from the topic "Clothes from different cultures (p-7, module-5)".

There are some extraordinary topics such as "A visitor from the future (p-35, module-7)" and songs such as "Tom's Diner, A bigger heart, Blowing in the wind and For no one and nowhere man". Those songs can make students listen actively. One participant (S14) who likes to learn English in the purpose of pleasure likes to learn English by songs.

In summary, the researcher's analysis shows out of the 41 Global topics, 19 of them may not be adaptable to the refugee learners' situations. The other 22 topics can stimulate students to discover more about the content even though they are not connected to the lives of migrant
workers. On the other hand, the interviews show that 15 out of 41 Global topics are unlikely to be applicable with the refugees’ real lives. The rest 26 topics can give general knowledge and are possibly appropriate to the learners’ lives.

To sum it up, the researcher draws the conclusion in terms of interests and content appropriateness, and the connectivity with the learners’ actual lives. In terms of interest and appropriateness, 65% of the topics are possibly interesting and appropriate for them, 33% may not be in their areas of interest and 2% may be controversial. In terms of connectivity, 11% of all may represent the real situation and the lives of migrant students, 63% can be adapted to their conditions and 26% may not reflect their lives.

4.3 Findings for the research question No.2: To what extent are the illustrations in General English representatives of the migrant students’ cultural context?

Analyzing the illustrations in General English, the researcher applies the socio-cultural elements (See p-35) mentioned in Chapter 2. Illustrations are investigated in detail as to whether they are in the learners’ local culture or appropriate with their environment (See p-48). There are a total of 251 illustrations (drawings, photos, graphs, maps) in General English. Every illustration is counted. Both the drawings and photos are in black and white. There are more drawings in local and Burmese culture compared to international drawings. Table (4.5) and Figure (4.5) categorize the drawings and photos.
Table (4.5) List of illustrations in *General English*

<table>
<thead>
<tr>
<th></th>
<th>Cultural Illustrations</th>
<th>International Illustrations</th>
<th>Asian cultural Illustrations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawings</td>
<td>85</td>
<td>61</td>
<td>0</td>
<td>146</td>
</tr>
<tr>
<td>Photos</td>
<td>12</td>
<td>62</td>
<td>31</td>
<td>105</td>
</tr>
</tbody>
</table>

Figure (4.5) Illustrations in *General English*

All the three books of *General English* seem to be dense with crammed texts and questions. There is not enough white space to achieve clarity and to take notes. Since *General English* is developed for the migrant Myanmar learners, the illustrations in the book are in black and white so that the cost of the book is low.

The views of the participants on the illustrations in the *General English* are interviewed. Since the learners are from the age of 16 to 25, only 3 female participants out of 15 care about the colorful pictures. They suggest that colorful pictures can create more interest in the topic. However, most participants say that it does not matter whether the illustrations are colorful or not. They just want to see clear illustrations.
As the researcher differentiates illustrations into drawings and photos, the researcher’s analysis and participants’ opinions on drawings in *General English* will be presented first.

A total of 58% illustrations are drawings. There are drawings that are quite functional and supportive for learning by giving general ideas of the content. They can also represent the learners’ culture.

For example, the drawing ‘*Things have changed* (See p-49, module-8)’ is helpful for the students so that they can come up with ideas of the character’s past and current situation. For instance, the text mentions, ‘*Mya Mya had long hair and she was applying for the nursing training.*’ The illustration can support the current situations of Mya Mya with short hair and nurse uniform so that the learners can come up with the present perfect sentences. The clothes and house also depict the refugees’ lives.

The following illustration is about the different ethnic traditional costumes in Myanmar context. Of course, Myanmar has many different ethnic groups.

**Figure (4.6) What are they wearing?**

See Appendix -5 (p-6, module-5)
With this illustration, students are expected to express the traditional clothes of people. Students are allowed to create new vocabulary that have no English equivalent, or are not common in English-speaking countries. For example, 'He is wearing a Karen shirt, Karen longyi and Karen scarf on his head.' It can also be regarded as a functional and cultural illustration.

Under the topic "Fortune telling (See p-33, module-7)", illustrations help to complete the activity in this topic. Those illustrations are informative and functional for the text and the task the students are assigned. For example, the series of the pictures show the events of 'attending university, graduation, meeting a handsome American man, marriage, moving to America, getting baby, etc.,' These pictures help the students to speak out the events. However, using the question 'Have you ever seen or met?' instead of 'Have you ever been?' is a better option.

According to the interviews, the participants agreed that noticing the illustrations help them to understand and recognize the lesson easily and increases their interest and participation in the lessons. Predicting or guessing the illustrations is likely to help understanding the texts.

Figure (4.7) Your opinion on education

B. Listen to the song. Put the first verse in the right order.

Teacher, leave them kids alone
All in all it's just another brick in the wall
We don't need no thought control
We don't need no education
All in all you're just another brick in the wall
No dark sarcasm in the classroom
Hey! Teacher! Leave them kids alone

C. Do you like the song?

See Appendix-4 (p-14, module-1)

In contrast to the functional and familiar illustrations, the participants' pointed out an illustration on page-14, module-1 as not being clear and unrelated to the topic.
S8: *There are pictures which do not connect with text. E.g. this picture (p-14, module-1).*

(Interview: 8)

S3: *Yes, this picture is not clear and I don’t know what they are doing. No connection with the task.* (Interview: 3)

Besides, the activity after the text and illustration is a Yes/No question. The illustration might not be useful for the activity.

Most of the characters in the drawings wear Burmese or Karen traditional costumes and display the sceneries that they can see in their environment. For instance, students can observe the places they are familiar with in the drawing 'Relatives from the city', 'At the clinic (See p-25, module-6)', 'Behind the doors (See p-19, module-2)', and 'In the dormitory (See p-1, module-9).' They reflect the living situation of migrants in the camps with the buildings in the illustrations and the clothes the characters are wearing.

All the participants admit that most of the illustrations in the General English reflect their migrant or refugee situation. They can see their homes, clinics, schools, church, temple, mosque, bus, etc. Besides, they can also see their culture in the Karen traditional costumes. One participant's (S7) opinion on the illustrations is:

*S7: “I accept that the majority of refugee people are Karen, but there are other minorities in the camps. So I would like to see illustrations with different cultural things and costumes.”*

(Interview: 7)

Another participant's (S11) said,
S11: “The characters in the illustrations wear Karen traditional costumes. It is better if the minority characters are mentioned in the illustrations.” (Interview: 11)

Although the illustrations are familiar for the students, they lack of cultural diversity.

Most of the drawings are in Myanmar context, but some drawings do not reflect the migrants’ culture. The drawings ‘In the city’ (See p-21, module-2), signs (See p-3, module-9), office and bedroom (See p-24, module-2), pizza and pasta (See p-41, module-3), hamburger (Figure-4.8), cinema, zoo, museum, etc., are likely to be discouraging the students to speak out with their own ideas. They may not reflect the learners’ lives.

**Figure (4.8) Hamburger**

![Hamburger Image]

See Appendix-4 (p-42, module-3)

According to the interviews, the participants said that they saw some illustrations that they have never seen in the book such as ‘pizza, pasta (See p-41, module-3), hamburger (Figure-4.8), sign (See p-3, module-9), pictures of city (See p-21, module-2), clothes from different cultures (See p-7, module-5) and so on. Participants say that those illustrations are unfamiliar to them and they might never see them if they weren’t presented in the book. They just
wanted to see clear photos. All participants asserted, "We have never seen or eaten pizza, pasta or hamburger. So it is better if the illustrations are realistic so that we can recognize what they are." Some participants admit that they would love to see the pictures of "Clothes from different cultures" with photos. The illustrations of signs and pictures in the city are with drawings and they have never seen those things either, so it cannot attract them and help them with their learning. In addition, they have the same thoughts with the illustrations of office and bedroom in that they do not have that type of bedroom in the camps. It doesn't represent their life.

**Figure (4.9) What are their problems?**

1. There's too much ___ loud music
   There are too many ___
   There isn't enough ___

2. There's too much ___
   There are too many ___
   There aren't enough ___

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

See Appendix-4 (p-22, module-6)

The illustrations on page -55, module-4 is about a schoolboy named Maung Maung. The events show that the students hate Maung Maung because he finishes work fast and answers the questions correctly. They are jealous of him. They take revenge on him by throwing paper balls at the teacher and blame it on Maung Maung. Although the picture can help students understand the content, the students in the refugee camps would rarely do anything like this because teachers
are superiors in Myanmar culture. It is inappropriate in terms of culture. Moreover, the illustration under the topic “What are their problems?” (Figure-4.9), the activity of it is ‘to complain about something to the person next to you’. This is sensitive in Myanmar culture, and no one will normally complain to each other in front of the victim. These illustrations can possibly be controversial and confusing for the learners. The participants commented that the illustration ‘What are their problems?’ is not described clearly for them to consider what the characters are thinking and doing. S9 said, “We give respect to our teachers. We are afraid of them and we love them as well. We never tease or chase like the students’ did in ‘A schoolboy Maung Maung. It is forbidden by our culture.’” No culture encourages it.

A total of 42% of illustrations are photos. There are real pictures of Myanmar people and migrant living situations. For example, the classrooms of migrant schools can be seen at the classroom language (See p-18, module-2) and advantages and disadvantages of teachers’ life (See p-62, module-8).

Figure (4.10) Imagining

See Appendix-4 (p-34, module-3)

In addition, transportation around the camps is shown in the photo ‘Imagining (Figure-4.10).’ There is no air-conditioned bus around the camps. The people there use mini-buses for
travel. This picture can motivate the refugees to learn about travel by highlighting their own lives. The participants agree that the illustrations of 'Imagining, Classroom language, Advantages and disadvantages and so on' reveal their lives.

Ninety-three out of 105 photos in General English, are actual pictures of famous people. These allow the learners to clearly see pictures of politicians, singers and millionaires. The remaining 12 photos are pictures of animals that they cannot see in their areas. Although they are likely to be informational and functional for students, there are photos that cannot represent the migrants’ lives. For example, clothes from different cultures (See p-7, module-5), Teen bomber (p-58, module-12) and Bangladesh (p-60, module-12) cannot reflect the life of migrant people. They cannot see their people in those photos.

According to the participants’ views, with the exception of colorless images, the illustrations or pictures presented in the General English are visually attractive to the migrant learners. It includes maps of some countries, some drawings or cartoons in Myanmar context. Most are in refugee context that are funny and amusing to the learners in addition to the real characters of Ban Ki-moon, Nelson Mandela, Carabao and so on.

All the participants claimed that the real pictures of popular characters attracted them and made the texts more interesting. However, most of the real pictures are photos of famous people. Those pictures do not offer different kinds of information and knowledge of some strange events, places and cultural things. S9 asserted, “The pictures of Clothes from different cultures are interesting, but they should be labeled to distinguish the nationalities.” They probably want the pictures to be meaningful and related to the given texts with a variety of designs.
The interviewees claimed that most of the illustrations in the General English represent their local culture. However, there is a struggle for them to clearly see the illustrations. One optimistic participant (S12) stated that ‘the uncleanness of the illustrations is also good for them because students will concentrate on the picture.’ She said, for instance, that the illustration ‘What just happened?’ (See p-2, module-5) cannot be seen clearly enough for doing the activities.

Figure (4.11) Describe the picture

See Appendix-4 (p-69, module-12)

In addition to the picture ‘Describe the picture (Figure-4.11)’ expect the students to write by spotting the people in the drawing. However, the drawings are likely to confuse the participants and make it difficult to talk or describe the people in the pictures.
Figure (4.12) Can you pick up my friends?

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?

See Appendix-4 (p-29, module-10)

They also say in unison that they are confused with the illustration ‘Can you please pick up my friend?’ (Figure-4.12). The task expects the students pick up friends at the bus stop by describing the physical appearance of the characters. The people in the pictures are too confused to be sighted well. As a result, the activities do not work at all.

To sum up, the participants’ perceptions in the interviews on illustrations are quite similar with the researcher’s analysis. They have a similar opinion that they would like to see the real pictures. They admit that most of the illustrations represent their real life situations, but are not clearly demonstrated. The interviews imply that illustrations should be functional to aid understanding. They pointed out unclear pictures, lack of cultural elements and controversial illustrations as possible the weakness of the material.
To conclude for the drawings and illustrations in *General English*, 65% of them reflect the lives of the migrant and 35% may not represent them at all. To sum up the photo illustrations, approximately 17% of the pictures reflect migrant cultural context and 83% are not related to the migrant lives at all. 57% out of that 83% can probably support students’ learning. For example, they can see photos of famous people, maps, and animals and so on. However, the remaining 26% may not represent the migrants’ culture or help them learn. The illustrations that do not reflect migrants’ lives may be useful to give them new input and empower them in order to know the world.

4.4 Findings for research question No.3: To what extent do the activities connect to the genres in *General English*?

The activities and tasks are designed not only to improve the learners’ linguistic competence but also to develop high-order skills in learners such as activating prior knowledge or schemata, guessing and making inferences. Reading cannot stand in isolation. It has to be integrated with the other language skills. With the 85 texts in *General English*, the researcher analyzed types of questions that come with the texts. The ‘before reading’ questions were not analyzed because they are brainstorming and personal response questions. The researcher analyzed the dominant questions and connections between the text-types and activities. There are various questions typed after the texts. The questions are shown in Table (4.8) and Figure (4.22). The question types are analyzed by Barrett (1972) and Nuttall (1982) (See p-41) and the connection between activities and genre are integrated by summary of text-types (See p-46).
Table (4.6) Type of questions

<table>
<thead>
<tr>
<th>Types of question or activities of 85 texts</th>
<th>Literal Comprehension</th>
<th>Reorganization Or Interpretation</th>
<th>Inference</th>
<th>Evaluation</th>
<th>Personal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>20</td>
<td>17</td>
<td>20</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

![Figure (4.13) Types of questions](image)

Literal comprehension questions are the most dominant apart from gap-filling, cloze type, matching activities, and personal response questions. Following are the texts and activities used as examples. The text and task of the topic “Ability” (p-59, module-8) is followed by the matching task with literal comprehension questions.

Figure (4.14) Sample task 1: literal comprehension question

5. **Ability**

A. These students have just finished their mid-year exams. Here are the results:

Aung Ko got 70% in his maths exam. He got good at maths, but only 45% in his English exam. Nu Nga got 80% in her Burmese exam, 77% in her English exam, and 85% in her Japanese exam. However, she only got 35% in her maths exam. She’s not very good at maths. Naing Naing’s good at social studies. He got 65% in his science exam. But he only got 41% in his science exam. Mr Mi’s the best student in the class. She got 100% in her science exam.

Complete the sentences, using information from the text.

1. Aung Ko is not very good at ______.
2. Nu Nga is good at ______, but she’s no good at ______.
3. Naing Naing is good at ______, but ______.
4. Mr Mi is really good at ______.

See Appendix-4(p-59, module-8)
Figure (4.15) Sample task 2: Personal response question

**In a place**

A. **Read the postcard and identify the following parts of it:**
   - Opening
   - Place description
   - Accommodation
   - Present activity
   - Earlier activities
   - Possible plans for later
   - Next meeting between writer and reader
   - Closing

B. **Write a description of a place you know.**

   Write about the interesting places that are there (e.g. teashops, restaurants, mountains, temples), and the different ways to get there (e.g. bus, train, boat). Include at least three sentences using and, but, or and so.

See Appendix-4(p-29, module-2)

After the short report text with the topic "In a place" (Figure-4.25), the personal response question ‘Write a description of a place that you know’ follows. The text becomes a model and the writing task is manipulated with the ideas of ‘Write about the interesting places that there are (e.g. teashops, restaurants, mountains, temples), and different ways to get there (e.g. bus, train, boat).’ It engages the students to individualize their own knowledge. It forces them to write a report genre to capture a place in the readers’ mind.

The researcher analyzed the connections between the tasks and genres. Most of the activities in this book are geared towards pair work and group work than individual tasks. Twenty six out of 85 texts are likely to stimulate students to write or speak in the same genre that is mentioned in the text.
Figure (4.16) Sample task 3: Reorganization question

**Recipes**

A. Here is a hamburger. What do you think the ingredients are? Make a list.

B. Here is a recipe for hamburgers. Put it in order.
   a. Cut the bread rolls in half, and toast them a little.
   b. Add some tomato, lettuce and onion. It's ready to eat!
   c. Make them into small, flat cakes. Cook these in a little oil.
   d. Mix them together with an egg, some flour and a little oil.
   e. Chop the meat, onions and garlic.
   f. Put the meat cakes in between the two halves of the bread rolls.

C. Here are some verbs you use when you talk about cooking. Match the verbs with the phrases. Some verbs can go with more than one phrase.

- **mix**
  - the oil and the onions
  - the fish
  - three eggs and some sugar
- **chop**
  - the lemon juice
  - some salt
- **add**
  - the water in the pot
  - small, round carrots
- **put**
  - the flour with the chilli and potatoes
  - bean curry
- **make**
  - the garlic in the sauce

D. What can you cook? Think of a receipt. What are the ingredients? How do you cook them? Make some notes. Use the verbs from C.

E. Do a role play. Tell your partner how to make your dish. Your partner writes down your recipe.

See Appendix-4(p-42, module-3)

For example, the procedure text “Recipes” on making a hamburger is followed by a speaking activity with reorganization question ‘**Match the verb with phrases. Some verbs can go with more than one phrase.**’ Then, it is followed by a writing activity with personal response questions ‘**What can you cook? Think of a receipt. What are the ingredients? How do you cook them? Make some notes**’ that asks to write in a culturally or locally connective style. Finally, the students are asked to speak. **Tell your partner how to make your dish. Your partner writes down your recipe.** The students are reinforced to speak and write in the procedure genre with the support of activities.
Figure (4.17) Sample task 4: Inference question

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?

- Nang Seng thinks... it is 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?

See Appendix-4(p.48, module-11)

The argumentative text “The internet (Figure-4.27) has an inference question, a literal comprehension question and a personal response question as the post-reading question. The text gives information on the advantages and disadvantages of using Internet. The students are asked for their opinion on using the Internet by inferring the text as soon as the text is finished with the question ‘What do you think?’ Then, the listening text comes to be a model of argumentation about Internet that is followed by the literal comprehension question. Finally, students are required to come up with their personal response on the idea of using the Internet effectively by
the question ‘Is your situation similar to any speakers’ situation? How useful is the internet for you?’ The text and the tasks encourage students to take a position in their speaking and writing.

Figure (4.18) Sample task 5: Personal Response question

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><em>born in Bengal in 1861</em></td>
<td><em>family</em></td>
<td><em>wanted to be a writer</em></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.

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. Start writing. Then decide what you will put in each paragraph. When you have organised your ideas, start writing.

See Appendix-4(p-36, module-10)

The autobiography of Rabindranath Tagore (Figure-4.28) is a recount text that is presented with three while- and post-reading activities. The first post-reading activity asks the students to categorize the factual records of Tagore under three subheadings. The second question ‘How should you write an autobiography? Put the stick (yes) or cross (no) next to these idea.’ strengthens the students’ awareness of the structure of writing a personal recount or autobiography. Finally, the last activity expects students to write their own autobiography using step-by-step instructions with the question ‘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 organized your ideas, start writing."

There are 18 out of 85 texts that ask students to think and imagine going beyond the printed pages with inference and evaluation questions. The letters can be regarded as the exemplifications for those types of texts.

The six texts under the topic "Jobs and training" (See p-9&10, module-) are three for job announcements ‘Weaving Trainer, Maths Teacher Wanted and Management Training’ and three for job application forms of participants. The task is ‘Work in pairs. Choose one of the jobs and trainings from 3.4 A. Partner A is applying for this job. Partner B is the boss and is interviewing the applicant. Role-play a job interview.’ Students need to choose the right applicant for the announcements and do a role-play as interviewers and interviewees.

Figure (4.19) Sample task 6: Evaluation question
7.2 More opinions

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

Ma Win,

Nice to hear from you. And I'm sorry about your job. You should come here. Life is much more difficult here than at home. You are right that raising a family is harder than at home. That's why I came here. The living costs are higher, too. I have a child and two small apartments. The food is cheap but it is not the same as our home food. I miss having the family together. I also miss my friends and family. The authorities here sometimes make problems for migrant workers. A lot of migrant workers were arrested, and they had to pay a huge fine to get out of prison.

I asked my friend at the Migrant Advice Centre about jobs in hospitals. If you work in hospitals, if you don't have a qualification from this country, they might have to get a job as a doctor. In my country, a hospital worker is a very, very hard. You work long hours and the hospital workers are sometimes very unkind 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 leaving back home are too small. This needs to change.

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. (p. 52 & 53, module-11)

1. 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. I'm not sure.
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

Reasons against

Self motivation, more money, moving out of poverty

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

See Appendix-4 (p-52 & 53, module-11)

Another example is the two report (informative) texts that are back and forth letters of Ma Win and Ni Ni. In the first letter, Ma Win tells about her career and how she learns about overseas jobs from Ni Ni. Her cousin, Ni Ni, replies with the information about the job, living and food. The activities let the students evaluate the two letters by the instruction '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' and infer with their own opinions by the question 'What do you think Ma Win should do? Discuss,' and to write their opinion in exposition genre.

Forty-one out of 85 are mixed with different texts and tasks. 4 out of these 41 texts promote students' speaking and writing in various genres, but students may not make an effort to write or speak in the same genre of the texts. For example, the text 'sport' (See p-58, module-8) is a report (information) genre, which is followed by a literal comprehension and a personal response question that can stimulate the students to speak in recount genre 'Tell your sport story
to your partner.' It shows that some tasks encourage unfolding their social activity although they are not directly joined with their texts' genre.

Eight out of the 37 texts have the literal comprehension questions which do not ask for writing and speaking in any genre, some are completed with 'Listen and check' task and some do not have post reading activities. For example, the report text "Bangladesh" (Figure-4.30) ends with 'listen and check'.

Figure (4.20) Sample task 7

| Bangladesh, one of the most populated countries in the world, is affected by frequent natural disasters such as floods, cyclones, droughts, landslides and earthquakes. In 1998 almost 70% of the country's homes were destroyed, and 10 million people had to leave their homes. During this time, more than a thousand people per day were injured or died from disease. Some of Bangladesh's environmental problems, such as deforestation, have led to a large population, so people need land for farming. Trees are cut down so farmers can grow rice and other food crops. When the rain season comes, the soil becomes heavy, and many homes and farms are destroyed by landslides. Partly because of these environmental problems, almost half of the population is living in poverty. 48% of Bangladeshis live on only one meal per day or less. Many children, especially girls, have no access to much education. In rural areas, 42% of boys and 52% of girls are out of school, and 46% of males and 57% of females are illiterate. |

C. Listen and check.

See Appendix-4 (p-60, module-12)

| Texts with activities which are directly connecting to the given genre of the text | 44 |
| Texts with activities which are promoted with different genres from the given texts | 4 |
| Texts with activities not connecting with | 37 |

Table (4.7) Connection between tasks and genres in General English
<table>
<thead>
<tr>
<th>any genres</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total texts</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

57% of the activities are connected to the respective genre of the texts while 43% of those are Yes/No questions and gap-fillings.

The activities in the *General English* include language-focused activities, and a variety of range of question types. The lower-order questions such as literal comprehension and reorganization types aid the students' understanding and application skills. These questions provide a base for higher-order questions such as inference, evaluation and personal response so that the students can possibly be critical, logical, reflective and creative in their learning.

**Conclusion**

According to the above discussion, it can be summarized that even though there are a variety of topics in *General English* which are not directly exposed to the refugees' lives, the participants are willing to learn the topics which reflect their lives and which can be adapted to their lives. In addition, the illustrations are expected to be clear and real photos are needed. The various types of questions with high-order and low-order thinking skills are provided. Summary of the findings, limitations of the study, recommendations and suggestions for further research will be discussed in the next chapter.
Chapter Five

Conclusion

5.1 Introduction

This chapter reveals the summary of the discussion and findings presented in the previous chapter. It also provides recommendations for material development and discusses some limitations of the study.

In this research, General English is adapted from the Language in Use coursebook and developed in the migrant cultural context. It has been evaluated with the purpose to analyze the topics in General English, to match the activities in terms of genre, and to analyze the illustrations and topics. The data were obtained from two sources: researcher’s analysis of textbook and interviews with students. The data were analyzed to check whether the material is appropriate with regard to the social lives of refugee students and to find out whether it encourages students’ learning. The research focuses on four categories: topics, illustrations and activities.

5.2 Summary of the findings

Findings for the research questions are discussed in the previous chapter. The findings of the study are summarized as follows:

In terms of topics, it includes potentially engaging topics (e.g. social matter, future plans). There is a need for authentic and controversial issues that are challenging enough for communication. It needs fiction such as stories or poems. It does not contain enough up-dated information that can stimulate the students to go deeper into a subject. It is found that 11% of the topics are related to the migrant students’ lives and approximately 63% are adaptable into their
real life situation and provide knowledge because they are supported with personalized and localized activities. As the General English is adapted for Myanmar migrant students, the subject content is generally realistic and appeals to young adult migrant learners.

In terms of illustrations, they are in black and white colors and not attractive. The book is crammed with texts and illustrations, and not clearly laid out to provide clarity, but the illustrations in the book are functional. Approximately 65% of the drawings and 17% of photos represent the migrant cultural context. The drawing illustrations are ambiguous and difficult for the students to decipher and they are not able to describe what the characters are doing in the pictures. It is found that 57% of the photos used in the book are still need to be decorated with realistic illustrations in migrant cultural context. The characters in the illustrations wear the Karen traditional dress. Karen ethnicity is the majority group of people in the three refugee camps where the research has been done.

In terms of activities, there is a good balance of pre, while and post learning tasks, but they are focusing more on forms than real communication. There are a variety of question types, but 43% of them are literal comprehension types with Yes/No questions, gap-fillings, matching and multiple-choices. The remaining 57% have equal spaces for personalization, reorganization, evaluation and inference types of questions for the students’ critical thinking skills. Connection between tasks and genres in General English are shown:

<p>| Texts with activities which are directly connecting to the given genre of the text | 44 |
| Texts with activities which are promoted with different genres from the given texts | 4 |</p>
<table>
<thead>
<tr>
<th>Texts with activities not connecting with any genres</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total texts</td>
<td>85</td>
</tr>
</tbody>
</table>

57% of the activities are connected to the respective genre of the texts while 43% of those are not totally engaged because they are completed with Yes/No questions and gap-fillings.

It can probably be aligned with Malinowski's (1923) view of language learning, “In society, language performs certain functions in the everyday lives of people who live within a society (See p-38)” The students can get knowledge from global contents, but the language they acquired from the classroom may disappear after class because they do not use it in their actual lives. A variety of topics in General English may not relate to the refugee's lives. In addition, the illustrations are expected to be clear with real photos. However, the main focus of the post-10 program is to improve the students' English, increase awareness of Myanmar issues and teach general knowledge (See p-10). The topics and illustrations are likely to be appropriate with the Myanmar migrant learners and to meet the program's needs.

With the fact that there are a variety of genres in General English, the dominant one is the report genre. Firth (1968) describes, ‘When individuals are involved in a social event, they are realizing a social process linguistically (See p-38)” With the lack of a balance of genres, the students may not be able to unfold their social process linguistically in the target language. Although there are a variety of question types, most of them are literal comprehension questions. Since the second dominant one is a personal response question, the students can possibly gain opportunities to personalize and create their own, according to the Vygotsky's (1930) model,
“Learning is bridging the gap between actual and potential development through instructions (See p-41).”

To be critical, the findings indicate that the adapted coursebook *General English* is appropriate with the migrant learners, but it is necessary to update it with localized and informative topics and illustrations in order to meet the learners' interests and needs. Although it includes a variety of text-types and activities, *General English* still needs to promote the texts with a balance of genres and question-types so that the learners can improve their critical thinking and communication skills for real life situations in their own cultural context.

5.3 Recommendations for materials development

The researcher would like to make the following recommendations for the topics, illustrations and activities regarding adaptation. In particular, *General English* can be localized and modified in a way that:

Topics will cover the young adult life and interests, controversial and argumentative issues, political issues, migrant and refugee issues, latest information of current issues, authenticity, localized materials with educational values that are relevant to socio-cultural aspect of Myanmar migrants.

Illustrations must be clear with more realistic pictures and must be functional and supportive to aid the understanding on texts and tasks. The characters in the illustrations should have more diversity rather than just focusing on the majority group so that the minority groups do not feel marginalized. The appearance can be attractive and clearer.

There should be a balance of text-types in order to display the social activities and daily communication. There must be a balance of question types which encourage constructive learning and critical thinking. Other types of questions should be used rather than literal
comprehension questions with gap-filling, yes/no questions, true/false, matching and multiple choices, so that the learners are challenged in interesting ways.

Material writers or publishers, teachers, students and principals of the schools should have a workshop to create more suitable materials. Cunningsworth(1995) recommends analyzing the teaching and learning situation with five aspects, “The aims and objectives of the English program, the syllabus, the teaching and learning situation, the learners and the teachers (See p-30).” Therefore, a workshop is necessary for adjusting the length of the book and the length of school semesters in order to add or remove the supplementary materials. It is also needed to deal with the students’ needs because they have different purposes for learning English. Some students want more exposure in their own culture but also within cross-cultural backgrounds for the potential of further studies and employment. Fitting into such kinds of objectives and requirements, materials should portray the various aspects of culture which are directly related to effective interpersonal communication instead of the inadequate ones. A workshop is required to localize and adapt the Myanmar migrant cultural context adequately.

5.4 Limitations of the study

There are four limitations of this study. The evaluation criteria proposed in this research might be applicable only to this kind of coursebook.

In the interviews, the researcher documented the views of 15 participants from three schools within three refugee camps. Five participants’ responses from the Mae La refugee camp might have some bias because they were in the same room during the interviews. One’s answers might influence the others. It would be better if they did not hear the other’s answers on the book. However, there were one-one interviews for the other two refugee camp schools.
General English was published, by the Curriculum Project, for the post-10 Myanmar migrant and refugee students who are living in the Thailand-Myanmar border. The publisher of the book is a non-profit organization. The price of the book is quite low because the schools cannot pay a high price. Therefore, the book cannot be published in colors. It might be attractive, if the publisher printed in color like Language in Use.

Although there are nine camps where the General English is being used on the Thailand-Myanmar border, the researcher did the research and completed the interviews in three out of nine camps in Tak province.

As the research instruments are textbook analysis and interview, the classroom data was not collected in order to know how the activities work with students and teachers.

5.5 Suggestions for further research

Four suggestions provided for further study are:

1) The research was done only on the four categories, topics, illustrations and activities to evaluate the appropriateness of material with the refugee students.

2) Skills development, teachability, methodology, syllabus, and effectiveness and sustainability of the book should be researched to see whether General English is effective for the migrant learners.

3) Classroom data or observations should be part of the research instruments.

4) General English is currently being used in Myanmar with the name ‘Think English’. The evaluation of this material should take place to find out whether it is appropriate for the students in Myanmar.
References


**Online Resources**


Appendix -1

Interview Questions for Students

1. Personal Information

Student:

Age: □ Under 20 □ 20-25 □ 26 and above

Gender: □ Male/ □ Female

Religious:

Ethnic:

Years of English education: □ less than 5 years □ between 5 and 10 years □ above 10 years

Years of living in the camp: □ less than 5 years □ between 5 and 10 years □ above 10 years

PURPOSE OF LEARNING ENGLISH

1. Do you have a clear purpose of learning English?
   □ Yes □ No □ Not sure

<table>
<thead>
<tr>
<th>Purpose of learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a teacher</td>
</tr>
<tr>
<td>To find a job</td>
</tr>
<tr>
<td>To be a translator</td>
</tr>
<tr>
<td>To make a foreign friends</td>
</tr>
<tr>
<td>For further education</td>
</tr>
<tr>
<td>To enjoy English music, films, books, media</td>
</tr>
<tr>
<td>(newspaper, magazines, TV programmes, etc)</td>
</tr>
</tbody>
</table>

2. OPINION ON TOPICS

(1) What kind of topics do you like to learn and discuss in the class? (not in the book)  
(E.g. Sports, Music, Culture, Love, Job, Education, Superstition, Fashion, Politics)
<table>
<thead>
<tr>
<th>Topics students like to learn</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

(2) What do you think it is useful for you to teach the topics about ‘Writing CV’ or ‘Shopping’ or ‘restaurants’?
  If yes, why?........................................................................................................................................
  If no, why?........................................................................................................................................

(3) Discussion one topic that is potentially controversial or arousing students’ reaction.

<table>
<thead>
<tr>
<th>Topics students like/dislike</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

(4) Are there any topics or tasks you have been taught (or you have to learn) that you think they are useful for you?

☐ Yes ☐ No

<table>
<thead>
<tr>
<th>Topics/activities useful for students</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

(1) Are there any topics or tasks you have been taught (or you have to learn) that you think they are not useful for you?

☐ Yes ☐ No

<table>
<thead>
<tr>
<th>Topics/ activities not useful for students</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
3. OPINION ON ILLUSTRATIONS

(1) Are there any illustrations from the book that you have never seen in your real life?

☐ Yes  ☐ No
If yes, please give some examples, .................................................................
If no, why?...........................................................................................................

(2) Do you like to learn with the aids of illustrations that you are not familiar with? (Signs, stage shows, advertisements, etc)
If yes, why?...........................................................................................................
If no, why?...........................................................................................................

(3) Do you like if your group of people is presented in the book? (Karen groups, Burmese groups, etc)
If yes, why?...........................................................................................................
If no, why?...........................................................................................................

<table>
<thead>
<tr>
<th>illustrations students like/dislike</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Appendix-2

Topics in General English
<table>
<thead>
<tr>
<th>Unit</th>
<th>Myanmar specific topics</th>
<th>Universal Topics</th>
<th>Asian Cultural Topics</th>
<th>Global Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An introduction to introduction</td>
<td>Social English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Love and marriage</td>
<td>How do you get around?</td>
<td></td>
<td>General Knowledge</td>
</tr>
<tr>
<td></td>
<td>Friendship, romance and family</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Khaing Win and Mi Lwin-a love story</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Your opinion on education</td>
<td></td>
<td></td>
<td>Personal Information</td>
</tr>
<tr>
<td>2</td>
<td>Behind the doors</td>
<td>Classroom language</td>
<td></td>
<td>Going to the city</td>
</tr>
<tr>
<td></td>
<td>Complaining students</td>
<td></td>
<td></td>
<td>Describe the people</td>
</tr>
<tr>
<td></td>
<td>The office</td>
<td></td>
<td></td>
<td>The town of Wonderville</td>
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<tr>
<td></td>
<td>In the bedroom</td>
<td></td>
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<tr>
<td></td>
<td>Transport and travel</td>
<td></td>
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<tr>
<td></td>
<td>How to get there?</td>
<td></td>
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<tr>
<td></td>
<td>Trains, buses and planes</td>
<td></td>
<td></td>
<td>Describing a place</td>
</tr>
<tr>
<td></td>
<td>A trip to Namhkan</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Imagining</td>
<td>Bad behavior</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>What’s happening in your life?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>We’re busy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There’s something happening</td>
<td></td>
<td></td>
<td>Tom’s Dinner (song)</td>
</tr>
<tr>
<td>Buildings you know</td>
<td>Eating and drinking</td>
<td>Pizza and pasta</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Recipes</td>
<td></td>
<td></td>
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<tr>
<td>Food and containers</td>
<td></td>
<td>Likes and dislikes</td>
<td></td>
<td></td>
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<tr>
<td>Elizabeth’s problem</td>
<td>Describing a process</td>
<td>Resources</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Famous people</td>
<td></td>
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<td></td>
<td></td>
<td>Dee Dee and the kangaroo</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Nelson Mandela</td>
<td></td>
<td></td>
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<tr>
<td>Interview about yesterday</td>
<td></td>
<td>Simon Bolivar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wangari Maathai</td>
<td>Asking about Che Guevara</td>
<td></td>
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<tr>
<td>Your life story</td>
<td></td>
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<tr>
<td>In the house</td>
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<td></td>
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<tr>
<td>How short they are?</td>
<td></td>
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<tr>
<td>Relatives from the city</td>
<td></td>
<td>In the restaurant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling a story</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>It's just happened</td>
<td></td>
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<tr>
<td>Things have changed</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Getting ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've already done it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are they wearing?</td>
<td></td>
<td>Clothes from different cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When do you wear..?</td>
<td></td>
<td>Shopping around the world</td>
<td></td>
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</tr>
<tr>
<td>Whose shoes?</td>
<td></td>
<td>People buying things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the library</td>
<td>Units of measurement</td>
<td>An appointment with Ban Ki-moon</td>
<td>Prediction the future</td>
<td>Tell a fortune</td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------------------------</td>
<td>----------------------</td>
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</tr>
<tr>
<td>What do we need?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What are their problems?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How long?</td>
<td>Aung Mon and San Aye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cho Cho's appointment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The next three years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparing things</td>
<td>Schools</td>
<td>Living in Chiang Mai</td>
<td>How to get to...</td>
<td>In the neighborhood</td>
</tr>
<tr>
<td>Things people do</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

6 7 8
<table>
<thead>
<tr>
<th>9</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the dormitory</td>
<td>Children’s question</td>
</tr>
<tr>
<td>What should I do?</td>
<td>Signs</td>
</tr>
<tr>
<td>Giving advice</td>
<td>Have you got any problems?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Aung Mon’s career</td>
<td></td>
</tr>
<tr>
<td>Jobs and training</td>
<td></td>
</tr>
<tr>
<td>Story from the pictures</td>
<td>Sayab’s job</td>
</tr>
<tr>
<td>Guess</td>
<td>People, jobs and things</td>
</tr>
<tr>
<td>CVs</td>
<td>Blowing in the wind (song)</td>
</tr>
<tr>
<td>10</td>
<td>What were you doing?</td>
</tr>
<tr>
<td>Reading on the bus</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Family photo</td>
<td></td>
</tr>
<tr>
<td>Who’s who</td>
<td></td>
</tr>
<tr>
<td>Can you please pick up my friend?</td>
<td></td>
</tr>
<tr>
<td>Husband and wife</td>
<td>An Indian poet</td>
</tr>
<tr>
<td></td>
<td>The wicked postman (poem)</td>
</tr>
<tr>
<td></td>
<td>An autobiography</td>
</tr>
<tr>
<td>What are you going to do?</td>
<td>Your future plan</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Future plans</td>
<td></td>
</tr>
</tbody>
</table>
Appendix-3

Transcripts of the interviews
Appendix-4

Copies of Extracts from *General English*
4.3 Pairwork: Ban Ki-moon

What do you know about the United Nations? What do you know about Ban Ki-moon?

B. Read this text. There is some missing information.
What questions do you need to find this information?

Ban Ki-moon

Ban Ki-moon is Secretary-General of the United Nations. He comes from __________, in South Korea. His name, Ki-moon, means ‘wisdom’. He speaks __________, French, Korean and Japanese. His job is very large – the United Nations has __________ member countries, almost every independent country in the world. 61,000 people work for the UN. He earns about __________ dollars per year.

His wife’s name is Yoo Soon-tack. They have __________ children. They live in New York, near the United Nations headquarters. In their free time they like __________ and learning languages.

Ban Ki-moon is very interested in the environment and often talks about global warming.

C. Ask your partner the questions, and write the information in the gaps.

4.4 Interview

A. What do you want to know about your classmates? In pairs, think of as many
wh- questions as you can. Use at least one of each question word from 4.2 C.

How do you get to class?
When do you study English?

B. Find another partner. Ask him/her the questions.

C. Write her/his answers as a paragraph. Don’t write the person’s name.

_____ gets to class by bus. She studies English at night, after she gets home...

D. Put it on the wall. Go around and read the other paragraphs. Can you guess which paragraph is about which classmate?
6. Friendship, Romance and Family

6.1 Who's who?

A. This is Zaw Aye’s favourite photograph. Zaw Aye is the boy on the left, at the back. The other people in it are:

<table>
<thead>
<tr>
<th>his grandfather</th>
<th>his mother</th>
<th>his father</th>
<th>his aunt</th>
<th>his uncle</th>
<th>his older sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>his younger sister</td>
<td>his brother</td>
<td>his friend</td>
<td>his niece</td>
<td>his sister’s husband</td>
<td>his cousin</td>
</tr>
</tbody>
</table>

Who is who? What do you think?

B. Listen and check. Were you right?

What does he say about these people? Listen again, and complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>his grandfather</td>
<td></td>
</tr>
<tr>
<td>his older sister</td>
<td></td>
</tr>
<tr>
<td>his best friend</td>
<td></td>
</tr>
</tbody>
</table>

C. Answer these questions:

1. Which person is not a relative?

2. What’s the word for his sister’s husband?

6.2 Family members

A. What family members do you know? Have a group brainstorm competition.

father-in-law great-aunt

B. Classify the family words into female, male or both.

C. Pairwork. Ask your partner about her/his family. Use Do you have a...?

When you answer, give more information about that person.

Do you have a nephew?

No, I don’t.

Do you have a grandfather?

Yes, I do. He lives in Mandalay.
3. Thinking about Learning: Language Learning

3.1 Your opinion of education

A. Make a mind map. Think of words about education. Write them on the mind map. Add more lines and categories if you need to.

- subjects
  - English
  - biology
  - classroom
  - chairs
- things
  - books
- verbs
  - think
  - students
  - education
  - department

B. Listen to the song. Put the first verse in the right order.

Teacher, leave them kids alone
All in all it's just another brick in the wall
We don't need no thought control
We don't need no education
All in all you're just another brick in the wall
No dark sarcasm in the classroom
Hey! Teacher! Leave them kids alone

C. Do you like the song?
What do you think 'another brick in the wall' means in this song?

a - a part of a house
b - a way to control people
c - security so people can't enter your home

Do you think education is 'another brick in the wall'?

3.2 Think about your language learning

A. What things are important in learning English? Make a list.

Speaking
Vocabulary
Thinking

B. Are you good at these things?

Speaking? Listening? Writing?
Reading? Grammar? Vocabulary?

For each one, give yourself a score out of 5. Are you better at some things? Why? Are you weak at some things? Why?

3.3 How can you improve?

A. How can you improve your English? Make a class list on the board.

B. In groups, choose one or two of the items from 3.2 B above. Make a list of ways to improve your English in that area.
Module Two

classroom language – imperatives – there is/are – have/has got –
transport – syllables, stress and schwa – postcards – language needs and priorities

1. Classroom Language

1.1 Instructions

A. Listen. The teacher is giving instructions to the class. In which conversation are the students going to do these things?

read ___ listen ____ speak ____ write ____

B. Listen again. What does he want his students to do? Write the instructions you hear.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect</td>
<td>1</td>
<td>3</td>
<td>Listen</td>
</tr>
<tr>
<td>them and</td>
<td>2</td>
<td>4</td>
<td>carefully</td>
</tr>
<tr>
<td>give them</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>to me</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

C. What do you do in English class? Complete the sentences with as many activities as you can think of.

Read... the text, the story on page 33,
Listen to... the teacher, your partner,
Write...
Discuss...
Repeat...
Answer...
Work... in pairs;
Practice...

D. Work in pairs. Partner A: give an instruction from C. Partner B: follow partner A’s instruction.

---

1.2 Classroom questions

A. These requests contain mistakes. Correct them.

1. How do say ɔk in English?
2. How to pronounce R-H-Y-M-E?
3. Can you repeat that again, please?
4. Sorry, I'm not understand.
5. How do you 'exactly' spell?
6. Please that on the board.
7. What means 'recently'?
8. How do you call this in English?
9. What 'conversation' in Burmese?
10. Can I borrow pen?

B. Work in pairs. Ask and answer questions with:

1. What does... mean?
2. Can you spell...?
3. How do you say... in English?
4. What's... in Burmese?
5. How do you pronounce...?

C. What do you say in these situations?

1. You don't know the meaning of a word.
2. You didn't hear the teacher's instructions.
3. You don't understand something.
2. What is Where?
2.1 Behind the door

A. Look at these doors. What rooms do you think are behind them?

B. Read the sentences. Which room do they describe? Can any sentences describe both rooms?

1. There’s a blackboard.
2. There’s a big desk by the blackboard.
3. There are posters on the walls.
4. There’s a shelf in the corner.
5. There are two maps beside the posters.
6. The room’s got a mosquito net.
7. The room’s got three blankets.
8. The room’s got bamboo desks.

C. What else do you think is in each room?

D. Now look at these doors. What rooms do you think they are?

E. Which room are these things in?

<table>
<thead>
<tr>
<th>police officer</th>
<th>bucket</th>
<th>computer</th>
<th>telephone</th>
<th>drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>cell</td>
<td>photocopier</td>
<td>prisoners</td>
<td>cigarettes</td>
</tr>
<tr>
<td>money</td>
<td>sweets</td>
<td>chair</td>
<td>lock</td>
<td>calculator</td>
</tr>
</tbody>
</table>

What else might be in the rooms? Write a few sentences about each room. Show your sentences to another student. Did you imagine the same things?
What's in your classroom?

Make a list of all the things in your classroom.

- blackboard
- students

What other things do you want in your classroom?
- 12 computers

Listen to Kyi Kyi talking about her classroom. What's in her classroom? What's not in her classroom?

<table>
<thead>
<tr>
<th>✓</th>
<th>x</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>blackboard</td>
<td>computers</td>
<td></td>
</tr>
</tbody>
</table>
C. Look at this table. It shows what there is in the city. Use this information to complete Uncle’s reply.

<table>
<thead>
<tr>
<th>animals</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs</td>
<td>✓</td>
</tr>
<tr>
<td>cinema</td>
<td>✓</td>
</tr>
<tr>
<td>football pitch</td>
<td>x</td>
</tr>
<tr>
<td>swimming pool</td>
<td>✓</td>
</tr>
<tr>
<td>bicycles</td>
<td>x</td>
</tr>
<tr>
<td>buses</td>
<td>✓</td>
</tr>
<tr>
<td>train</td>
<td>x</td>
</tr>
</tbody>
</table>

Dear Kyaw Kyaw,
There are some animals in the city. There are a lot of rats, and there are some cats.

Love,
Uncle

D. Work in pairs. Ask your partner questions about her/his home town. Then tell the class.

2.4 In the city

A. Look at this picture for three minutes. Try to remember as much as you can.

B. Now turn to page 66 and answer the questions.
3.3 Find someone who...

Go around the room and ask questions. Find someone who’s got:
- three brothers
- a watch
- red shoes
- parents from different ethnic groups
- an English story book
- two cats
- a hat

3.4 Describe the people

Do you know who Kofi Annan is? Look at the picture of Kofi and Nane Annan, and correct the information in the sentences.

1. Kofi Annan hasn’t got a beard.
   Kofi Annan’s got a beard.

2. He’s got black hair.

3. He’s got a small nose.

4. Nane Annan’s got black hair.

5. She’s got a moustache.

6. She hasn’t got a necklace.

7. Kofi and Nane Annan have got hats on.

8. They’ve got big ears.

3.5 Pairwork: The office


You and your partner both have a picture of an office. The pictures are almost the same, but there are eight differences. Find the differences without looking at each other’s pictures. Ask questions, e.g.

   How many... are there?
   Where’s the...?
   Have you got a... in your picture?
   Is the... next to/on/under the...?
5. Transport and Travel

5.1 Vocabulary

A. What types of transport do you know? What prepositions do you use with them?
   - by bicycle
   - by elephant
Which ones have you used?

5.2 How to get there

A. Three people describe how they travel from Moulmein to Rangoon. Fill the gaps with the words in the box. You can use some of them more than once.

<table>
<thead>
<tr>
<th>takes</th>
<th>gets to</th>
<th>leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>costs</td>
<td>arrives</td>
<td>pay</td>
</tr>
</tbody>
</table>

'I usually fly. I leave home at 7.30 in the morning.'

The plane _______ Mingoladen Airport at about 8.30. It _______ in Moulmein by 9.15, so the journey _______ less than one hour. It's expensive - it _______ about $50 - but it's very fast.'

'I go by train, because I like to look at the countryside. I catch the 8.00 train, which _______ Moulmein at 1.00. The train is faster and more comfortable than the bus, and cheaper than the plane. Except that I have to pay foreigner prices! For me, it _______ $25, but people from Burma only _______ 8,000 kyat.'

'I usually take the bus. I leave my house at 4am and wait beside the road. The journey _______ a long time - about 9 hours. The bus is very crowded and uncomfortable! It is also very cheap - it only _______ 3,000 kyat.'

B. Look at the types of transport in your list. Rank them:
   - From fastest to slowest
   - From most expensive to cheapest
   - From most comfortable to least comfortable

B. What do they say are the advantages (good points) and disadvantages (bad points) about each type of transport?

<table>
<thead>
<tr>
<th></th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Neil wants to visit his friend Htoo Aung, who lives in Mae Pa. He phones and asks how to get there. Read the text, then look at Htoo Aung’s answers. What are Neil’s questions?

1. Q: How do I get to your house?
   A: By motorbike, car or linecar.
2. Q: ____________________________?
   A: By linecar.
3. Q: ____________________________
   A: 10 baht.
4. Q: ____________________________
   A: About ten minutes.
5. Q: ____________________________
   A: At 6.00 in the morning.
6. Q: ____________________________
   A: On the main road.
7. Q: ____________________________
   A: You can walk.

5.5 A trip to Namhhkam

A. Have you ever been to Namhhkam?
What do you know about Namhhkam?

B. Read the text.
Guess the missing information.

Namhhkam is a pretty town in the mountains ____________________ from Mandalay, in Burma.
The best way to get there is ___________________.
It takes ________ to get there, and

costs ___________. You can’t get there by

train because ___________. You can also

That costs about ___________.

C. Listen to the audio and check your guesses.
Were you right?

5.6 Adjectives to describe transport

A. Five people talk about public transport.
Which two adjectives go best with each bubble?

1. They always come on time, but the seats are very hard, especially on a long journey.

2. I can never find a seat, especially in the mornings, and they stop many times on the way.

3. The tickets cost a lot but they’ve got lovely, large, soft seats.

4. They don’t cost much, but they have a lot of accidents.

5. Sometimes they come and sometimes they don’t, so very few people use them.

comfortable
uncomfortable
cheap
expensive
fast
slow
safe
dangerous
unpopular
crowded
reliable
unreliable
More About *there*

In the bedroom

Look at this picture of a bedroom. Read the description. Circle the mistake in the description.

There are two ways you can make negative statements with *there*:

<table>
<thead>
<tr>
<th>Noun Type</th>
<th>Positive Statement</th>
<th>Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>single countable noun</td>
<td>There is no teacher in the class.</td>
<td>There isn't a teacher in the class.</td>
</tr>
<tr>
<td>plural noun</td>
<td>There are no students in the class.</td>
<td>There aren't any students in the class.</td>
</tr>
<tr>
<td>uncountable noun</td>
<td>There is no water in the cup.</td>
<td>There isn't any water in the cup.</td>
</tr>
</tbody>
</table>

They have the same meaning.

Look at your classroom. What things are in it?

Write sentences about the things below, using *there is/are (no)*, e.g.

- chairs
- elephants

1. teacher
2. chalk
3. paper
4. map
5. electricity
6. furniture
7. chickens
8. books
9. snow
10. coffee
11. bananas
12. food

The town of Wonderville

Read the politician's speech about his town of Wonderville.

Fill the gaps with the positive or negative forms of *there is/are.*

Good evening, ladies and gentlemen. I am the mayor of Wonderville. I am here today to talk to you about our wonderful town.

Today _______ (1) 10,000 people in our beautiful town. We are all happy _______ (2) problems here _______ (2) good jobs for all our people. _______ (6) good schools for all our children. _______ (9) nice houses for all our families. _______ (6) police here. We don't need them, because _______ (7) crime _______ (8) guns. Our streets are clean. _______ (9) rubbish, and no pollution _______ (10) many parks, theatres and cinemas in our town _______ (11) entertainment for everyone. And _______ (12) free public transport - buses and trains that go wherever you need to go. _______ (13) many reasons why Wonderville is a great town! _______ (14) a good life for you here in Wonderville! Come and live in wonderful Wonderville!

Listen and check.
7. Writing: Describing a Place

7.1 Conjunctions

A. When you describe a town or city, what can you talk about? Make a list.

- buildings...

B. Match the first and second halves of the sentences.

1. Shanghai is a beautiful city,
2. It is one of the world's biggest cities,
3. The streets of the old town are very narrow,
4. There are many interesting places to visit,
5. In the afternoon you can visit the park,
6. In the evenings you can see acrobats,
7. The food there is very good,
8. The people in Shanghai eat a lot of pork,
9. Shanghai is an Asian fashion centre,
10. Most Chinese don't speak English,

- a. or go swimming in the sea.
- b. but it can be quite oily.
- c. but they are often very crowded.
- d. and it also one of the busiest ports.
- e. so you need a phrasebook.
- f. so there are no cars or buses.
- g. or you can watch a Chinese opera.
- h. so there are expensive clothing shops.
- i. and also lots of seafood.
- j. but it is quite polluted.

C. What's the rule? Fill the gaps with and, or, but or so.

1. We use ______ to add information.
2. We use ______ to show a result.
3. We use ______ to show contrast.
4. We use ______ to show a choice.

D. Complete the description of Tasmania, Australia. Fill the gaps with and, or, but, or so.

Tasmania is a beautiful place. It is close to the mountains ______ the sea. The weather is not too cold, ______ it often rains. It can sometimes rain for days, ______ people often complain about the weather there. The summer has very little rain, ______ that is the best time to go. In the summer there are sports events ______ concerts.

You can get to Tasmania by plane, ______ the best way to get there is by boat. The boats are very large ______ you can bring your car on them. It takes about eight hours ______ it is very cheap. It is faster to go by plane, ______ it is more interesting by boat.

7.2 In a place

A. Read the postcard and identify the following parts of it:

- Opening
- Place description
- Accommodation
- Present activity
- Earlier activities
- Possible plans for later
- Next meeting between writer and reader
- Closing

B. Write a description of a place that you know.

Write about the interesting places that are there (e.g. teashops, restaurants, mountains, temples), and the different ways to get there (e.g. bus, train, boat). Include at least three sentences using and, but, or and so.
Module Three

the present continuous – *there is/are + -ing* – eating and drinking – containers –
likes and dislikes – instructions – language learning resources

1. What’s Happening Now?

1.1 Imagining

A. Kyaw Kyaw is sitting in a linecar on his way to the city. He’s writing his journal in the linecar. Read the journal. Is he enjoying himself?

I’m travelling to the city to live with my uncle. I’m wearing my best clothes. I’m feeling very excited, but a little afraid, too. I think the journey is dangerous – the driver’s going much too fast. There are three other people in the linecar. One man is smoking a big cigarette, two women are talking, and eating some fruit. I’m thirsty, and I’m feeling a little sick. I want some water...

B. Choose one of these pictures. Imagine you are one of the people in the picture. You are travelling. Think of what is happening.

I’m travelling to...
I’m wearing...
I’m eating...
I’m drinking...
I’m feeling...

C. Work in pairs. Ask your partner questions. Can you guess which picture s/he is in?

Where are you going? Are you eating? What are you eating? How are you feeling?
3. There's Something Happening

3.1 There's a boy reading a comic

A. Look at the picture.

<table>
<thead>
<tr>
<th>There's a boy. He's reading a comic.</th>
<th>There are some girls. They're talking.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There's a boy reading</strong> a comic.</td>
<td><strong>There are</strong> some girls talking.</td>
</tr>
</tbody>
</table>

Write sentences about the other people in the picture.

1. drink beer
   - There's a boy drinking beer.
2. smoke a cigarette
3. hold a stick
4. laugh
5. watch the situation

B. Choose a picture from this module. Write some sentences about it using there is/are + -ing. Read them to your group. Can they guess which picture you are describing?

3.2 Buildings you know

A. Look around your classroom. Are these sentences true or false?

   a. There's a dog sleeping in the corner.
   b. There's a teacher writing on the blackboard.
   c. There are some students sitting quietly.
   d. There's a woman picking up her pen.
   e. There's a man wearing a white shirt.
   f. There are some people walking around outside the classroom.

3. B. Listen to this woman describing her house when she was a small child.

3. C. Close your eyes. Remember a house you lived in when you were a small child. What is in that house? Who is in that house? Describe it to your partner.
3.3 Pairwork: Listen and draw

Partner A: look at this picture.
Partner B: look at the picture on page 68.

Partner A: choose a box with a picture in it (1, 4, 8 or 9). Describe the picture to Partner B. S/he will draw it.

Then Partner B will describe a picture. Draw it in the correct box.

In box 3, there's a man sleeping under a tree...

4. Eating and Drinking
4.1 What do you eat?

A. Look at the picture. Do you know all of these foods? Match them with the words and phrases.

yellow beans
fishpaste
pork
fish
salt
eggs
cooking oil
cabbage
carrots
bananas

B. Classify the food into food you eat often, and food you don't eat often. Can you add any more to the lists?

I often eat... I don't often eat...

C. Classify the food into natural and manufactured food. Can you add any more to the lists?

natural manufactured
2. Pizza and pasta

A. Pizza and pasta come from Italy. Nowadays, people from all over the world eat them. Have you ever eaten pizza or pasta? What ingredients are in them?

B. What are these ingredients? Match the word and the picture.

<table>
<thead>
<tr>
<th>cheese</th>
<th>tomatoes</th>
<th>eggs</th>
<th>noodles</th>
<th>garlic</th>
<th>oil</th>
<th>peppers</th>
<th>spices</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggplant</td>
<td>meat</td>
<td></td>
<td>mushrooms</td>
<td>flour</td>
<td>onions</td>
<td>carrots</td>
<td></td>
</tr>
</tbody>
</table>

a. b. c. d. e. f. g. h. i. j. k. l. m. n.
C. Listen to the audio. A man is describing how to make pizza and pasta. Which ingredients are for pizza? Which ingredients are for pasta?

D. Which dish:  
1. can vegetarians eat  
2. do you cook for 30 minutes?  
3. do you eat with a fork?  
4. is flat and round?

4.3 Recipes

A. Here is a hamburger. What do you think the ingredients are? Make a list.

B. Here is a recipe for hamburgers. Put it in order.

a. Cut the bread rolls in half, and toast them a little.
b. Add some tomato, lettuce and onion. It’s ready to eat!
c. Make them into small, flat cakes. Cook these in a little oil.
d. Mix them together with an egg, some flour and a little oil.
e. Chop the meat, onions and garlic.
f. Put the meat cakes in between the two halves of the bread rolls.

C. Here are some verbs you use when you talk about cooking. Match the verbs with the phrases. Some verbs can go with more than one phrase.

- mix the oil and the onions
- chop the fish
- cook three eggs and some sugar
- add the lemon juice
- put some salt
- make the water in the pot
- small, round cakes
- make the flour with the chilli and potatoes
- boil bean curry
- the garlic to the sauce

D. What can you cook? Think of a recipe. What are the ingredients? How do you cook them? Make some notes. Use the verbs from C.

E. Do a pair dictation. Tell your partner how to make your dish.
   Your partner writes down your recipe.

First, chop the cabbage and mix it with the sugar and the chilli.
Likes and Dislikes

What does Mel like?
A. This is Mel. She's going to talk about her likes and dislikes.
What do you think she likes?
Tick the things you think Mel likes.
- walking
- coconut juice
- dogs
- durian
- washing dishes
- travelling
- spending time with her mum
- selfish people
- pollution

B. Listen and check.

C. What does she say about each thing? Listen again, and write the phrase that she uses.

walking I like walking
dogs
coconut juice
spending time with her mum
washing dishes

D. Rank them from love to hate.

What do you like?
A. Match the faces to the phrases.

1. 2. 3. 4. 5.

- don’t mind
- hate
- like
- don’t like
- love

B. Make true sentences about yourself.
Use these words and phrases:

1. fishpaste
2. playing football
3. the hot season
4. reading
5. doing homework
6. mosquitoes
7. swimming
8. pop music
9. English class

Elizabeth’s problem
Elizabeth lives in Rangoon. She has a problem. She wants your opinion.

A. Read about Elizabeth’s problem.

I like living here. I like the people and the food, and I love the market! But I have one problem. Sometimes when I walk down the street people shout ‘You! You!’ or ‘Hey, you!’ I hate this! In my country people talk like this if they want to fight, or they say it to dogs. Why do people say it to me? I think they learn it from Hollywood movies. I hate Hollywood movies - they’re not like real life. Why don’t they say ‘Excuse me or ‘Hello? How do I get them to stop?

B. Work in groups. What is Elizabeth’s problem? What can she do? Give her some suggestions.
Module Four
the past simple – famous people – time expressions – in a house –
adverbs of degree – restaurants – na

1. What Happened?
1.1 Famous people

A. Do you know any of these people? What do you know about them? Who is who?
Muhammad Ali  Sirimavo Bandaranaike  Wangari Maathai  Simon Bolivar
Nelson Mandela  Britney Spears  Marie Curie  Che Guevara

B. Match each person with what they did, and fill the gaps.

1. Britney Spears sang 'Whoops I did it Again'.
2. __________ fought revolutions in South America in the 1950s and 1960s.
3. __________ liberated six South American countries from colonialism.
4. __________ won the world heavyweight boxing championship nine times.
5. __________ struggled to end apartheid in South Africa.
6. __________ received the Nobel Peace Prize in 2004.
7. __________ was the world’s first woman prime minister.
8. __________ discovered radium.

C. Look at the verbs used in B. What tense are these verbs? What is the base form of these verbs? Which verbs are regular, and which are irregular?
2.4 Wangari Maathai

A. Read the information about Wangari Maathai. Why do you think she won the Nobel Peace Prize?

Wangari Maathai received the Nobel Peace Prize. She was born in Kenya in 1940. She taught at university, and joined the National Council of Women of Kenya. She founded the ‘Green Belt’ movement. She spoke at the United Nations several times, and became an MP.

B. There is not much information in this text. What other things could you ask about Wangari Maathai? Work in groups, and make a list of questions about her.

Where...? When...? What...? Was...? Did...?

C. Listen to the audio. Did you hear the answers to any of your questions?

2.5 Pairwork: Asking about Che Guevara

Work in pairs. Partner A: look at this page. Partner B: look at page 68.

A. Read the text about Che Guevara. Use a dictionary if necessary. There is some information missing from the text. What questions do you need to ask to get this information?


Che Guevara fought revolutions in __________(1). He trained as a doctor in Argentina, but took up guerilla warfare in __________(2). He wanted better conditions for poor people of the world. He worked with __________(3), and they created a communist government in Cuba. He left Cuba in 1966, and went to __________(4). He taught guerilla warfare skills to local groups in these countries. The Bolivian government caught and killed him in 1967.

B. Ask your partner the questions, and write the answers in the text.

2.6 More information

A. Here are some sentences about Sirimavo Bandaranaike, Britney Spears and Marie Curie.

Match the information with the people.

1. She studied physics at university in Paris.
2. She performed in the TV show ‘Mickey Mouse Club’.
3. When she was 17, she made a record called ‘Baby One More Time’.
5. She met her husband at university.
6. She made three other successful records.
7. She was on TV when she was young.
8. Sri Lankans elected her prime minister three times.
9. Her husband died in 1906.
11. She married a dancer.
12. She won two Nobel Prizes, for chemistry and physics.

B. Your teacher will give some students more information about these three women. Ask them yes/no questions about the women to check your guesses.
3. Pronunciation: Past Simple Verb Forms
3.1 Verb endings

A. These pictures tell the story of a schoolboy called Maung Maung. What order do the pictures go in?

B. Here is Maung Maung's story. Put each verb into the past simple.

Maung Maung was a good student.

1. Teachers always _______ (like) Maung Maung.
2. He _______ (work) hard at school.
3. He always _______ (finish) his work first.
4. He always _______ (answer) questions correctly.
5. He _______ (remember) all his lessons.
6. The other students _______ (hate) Maung Maung.
7. One day, they _______ (decide) to get revenge.
8. They _______ (roll) a piece of paper into a ball.
9. They _______ (wait) for the teacher to turn his back.
10. They threw the paper ball and it _______ (land) on the teacher's head.
11. The teacher was really angry. He _______ (shout) at the class.
12. 'WHO DID THAT?" He _______ (ask).
13. All the students _______ (point) at Maung Maung.
15. The teacher _______ (punish) the other students.

C. How do you pronounce the endings of these past verbs? -t, -d or -ed? Put a tick in the correct column.

D. Listen and check.

E. Close your book. In groups, tell Maung Maung's story.
C. Put the phrases from B in order, from tallest to shortest.

D. Answer these questions.
1. How tall is Khin Khin? She's quite short.
2. How tall are you?
3. How clever is your teacher?
4. How far is it to Myitkyina?
5. How hungry are you?
6. How dangerous are mosquitoes?
7. How big is your home town?
8. How interesting is this lesson?

Do you know any other adverbs of degree?

2. Relatives from the city
A. Look at the picture. What is happening?

B. Read the text.

Dennis and Sai Leik are brothers. Their parents got divorced when they were small children. Dennis went to live with his father in the city, and Sai Leik stayed with his mother in the countryside. They didn't see each other for fifty years.

Dennis grew up and became a businessman. He's now very rich. He's got a really big house and a nice car. Sai Leik grew up and became a farmer. He's quite poor, but he's got enough money. He's got a fairly small house, and a very old motorbike. He likes his life—he has a very happy family.

One day, Sai Leik wrote to Dennis, and invited his family to come and visit...
C. The visit is finished. Dennis and his family left ten minutes ago, and Sai Leik is discussing the visit with his wife, Ma Ma Than. Read the conversation, and fill the gaps with an adverb or an adjective. More than one answer is possible for some of them.

Sai Leik: Well, darling! What did you think?
Ma Ma Than: That was a really ________ car. I think it was very expensive!
Sai Leik: Yes, he told me it cost three hundred million kyat.
Ma Ma Than: His wife is ________ pretty. How old is she?
Sai Leik: She's very ________ - Dennis told me she's only 25.
Ma Ma Than: She was ________ rude. She said our house is ________!
Sai Leik: She's ________ beautiful, but not very ________.
Ma Ma Than: The daughter was funny! She asked so many questions - she didn't know what a goat was! She asked me how to plant paddy.
Sai Leik: She's ________ clever. Dennis told me she won the top student prize at her school.
Ma Ma Than: And the little boys are lovely.
Sai Leik: Yes, but really ________ as well! They threw stones at the ducks.
Ma Ma Than: So, do you want to move to the city?
Sai Leik: Never! I like our beautiful farm! We are very ________ here. Dennis never smiled, and he always talked about money, money, money...
Ma Ma Than: Will we see them again?
Sai Leik: Well, he invited us to the city next month. Do you want to go?

D. Dennis and his wife, Fifi, are driving home. Write their conversation about Sai Leik's house.

6. Restaurants
6.1 In a restaurant
A. What do you do in a restaurant? Have you ever been to a restaurant?
B. Look at the picture. Who are the people? What are they doing?

Useful Vocabulary
waiter customer menu order bill

C. Listen to the conversations. Which conversation goes with which picture?

D. Listen to the audio again, and practise the conversations in pairs.

E. Translate the conversations into your language.
Module Five

the present perfect (1) - still, yet and already – clothes – possessives – short forms –
shopping – punctuation – vocabulary learning strategies

1. The Present Perfect (1)

1.1 it's just happened

A. Do you ever use a mobile phone? Why do people use mobile phones?

B. Look at the pictures and read the speech bubbles. What is the difference
between the verbs in / and the verbs in bold?

C. Now what is he saying? Match the pictures with the speech bubbles.

D. Listen and check.
1.2 Forming the present perfect

A. Complete the rules.
   1. We form the present perfect with the auxiliary verb have + _________________.
   2. In the third person singular, have changes to ________.
      * I/We/You/They ______ arrived home.
      * She/He/It ______ arrived home.
   3. We sometimes shorten have and has.
      * I have – I’ve
      * he has – he’s
      * we have – we’ve
      * she has – she’s
      * the dog has – the dog’s

B. Complete the table with the past participles.

<table>
<thead>
<tr>
<th>base</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>looked</td>
<td>looked</td>
</tr>
<tr>
<td>open</td>
<td>opened</td>
<td></td>
</tr>
<tr>
<td>decide</td>
<td>decided</td>
<td></td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td></td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone / been</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td></td>
</tr>
</tbody>
</table>

C. What are the differences between the three groups of verbs?

D. Which group do the following verbs belong to: a, b or c?

   take   eat   love   do  attend  vote
   break  sell  get    turn  ride
   analyse drink win come
   put    buy    bring  sit

E. Think of some more verbs for each group.

F. Have a Team Verb Competition. Work in two teams. One member of each team comes up to the board. The teacher says a verb in the base form. The team members write the past participle. The first person to write the past participle correctly gets a point for their team.

1.3 What’s just happened?

A. Look at these pictures. What’s happened? What do you think the people are saying?

B. Listen to the audio. What has just happened?

1.4 Cause and effect

A. Look at these situations. Why have they happened?
   Complete the sentences with your own ideas. Use the present perfect with just.
   1. Min Min’s hands are green because... he’s just painted the house.
   2. Ma Naung is very tired because...
   3. The children are angry because...
   4. Aung Win has no money because...
   5. Lisa and Jimmy are late for school because...
   6. Nang Seng’s got a lot of money because...

B. In pairs, ask and answer Why...? questions about the situations.
1.9 I’ve already done it

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

Chuck: You need a visa for the US. Get one soon.
Nang Seng: It’s OK, I’ve already got my visa.
Chuck: It’s cold in New York in November. Bring some warm clothes.
Nang Seng: Well, I’ve already bought a suit, but I’ll get a warm coat as well.
Chuck: Have you bought your tickets yet?
Nang Seng: No, not yet.

A. Tick the things Nang Seng has got.
   visa ___ suit ___ coat ___ tickets ___

B. Respond to these statements. Use already or yet.
   1. You need to study the past simple tense.
   2. Have you done Module 5, Section 2?

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

cook food ✓
buy dinner ✓
clean house ✓
sweep carpet ✓
light candles ✓

2. Present Perfect or Past Simple?

2.1 Which tense?

A. Read the conversation.
   Gerry: What have you done to your hair?
   Mi Mi: I’ve cut it short.
   Gerry: Why did you do that?
   Mi Mi: I didn’t like washing and combing it.
   Short hair is easy.

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

B. I’ve cut it short.
   I didn’t like washing and combing it.

Which sentence focuses on the situation now?
Which sentence focuses on a past situation?

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

2.2 Listening: What’s the situation?

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

B. Answer the questions.
   1. a. What’s the problem?
      b. Where are the glasses?
   2. a. What has happened?
      b. Where did they meet?
   3. a. What has she done?
      b. What does she do now?
   4. a. What has happened?
      b. How did it happen?
2.3 Find someone who...

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

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>done homework</td>
<td></td>
</tr>
<tr>
<td>cooked</td>
<td></td>
</tr>
<tr>
<td>drunk coffee</td>
<td></td>
</tr>
<tr>
<td>washed their hair</td>
<td></td>
</tr>
<tr>
<td>listened to the radio</td>
<td></td>
</tr>
<tr>
<td>talked to a small child</td>
<td></td>
</tr>
<tr>
<td>sung a song</td>
<td></td>
</tr>
<tr>
<td>lost something</td>
<td></td>
</tr>
</tbody>
</table>

Have you washed your hair today?

Yes, I have.

When did you wash your hair?

At 9 o’clock.

B. Tell your partner what you found out.

3. Clothes

3.1 Vocabulary: Casual and formal clothes

A. What clothes do you know? Classify them into casual and formal clothes, or clothes that can be casual or formal.

3.2 What are they wearing?

A. What are people A-F wearing? Make sentences.
B. Read the information in the box.

When we talk about traditional clothes, we can describe their ethnicity, e.g. a Karen skirt, a Peruvian headscarf, a Japanese jacket.

Or we can use the word from its own language. We often do this with words that have no English equivalent, or are not common in English-speaking countries, such as foods, clothes or cultural events, e.g. mahiyang, Geb Teb Ba festival, longyi and pinni.

Think about traditional clothes from your culture.
What is the best way to describe them to an English-speaking person?

3.3 Clothes from different cultures

A. Here are four dancers from different parts of the world, wearing traditional clothes. The speaker is a Maori woman from New Zealand. Which picture is she in? Use a dictionary if necessary.

I work as a dancer in a traditional dance group. I wear an embroidered top, and a skirt made of flax. In my hair, I wear a headband and some feathers. Around my neck I have a jade necklace, and at my waist there are 2 poi - I spin them while I'm dancing.

B. Which dancer is wearing...

1. a waistcoat
2. a skirt made of straw
3. a dress made of cotton
C. Listen to the descriptions of traditional clothing from around the world. Match the descriptions with the pictures below. Which countries or ethnic groups are these people from?

D. What are these clothes made of?
What are your clothes made of?

3.4 When do you wear...?

A. Read the box on the right.

B. Choose five of these things and write about when you wear them.
- trousers
- a longyi
- sports shoes
- glasses
- a hat
- make-up
- a tie
- shorts
- a scarf

C. Write three things that people wear:
- a. to play football
- b. to go hunting
- c. to a formal party
- d. to go dancing
- e. in the cold season

3.5 Working clothes

A. Three people say what they wear to work. Listen and complete the table.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

B. What do you know about these people's jobs?
5.2 Contractions in context

A. Rewrite this text, using contractions where possible.

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

6. Shopping

6.1 Shopping around the world

A. When did you last buy something? Where did you buy it? How much did you pay? Did you agree easily about the price?

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

Shopping around the world

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

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

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

1. fixed price  a. money taken off the full price
2. bargain   b. thing
3. item     c. one of a group of shops with the same name and owner
4. discount  d. a price that does not change
5. common   e. not unusual; found in many places
6. chain store f. to try to agree on the price

6.2 People buying things

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

Conversation 1: The ________________ cost __________ baht.
Conversation 2: The ________________ cost __________ dollars.
Conversation 3: The ________________ cost __________ kyat.

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

- a kilo of bananas
- a buffalo
- two hats
2.2 What are their problems?

A. What are these people thinking?
Look at the pictures and complete the sentences with your own ideas.

1. There's too much ____________
   There are too many ____________
   There isn't enough ____________

2. ____________
   There are too many ____________
   There aren't enough ____________

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

2.3 Cause and effect

A. The left column is a list of causes, and the right column is a list of effects.
   Match the causes and effects to make sentences using so.

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

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

3. Measurement

3.1 Units of measurement

A. Look at these nouns. Are they countable or uncountable?
   rice   milk   fishpaste   coffee   oil

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

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

What happens when you put uncountable things into a container?
4. The Present Perfect (2)

4.1 How long?

A. Read about Elizabeth. Where does she
- live?
- work?
- stay?

B. Which actions are finished? Which are still happening?

C. Where do you live? How long have you lived there?

D. Ask your partner about work or study. Then tell the class about your partner.

4.2 for and since

A. Look at the picture, listen to the conversations and complete the sentences.

1. The woman arrived at _______.
   She's been there since _______.

2. The man arrived at _______.
   He's been there for _______.

3. The family arrived at _______.
   They've been there for _______.

B. Fill the gaps with for or since.

1. We've lived here _______ last August.
2. Min Min's had a car _______ three years.
3. Sarah's worked with us _______ March.
4. I've only had that computer _______ a week.
5. They've been married _______ 1942.
6. I've known Naw Moo _______ a long time.

7. Zau Phan's been in Bago _______ last rainy season.
8. He's been sick _______ this morning.

C. Write about San San Aye and Aung Mon using for and since.

1. San San Aye has lived in Rangoon _______.
   Since 1992 or for seventeen years (in 2009)

2. She _______.
   1994.

3. She _______.
   2003.

4. They _______.
   2005.

5. They _______.
   years.

6. They _______.
   six months.

C. Complete these sentences about yourself.

1. I've lived here since _______.
2. I've lived here for _______.
3. I've studied English for _______.
4. I've _______.
5. I've _______.
6. I've _______.
7. I've _______.

San San Aye was born in 1970, and moved to Rangoon in 1992. She started working for Central Accountants in 1994, where she still works. She met her husband Aung Mon in 2003, and in June 2005 they got married and moved to Dagon Township. Three months later they moved to Insein Township. They bought a computer six months ago.

UNIT 6 24
5. Health

5.1 Body parts

A. What body parts do you know? Put them in the following categories?
   - parts of the head and neck
   - parts of the arms
   - parts of the torso
   - parts of the legs
   - organs

B. Play Thingy Says. One person stands in front of the class. That person is ‘Thingy’. She or he says, ‘Thingy says touch your \textit{knee}.’ Other students obey. Thingy continues giving orders. However, if Thingy doesn’t say ‘Thingy says...’ before the order, students don’t obey.

If a student touches the wrong body part, or they obey an order without the words ‘Thingy says...’, they are out and have to leave the game.

5.2 At the clinic

A. What do you think is wrong with this man?

\begin{itemize}
  \item All my joints ache. My knees hurt, my shoulders hurt, my wrists and elbows hurt. I’ve got a sore neck, and sore eyes. I’ve got a pain in my back. I’ve got a headache, and a fever. I’ve also got a rash on my arms, legs and stomach.
\end{itemize}

B. What words can go in these gaps?

\begin{itemize}
  \item My stomach \underline{_______}.s.
  \item My stomach \underline{_______}.s.
  \item I’ve got a \underline{_______} in my stomach.
  \item I’ve got a \underline{_______} stomach
\end{itemize}

C. What are the symptoms of...?

\begin{itemize}
  \item malaria
  \item a cold
  \item a broken leg
\end{itemize}

D. Choose a health problem, and describe the symptoms to your partner.
   Can your partner guess your problem?

\begin{itemize}
  \item I’ve got a pain in my neck. My...
  \item What’s the matter?
\end{itemize}
Module Seven

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

1. Predicting the Future
1.1 Fortune telling

A. Have you ever been to a fortune teller? What did they predict? Was it correct or not?

B. Look at the picture and the pieces of text in the box. What do you think the fortune teller is saying? Use will and won't.

大学……毕业……遇见一个英俊的美国人……喜欢他……
问你结婚……同意……结婚……搬到美国……父母……
……喜欢美国……孩子……怀念你的家人……回来……幸福地生活……

C. Listen to the audio. Were you correct?

D. Will is a modal verb. How do we make sentences using will and won't?

Write the headings in the chart.

<table>
<thead>
<tr>
<th>base verb</th>
<th>modal verb</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>will</td>
<td>win the competition.</td>
</tr>
<tr>
<td>It</td>
<td>won't</td>
<td>rain tomorrow.</td>
</tr>
<tr>
<td>We</td>
<td>will</td>
<td>be rich and famous.</td>
</tr>
</tbody>
</table>

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

1. She will take you to the bus station.
2. I won't come before six o'clock.
3. He will to be a teacher next year.
4. Eh Soe will eats with us tonight.
5. They will not leave tomorrow.
6. Ma Yin won't like this movie.
B. What questions do you want to ask about your future?
   Who? What? Where? When?
   How much? How many?

C. Work in pairs. Partner A is the customer and Partner B is the fortune teller. Partner A: ask your questions. Partner B: predict your partner’s future. Then change roles.

1.4 Pairwork: A visitor from the future

A. What do you think life will be like in 3050? Make some predictions. Do you think people will be able to travel through time?

B. Work in pairs. Partner A: look at this page. Partner B: turn to page 68. You are a time traveller. You live in the year 3050. You come back to talk to the people who are living now. This is what you say about life in 3050:

Computers control everything. There are computers in all houses, cars and streets. All the teachers, doctors, farmers and workers are computers now. People don’t need to work because computers do everything.

There are still some diseases. We don’t have malaria or AIDS, but we still have cancer, and we still can’t cure the common cold! We also have many new diseases. Health care is good, though. Most people live to be about 150.

The Earth’s population got too big, so people went to live on other planets. There is a large human population on Mars. People go on holiday to other planets, too. People also like going on holiday in the past, or in the future. Time machines are very expensive, though! Only rich people can travel through time.

Answer Partner B’s questions.

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

1. there / be / enough food and water?
2. people / have / wars?
3. there / be / refugees?
4. who / be / Secretary-General of the United Nations?
5. cars / use / petrol?
6. which / animals / extinct?
7. there / be / trees?
Module Eight

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

1. Comparing Things

1.1 Which is better?

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

Our bamboo house is cheaper and easier to build. It's also more environmentally friendly. However, it's weaker so it gets damaged easily, especially in the rainy season.

Our concrete house is more expensive, but it's bigger and stronger. It's also cooler in the hot season.

I've got a new motorbike! It's faster and more fun. It's more convenient, too. Sure, it's more dangerous but I don't mind!

I prefer my bicycle. It's slower, but it's more enjoyable and more reliable. I never have accidents! Anyway, I don't like hurrying.

I like working on my farm. Country life is healthier and more relaxing. I am more independent on my farm.

Working in a factory is harder, but the work is more regular. The pay is better, too. City life is more dangerous, but more exciting.

B. According to the speakers, what are the advantages and disadvantages of these things?

<table>
<thead>
<tr>
<th></th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>bamboo house</td>
<td>cheaper, more environmentally friendly</td>
<td></td>
</tr>
<tr>
<td>concrete house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motorbike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>working in a factory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.5 Pairwork: More world records

Partner A: look at this page. Partner B: look at page 69.

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

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

2 - Kin Narita and Gin Kanie, born August 1, 1892, in __________, were the oldest twins. Kin died on January 23, 2000, at the age of 107.

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

4 - A tortoise from Madagascar called Tui Malila was probably the oldest animal. In 1777 British explorer Captain Cook gave it to the Tongan royal family. It died in ________, so it was at least 188 years old.

5 - The world's rarest living creature is also a tortoise, an Abingdon Island Giant Tortoise. An old male named Lonesome George is the only survivor. When he dies, the species will be extinct.

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

7 - The heaviest snake is a Burmese python weighing __________. She is 21 years old and 8.23 metres long. Her name is 'Baby', and she lives in a snake zoo in the USA.

8 - The city with the largest population is ________, with an estimated population of 26.4 million people.

9 - Shamsher Singh of Punjab, India, had the longest beard. It was 1.83 metres long.

10 - India holds the record for the longest dance party. __________ people danced continuously for 50 hours in 1999.

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

12 - The shortest war happened in Zanzibar in 1896. British ships bombed the island of Zanzibar at 9am on August 27. At __________ Zanzibar surrendered.
4.5 Listening: Buzkashi

A. Look at the picture. What is happening?

B. Do you know these words?
- whip (n)
- to protect (v)
- fierce (adj)
- except (prep)
- deliberately (adv)
- opponent (n)

C. Listen to the first part of the audio. Are these sentences true or false?

1. The aim of Buzkashi is to get the dead goat into the other team’s goal.
2. Games can involve a lot of riders.
3. Games always last one day.
4. Riders try to hit each other with their whips.
5. The goal is a circle at the end of the field.

D. Listen to the second part. A man is describing a game of Buzkashi he watched when he went to Afghanistan.

Describe the steps of preparing a goat for a Buzkashi game.

1. First, you cut off...
2. Then you...
3. Sometimes, you...
4. For important games, you...

E. Would you like to play Buzkashi? Why/why not?

5. Ability

5.1 good at

A. These students have just finished their mid-year exams. Here are the results:

Aung Ko got 79% in his maths exam – he’s good at maths – but only 32% in his English exam. Nu Nu got 83% in her Burmese exam, 77% in her English exam and 87% in her Japanese exam. However, she only got 35% in her maths exam – she’s not very good at maths! Naing Naing’s quite good at social studies – he got 63% in his social studies exam. But he only got 41% in his science exam, and 50% in his English exam! Mi Mi is the best student in the class. She got 100% in her science exam.

Complete the sentences, using information from the text.

1. Aung Ko is not very good at ________.
2. _________ is good at languages, but she’s no good at ________.
3. Naing Naing is _______ science.
4. _________ is very bad at English.
5. Mi Mi is really good at ________.
7. Writing: Linking Words

7.1 Advantages and disadvantages

A. Work in groups. Think of the advantages (good points) and disadvantages (bad points) of teaching.

B. Sayama Win teaches in a school in the countryside. Read what she writes about her job. What is the main point of each paragraph?

C. Where can you put these linking words? They are in the correct order, but you might need to change some of the punctuation.

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

D. Which of these linking words are used to:

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

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

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

F. Complete the sentences.

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

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

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

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

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

B. Listen to the conversation.
Complete these sentences.

He can...

He can’t.

He has to...

He doesn’t have to...

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:

cock? posters? alcohol?
parties? wash the blankets? 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.

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

3. In a religious building (mosque, church, monastery, temple)
- Wear a tie  You don’t have to wear a tie.
- Take off your shoes
- Fight with other people
- Drink alcohol

1.6 Signs

A. Do you know what these signs mean?
Write a sentence for each sign, e.g.

STOP
No entry

You mustn’t turn right here.

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

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.

1.

Mr Seng Li
Head Teacher, LTINS
PO Box 43
7/7/08
Moulmein

Dear Mr Seng Li,

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

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

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

Yours sincerely,
Yan Naing

2.

Weave World
34 Bogyoke Street
Dawei
23/4/08

Dear Madam, Sir,

I would like to apply for the weaving trainer position.

I am 35 years old, and I have six children and nineteen grandchildren. I run a shop in Ye selling bags, blankets and clothes. My family weaves all these things. I have taught all my daughters to weave, and my older granddaughters, so I have a lot of experience in weaving training. I can speak Mon, Burmese and a little Pwo Karen.

Yours faithfully,
Win Win Lin

3.

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

Dear Naw Moo,

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

I look forward to hearing from you.

Yours sincerely,
Barbie Aung
Barbie Aung (Ms.)

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.
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
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?

<table>
<thead>
<tr>
<th>Nang Si</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERESTS</strong></td>
</tr>
<tr>
<td>knitting, drawing, playing guitar</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
</tr>
<tr>
<td>1990-2002 High School No. 2, Kentung</td>
</tr>
<tr>
<td>2003-2006 BSc, Rangoon University, Rangoon</td>
</tr>
<tr>
<td><strong>WORK EXPERIENCE</strong></td>
</tr>
<tr>
<td>2002-2006 IT Assistant, Lucky Computer Shop, Lashio</td>
</tr>
<tr>
<td>I help people</td>
</tr>
<tr>
<td>I have to obey the manager</td>
</tr>
<tr>
<td>Helped the manager with accounts</td>
</tr>
<tr>
<td>2006-2007 Manager, Rangoon IT Systems</td>
</tr>
<tr>
<td>Check the work of all staff</td>
</tr>
<tr>
<td>Hired new staff</td>
</tr>
<tr>
<td>Writing computer programmes</td>
</tr>
<tr>
<td>I help people</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td>Watching TV, computers</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
</tr>
<tr>
<td>English, Shan, Pa-O, Burmese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zainab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION</strong></td>
</tr>
<tr>
<td>1970-1975 Middle School No. 2, Sittwe</td>
</tr>
<tr>
<td><strong>WORK EXPERIENCE</strong></td>
</tr>
<tr>
<td>1990-present: Weaving trainer</td>
</tr>
<tr>
<td>Weaving Training Center, Mandalay</td>
</tr>
<tr>
<td>Recruit trainees</td>
</tr>
<tr>
<td>Teach weaving</td>
</tr>
<tr>
<td>Develop new weaving techniques</td>
</tr>
<tr>
<td>1980-1990: Weaver</td>
</tr>
<tr>
<td>Daw Moe’s Weaving Shop, Mandalay</td>
</tr>
<tr>
<td>Weave to order</td>
</tr>
<tr>
<td>Help train weaving assistants</td>
</tr>
<tr>
<td>1975-1980: Weaving assistant</td>
</tr>
<tr>
<td>Daw Moe’s Weaving Shop, Mandalay</td>
</tr>
<tr>
<td>Write down orders from customers</td>
</tr>
<tr>
<td>Help with weaving</td>
</tr>
<tr>
<td>Help with accounts</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
</tr>
<tr>
<td>Weaving, taking care of children, accounting</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
</tr>
<tr>
<td>Burmese, Rohingya, Arakanese, English</td>
</tr>
</tbody>
</table>

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.
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. Match the adjectives from A with the descriptions.

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

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

Memorise these sentences, and close your books.

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

Guess the adjectives.

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

He’s generous.

23 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: ___________
short, straight hair: ___________
long, dark, wavy hair: ___________
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?

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?

India

6. Reading: An Indian Poet

6.1 Background information

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

B. Do you know these words and prefixes?

<table>
<thead>
<tr>
<th>literature</th>
<th>philosophy</th>
<th>achievement</th>
<th>talented</th>
<th>wealthy</th>
<th>province</th>
<th>knight</th>
<th>gathering</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire</td>
<td>on</td>
<td>poverty</td>
<td>non-</td>
<td>multi-</td>
<td>anti-</td>
<td></td>
<td></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.
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 1961</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.
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.
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.
   He’s...
   1. Htoo Htoo smokes, but he’s decided to quit.
   2. Paw Paw has decided not to move to Mae Sariang.
   3. Some factory workers have decided to stop working if they don’t get their pay.
   4. The government has decided to change its policy on immigration.
   5. David and Salai Aung have decided not to apply for university this year. They’ve decided to wait until next year.

C. Write a question with going to for each of these situations, e.g.
   - I have bought a large table.
     (Where / put it?)
     Where are you going to put it?
   - I am going to a formal party.
     (What / wear?)
   - You have decided to buy a new motorbike.
     (How / pay for it?)
   - Naw Moo has decided to have a party.
     (Who / invite?)
   - The teachers have planned a staff meeting.
     (What / talk about?)
   - Min Min has decided to leave school.
     (Why / do that?)

1.3 Your future plans

A. Answer the questions. Write two or three sentences for each question.
   1. What are you going to do after class today?
   2. What are you going to do when you finish this English class?
   3. What are you going to do after the next water festival?
   4. What are you going to do when you retire?

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

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

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

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

1. Su Su and Ko Ko are going to visit their cousins.
2. Rosa is going to...
3. Lwin Lwin Oo
4. Gam Hpang
5. Nan Htwe and Ben

6. U Tin Gyi
7. Mi Mi
8. Maung Maung Gyi
9. Ali
10. Naing Win

B. Ask and answer questions around the class.

1.5 Future plans

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

B. Match these words with their definitions.

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

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

<table>
<thead>
<tr>
<th>Zindzi</th>
<th>Travel around the country</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set up computer networks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dylan</td>
<td>Teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write a book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nang Seng</td>
<td>Set up a translation project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organise a workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee</td>
<td>Teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply for funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write a funding proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work outside his town</td>
<td></td>
<td></td>
<td></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?
2.3 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 Phyung about her speech.

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

B. What’s Nang Seng doing today?
She’s phoning the bus company. She’s...
What’s she doing tomorrow and the next day? Tell your partner.

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

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

3. Geography
3.1 Describing a country

A. Describe these countries.

- Afghanistan: quite a large country / Asia / north-west of Pakistan.
  Afghanistan is quite a large country in Asia, north-west of Pakistan.
  1. Pakistan: long, narrow country / Asia / north-west / India.
  2. Brazil: very large country / east coast / South America.

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

- New Zealand: two small, narrow islands / near Australia / Pacific Ocean.
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, I hope not.

Will you pass your next English exam?

I hope so!

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

Lay Phyu is the best singer in Burma.

I disagree. Myo Gyi is much better.

B. Write a list of yes/no questions asking about plans and predictions. Work in pairs. Ask and answer these questions using I think so, I don't think so, I hope so or I hope not.

D. Write a list of opinions. Work in pairs. Say and respond to the statements using I agree + more information, or I disagree + more information.

4.3 The internet

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

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

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

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

What do you think?

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

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

Which final consonant sounds do you have problems with?

C. Listen and repeat.

D. In groups, play Whispers.

7. Writing: Expressing opinions

7.1 In my opinion

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

Dear Ni Ni,

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

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

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

Solution: There are two small. In my view, this is bad for the community as we lose skilled people. For example, Mr. The So's private teacher only pays thirty dollars a month. He can't make enough to support his family, so he's going to stop teaching and work on a fishing boat.

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

I hope to see you soon.

Your cousin,

Ma Win

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

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

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

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

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

Dear Ma Win,

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

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

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

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

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

Love,

Ni Ni

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

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

C. Find expressions in the letter which mean:

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

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

Reasons for
She can make more money.

Reasons against
She’ll miss her family.

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

7.3 Your opinions

A. Choose one of these topics:

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

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

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

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

1. The Passive

1.1 Who did it?

A. Read the article. Put these events in order.
1. Kevin was caught trying to light a bomb.
2. Kevin was expelled from high school.
3. Kevin was taken to the police station.
4. Kevin was arrested.

B. Look at the four sentences in A, and answer the questions.
1. Who caught Kevin?
2. Who expelled Kevin from high school?
3. Who took Kevin to the station?
4. Who arrested Kevin?
5. Are we more interested in who did these things, or in Kevin?

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

SUBJECT ACTIVE VERB OBJECT
a. The police arrested Kevin.

SUBJECT PASSIVE VERB
b. Kevin was arrested.

D. Complete the rules.

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

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

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

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

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

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

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

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.

C. Listen and check.
The arts in Asia

1. 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 saor is a traditional Karen instrument, similar to a violin.

4. Shan dancers performing the King Kala dance. Traditionally, it is performed at the end of the three-month Buddhist Lent.

5. These actors are from Imaginarts, a theatre group in Singapore. They are performing Shakespeare’s play ‘Romeo and Juliet’, Singapore style.

6. The Joe Louis Puppet theatre. These performers use puppets to tell traditional Thai folk tales.

7. The latest CD from a popular Japanese all-woman band.

8. Chinese Opera singers. Chinese Opera singers and actors wear colourful costumes and make-up.

9. The Tiny Toons are a hip-hop band and dance group from Cambodia.

10. The Bombay Symphony Orchestra performing classical music.

11. The Lao National Circus performing in their theatre in Vientiane.
B. Choose one of these pictures, and tell other students some more about it. Use your imagination.

C. Have you ever...
- acted in a play
- played music in a band
- sung in a concert
- danced at a festival

Tell other students about your experiences.

3.3. Describe the picture

A. Look at this picture. Write five true sentences about it, and five false sentences. e.g.
   - There's a man smoking a pipe. (true)
   - There are four books on the table. (false)

B. Now close your books and work in pairs. Read your sentences to your partner, in mixed order. Your partner identifies whether each sentence is true or false. Don't look at the picture when you are doing this!
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>
<th>figure out</th>
<th>give up</th>
<th>carry on</th>
<th>pick up</th>
<th>grow up</th>
</tr>
</thead>
</table>

B. Which phrasal verbs have a meaning similar to:

- continue
- understand
- collect
- stop
- refuse

C. What are their past simple forms?

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.

D. 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...

Writing: Charts and Statistics

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 _______