

**The 16thSSSNY Social Justice Education Program
Selection Testing and Interview Orientation Announcement
School for Shan State Nationalities Youth (SSSNY)**

Announcement date: January 19, 2016

APPLICATION DEADLINE: February 29, 2016

Announcement of selected participants: May 2, 2016

16th Program Dates: June 5, 2016 – December 6, 2016

1. Eligibility and Criteria

The 16th SJEP intake will use the following students' selection criteria in order to select 32 students for the program. The Selection Committee of the school makes a final decision after the placement test. The Selection Committee is made up of the Advisory Team members and staff members for 2016.

Selected applicants will be youth from Shan State with a proven community commitment or organizational affiliation, who would like to strengthen their knowledge of social justice issues, such as democracy and human rights. They are encouraged to apply to the program, regardless of their ethnicity, religion or gender or previous education. In particular, youth currently actively working with communities in Shan State are strongly encouraged to apply.

Eligibility

- A. Resident by birth in or former resident of Shan State
- B. Age between 18 - 26 years old (selection panel reserves the right to determine if age has been falsified if documents are not provided to support claimed age).
- C. Indication of social awareness and commitment in the application form, which will include recommendation letters from a community leader, as well as in selection interviews in first language and English and written tests. Recommendation letters must be from someone known by the applicant for at least one year; misrepresentation of association may result in cancellation of the application. Recommendations will be checked for authenticity.
- D. Clear commitment to self-development and evidence of persistence in assigned work or tasks.

Criteria

Test scores are considered together with interviews in first language and English to help determine who is selected for the program. The school maintains a policy of diversity of nationalities and tries to keep a gender balance.

Interviews are highly important in the selection process; applicants are encouraged to speak as much as possible. There are no correct answers in the interview, apart from personal information; it is an opportunity for applicants to show their language and analytical skills. Applicants are not expected to speak perfect English, but to try hard and to do their best. Commitment to community level work is preferable to perfect English ability!

Content and methods of testing and interview

There will be tests in the following subjects:

1. English listening dictation (15 minutes)
2. English Grammar and Usage (60 minutes)
3. English Reading (30 minutes)
4. English Writing (30 minutes)
5. First Language Reading (30 minutes)
6. First Language Writing (30 minutes)
7. Interview (in English) (15 minutes)
8. Interview (in Shan or Burmese) (15 minutes)

Total: 3 hours 45 minutes

The tests are used to assess current English language level and interest in social justice issues. The tests do not result in a pass or fail grade. **NO APPLICANT FAILS THE TESTS.** Test results are used to interpret ability at expected program entry level. Test results are never published or revealed to anyone outside the selection committee.

2. Testing Schedule

The 16th SJEP selection tests and interviews will be conducted at the following sites on the following dates:

DATE:	TEST AREA:
• Sun 17 April 2016	Chiang Mai
• Wed 20 – Thurs 21 April 2016	Lashio
• Sun 24 – Mon 25 April 2016	Taunggyi
• Mon 25 April 2016	Kung Jor
• Wed 20 April 2016	IDP camp1
• Tues April 26 2016 (to be confirmed)	Mae Sai
• To be announced	Fang

3. Course content, methodology and expectations at the Program

SSSNY will select thirty-two (32) applicants for the 2016 Social Justice Education Program. The goal of the program is to produce engaged advocates who are able to communicate ideas and concepts which promote social justice and social change, in first languages and in intermediate English.

The teaching methodology of the program emphasizes student centered learning with high expectations of student participation in class. It is hoped that this participatory process of learning exemplifies participatory living in a civil society, with high value placed on shared rights and community responsibilities. Students are assessed for their participation in the program and for their academic achievement. Individual development is promoted, regardless of academic achievement.

There is a strong expectation for students to complete homework and to be prepared for classes to the best of their ability, self-reliantly. Lessons and homework are part of the weekend schedule, when there are no scheduled classes. Students are strongly encouraged to ask teachers for explanations, both in and out of class, as well as actively supporting one another's progress.

The English level and social justice awareness of each applicant will be tested and their community participation profile will be assessed.

However, SJEP is NOT an English training program; it is a social justice education program. English is used to teach the following subject areas:

- 1) Accounting basics
- 2) Basic video production
- 3) Computer
- 4) Community Development and Planning
- 5) Conflict, Resistance and Peace Building studies
- 6) Debate
- 7) Effective study skills
- 8) English speaking development
- 9) English Grammar (self-directed study)
- 10) Environment Studies
- 11) History of Burma and Shan State
- 12) Human rights and human rights advocacy
- 13) International news / global issues
- 14) Introduction to Social Studies, including geography and basic economics
- 15) Media studies / citizen journalism
- 16) Natural Resource Management
- 17) Personal and Public Health
- 18) Practical mathematics
- 19) Pronunciation
- 20) Systems of government / democracy studies / active citizenship
- 21) Teacher training

In addition, throughout the program there are guest speakers, some of whom use English for their presentations, while some use local languages. Some subjects are presented in one-week trainings.

Sample daily schedule and term timetable

For the 16th program, the school will continue to use the block schedule shown below. It is similar to a high school schedule, with the day divided into five main periods of study. The six-month program is scheduled to maximize available time. To this end, the weekly schedule is Monday to Saturday – 6 days a week of study. Each period of class is one hour and ten minutes, for a total of six hours of classes each weekday. There is homework every night, including weekends. There are also weekly quizzes, or short tests, in most subjects. There are also mid-program assessment tests.

Students are usually grouped depending on their ability and previous experience in a subject, such as computer, for example. Group work on projects is assigned as homework as well. Students are also expected to give presentations throughout the course. For some subjects, such as human rights training or health, all students will be grouped together. Students will welcome guest speakers in one large group as well.

Sample of daily schedule

Time	Group 1	Time	Group 2	Time	Group 3	Group 4
8:20–9:30	Computer – (A) Computer Room	8:20 – 9:30	Conflict, Resistance, and Peace – (E) Main Room	8:20 – 9:30	Systems of Government – (D) Dining Room	History of Burma – (C) TV Room
9:35 – 10:45	Ecology – (B) TV Room	9:35 – 10:45	History of Burma – (C) Main Room	9:35 – 10:45	History of Burma – (C) Main Room	Computer – (A) Computer Room
10:50-12:00	History of Burma – (C) Main Room	10:50-12:00	Systems of Government – (D) Dining Room	10:50-12:00	Conflict, Resistance, and Peace – (E) Main Room	Natural Resource Management – (B) TV Room
1- 2:10	Self-Study	1- 2:10	Computer - (A) Computer Room	1-2:10	Natural Resource Management – (B) TV Room	Systems of Government – (D) Dining Room
2:15 – 3:25	Systems of Government – (D) Dining Room	2:15 – 3:25	Natural Resource Management – (B) TV Room	2:15 – 3:25	Computer - (A) Computer Room	Conflict, Resistance, and Peace – (E) Main Room

Students will graduate with one of four standings: *program attendance*, *program completion*, *commendable program completion*, or *exemplary completion*. These may also be distinguished by either outstanding personal or academic development, or both.

4. Rules and regulations at the school

Program security is the single most important consideration while students are studying and living together at the school. Additionally, rules and regulations help to promote mutual respect and responsibility, as rules are enforced *by all for everyone*.

Though it is a difficulty for some students, the school is *alcohol free and smoking is actively discouraged*.

Personal phone and computer use is limited to one day a week. Phones may be used in emergency.

Permission must be given to leave the school compound. All students assist with cleaning and cooking either daily or on weekends. These are a few examples. Students will be asked to sign an induction agreement which clearly states responsibilities and rights of both the school and students.

An example of this agreement is included.

School for Shan State Nationalities Youth

16th Program Induction Agreement Between Student and School Administration

This document explains the study goals and behavior expected of students participating in the 16th SSSNY Social Justice Education Program from May 2016 until December 2016. This document can be used by students or staff if there are any situations that need to be clarified.

I understand that that the goals of the program are to help me to help my community by giving me education. In order to do this, the program provides:

- i) transportation to and from the school, including a visa*
- ii) housing, food and basic needs, including basic health care, throughout the course*
- iii) a secure, safe, and healthy environment for all students*
- iv) daily instruction by qualified teachers*
- v) fair academic and career help for the future*
- vi) a supportive environment for students to make progress in*
- vi) academic supplies and facilities*
- vii) recreation facilities and opportunities*
- viii) interaction with other academic and political programs*
- ix) fair and fast answers to complaints or problems*
- x) representation of students in school organization and operations*

*I, _____, understand that the amount of _____ has been spent in arranging my travel to the school. This amount will be made available to me at the end of the program **only** if I return to the place I originally travelled from.*

I understand that the program has selected me from a large number of applicants. This is because the program believes in my ability and character. I understand that my community knows I am in the program and that they want me to try hard. I understand that I must be

responsible for my actions during the program. I understand that I must give my best effort to participate and be tolerant in all aspects of the program and community life: studying, working and living together.

I understand that during the program my performance and development will be watched and tested regularly. I understand that my performance will be reported to and discussed with my organization and/or community representatives. I understand that I am expected to behave within the school community and follow the SSSNY code of conduct to practice equality and to show respect to everyone regardless of their colour, age, race, religion, gender, sexual orientation, ethnic origin, language or culture. I also understand that my personal behavior and academic performance is subject to monitoring and disciplinary action.

I understand that to keep the security of the program I must follow the rules and regulations of the program. These rules and regulations are for my own security and of the entire program. I understand that, because of the situation in my own country and in the host country, my personal freedoms may be limited by these rules and regulations and are secondary to the program security. These rules and regulations help the students and staff to live and work together well and to build good relationships. They make the school a secure and safe place to study and grow in.

I understand and agree to the expectations and regulations explained in this document and in the specific rules and regulations documents presented to me and willingly sign it after thorough examination, discussion, and explanation.

5. Suggestions for preparation for testing and interview

A. Read in English as much as you can, not to memorize, but to understand. If possible, discuss what you have read with a friend who has also read the same material. Look at the examples on the reading test and try to understand not only the correct answer but also why the other choices are incorrect. Try to guess the meaning of words you don't know by looking at the way it is used in a sentence. You can check in a dictionary later, but it is useful to develop your reading skills by trying to figure out the meanings of words without your dictionary.

B. Practice writing a short essay on some of the example essay topics using your own ideas. It is not useful to write an essay from memory, as it will not show the testers your true ability. An essay with mistakes of organization or grammar but which shows your own thoughts is more useful than an essay written from memory. Remember that one of the short essays you will be asked to write will be in Shan or Burmese. The same suggestions apply for essay writing in these languages. Most important in essay writing is to remain on topic.

C. Review basic grammar. The English grammar and usage tests include questions from elementary to advanced level. Your score on the test shows your level of ability, from elementary to advanced. Only applicants with beginner or pre-elementary English ability will not be considered. Please take the sample test which is attached to

the application to check your English level. If your score is less than 10/50, you should do further study and apply next year.

D. Try to speak English with your friends as much as you can before the test. Don't worry about speaking perfectly. Try to build your confidence in speaking. You will only have about 20 minutes to speak with the interviewer, but it is an opportunity which could change your life! Please remember that the interviewer is trying to help you to communicate, not to check if your answers are correct.

E. For the first language interview, prepare yourself to talk about your personal experience, your work and studies, and your plans for the future. This interview is equally as important as the English interview.

6. Notification schedule and logistics

The results of the selection process will be announced no later than **May 2, 2016**. You will be contacted directly and arrangements will be made for you to travel to the school. All students are expected to be at the school no later than June 5 2016 **for the program**.

In order to make sure accepted applicants are processed quickly, it is strongly suggested that applicants in Myanmar begin applying for a Myanmar passport as soon as they decide to apply for the program.

PLEASE NOTE: Having a passport does not guarantee that an applicant will be accepted, nor does it mean an applicant will not be accepted if they don't have a passport. All applicants who meet the eligibility and criteria are welcome to apply.

The program does not provide financial assistance with obtaining a passport. Accepted applicants will be assisted with obtaining a visa for travel to the training.

Selected applicants for whom the school has paid for visa processing will have to pay the school back for these expenses if they change their plan and decide not to attend the school. By signing the application form, applicants are agreeing to this responsibility.

7. Student feedback by SJEP students

At the end of every program or training given at the school, an evaluation form is completed by each participant.

Here is some writing from students explaining their experiences here at the school. It is hoped that by reading these you will know what to expect when you arrive at the school.

1. Cultural and Religious Celebrations

- In this school we used human rights system, so all of us can understand our rights and respect other's rights. If teachers or student representative need to encourage all students to participate in cultural celebrations; first it may be a duty for them, but it can become a moral responsibility.
- SJEP is very good, no discrimination, no separation between different religion; all students in this program had empathy.

2. What was the most important lesson you have learned during SJEP?
 - The most important lesson in SSSNY is social justice. It's about how we live in society with other people with respect, tolerance and peaceful.
 - Understanding and patience which we cannot learn from books. It's really supportive for our future and I assume that these are the fundamental keys to success.
 - Work with group or community must have political tolerance is the most important.
 - The most important lesson I have learned during the 14th SJEP was moral responsibility. Even though we are rich, if we don't take our moral responsibility, you can't arrive at your aim.

3. How have you changed since you arrived at the school?
 - At first I followed other person for over one month, but after that I thought I should by myself – I mean I don't keep quiet when we have discussions. I should be active and learn about other person and what they know and respect them.
 - Before I come here I don't know about justice and even computer, I don't know how to open it.
 - Yes, I do change since I came to school; even my points do not go higher, but my mind hanged and I got more than I thought and more confidence.
 - Before I came here, I did not know about what was really happening in Burma in the past. But now I know it because of history subject; now I know the truth.

4. What would you tell someone who wants to come to SJEP?
 - For the first you may be worried about speaking in front of people. If you finish the school or after two months, you will understand what has changed in yourself – ideas, skills. You can participate in the program's actions, no one will press you. You can know your rights and you will understand rights are needed to respect others' rights.
 - I want to say to them, "Don't be silent; participate in every activity. Be tolerant, accept diversity, listen a lot, help each other. Respect the humans and each other. Take and fulfil your responsibilities until you die. Be active, express your opinions. Those things will help you to make change"
 -

5. If you have any further comment, please write below:
 - Thank you so much for giving me the opportunity to study here. I hope the school will continue to teach youth even if we have peace or not. I will use my skills and knowledge to develop myself and my people and other people who are suffering.
 - In my opinion, English language could be used in school and outside on trips.
 - In the meeting, understanding is the first point, so we should use language that students can understand.

6. Students should continue participating in writing the school rules and regulations next year. Yes or No?

- Yes, because they have to know how power comes in a democratic country. Laws are very important for us. When we make rules we have to follow what we do or write; it's an agreement. That's really a good opportunity for those who have learned here to make our own decisions.

8. SSSNY 16th SJE Program GRAMMAR AND USAGE Sample Practice Test

THIS SAMPLE TEST IS FOR YOU TO PRACTICE AND TO BECOME FAMILIAR WITH TEST STYLES USED AT SSSNY. **DO NOT SEND IT WITH YOUR APPLICATION.**

Try the test and then check your answers with the answer key. This should help you to review as you prepare for the selection tests this year.

1. Read the following passage. Write the missing subject and object pronouns in the blank spaces.

My name is Charlie. (1) _____ have two brothers. (2) _____ are both older than (3) _____.

Sometimes they take me to the park and (4) _____ play football together. I like playing football with (4) _____ because they are very good. We are going to the park today. Would you like to come with (5) _____? (6) _____ can all play together. Afterwards, (7) _____ can come to my house if (8) _____ want to. I think (9) _____ will like my dad. He is very funny and (10) _____ makes great mohinga. Do _____ like mohinga?

2. Ten sentences are wrong and two sentences are right. Correct the mistakes where necessary.

0. Last night, I go to bed early. Last night, I went to bed early.

1. Sam never take the bus to work.

2. Do you go to the office every day?

3. My motorbike don't work when it is too hot.

4. What time the movie starts?

SAMPLE

5. Ben's sister don't speak Thai but Ben do.

6. How many eggs you eat for breakfast today?

7. Is the newspaper delivered every day?

8. What does do your father work?

9. I am not write many letters. I use my telephone.

10. What Ben usually have for lunch?

3. Re-write these sentences correctly. One sentence is correct.

0. Is this book your? Is this your book?

1. Jan and I have known us for five years.

2. Bob gave me those books. I really like it.

3. Some friends of them told they the news from their town.

4. Nang Thwe gave she brother an MP3 player and him gave she a video.

5. My brother and his wife are not happy together. They don't love themselves.

6. John is a good friend of me.

7. It's your decision, not ours.

8. Teacher Moe likes to teach grammar, so he talks too fast.

9. I sometimes ask me why I live in a dirty, noisy city.

10. The people have to help themselves.

4. Rewrite these sentences using correct punctuation and capital letters.

0. i wont go to Mandalay

I won't go to Mandalay.

1. have you seen mr chen

2. can i help with the cooking mom

3. we went to paris for a holiday

4. do you like my new car asked uncle david.

5. we visited rangoonand saw the shwedagon pagoda

6. your friend doesnt speak English does he

7. general aung san signed the panglong agreement in shan state

8. he shouted stop and put your hands in the air

SAMPLE

5. Make one sentence from two sentences.

0. Jan is looking at a man. She thinks she knows him.

Jan thinks she knows the man she's looking at.

1. Sally stayed with some friends. What's their name?

What's the name

_____?

2. I taught in a school. It was called Nor Mai Elementary School.

The school I

_____.

3. I was talking to some people. They are friends of your father's.

The people

_____.

4. You were looking for a book. Did you find it?

Did you

_____.

5. I went to school with some people. They came from the same village.

The people

_____.

6. I'm listening to some music. It was written 50 years ago.

_____.

7. He's studying History with a teacher. Who is she?

_____?

8. You applied to university. Were you accepted?

_____?

SAMPLE

6. Look at the two underlined parts of these sentences. *One part is right and the other is wrong.* Circle the wrong part, correct it and write it on the line after the sentence.

0. When you come home tonight, we go and see uncle Bob in hospital. we will go

1. I'm going to visit Pagan when I'll be in Burma.

2. Do you tell me what happened when I see you tonight?

3. This small room is useless. If it were bigger, we can put all our furniture in it.

4. If I will see Jan, I won't ask her about her test results.

5. Sam doesn't get up early enough to eat breakfast. If he will get up earlier, he wouldn't be hungry all morning.

6. If it won't rain soon, all the plants in the gardens will die.

7. I'm sorry I haven't got a bike. If I have one, I would lend it to you.

8. If I knew the school would give me a dictionary, I wouldn't have bought one.

9. What will you say to him if you had been able to meet General Aung San?

10. When political change comes, we are living in peace.

7: Read this comparison of Australia and the USA. Complete the gaps with only one word.

The USA has a much (0) bigger population (0) than Australia, and American cities are (1) _____ crowded than Australian ones. There are not (2) _____ many mountains in Australia (3) _____ in the USA. (4) _____ countries have deserts and beautiful beaches, but America has many (5) _____ rivers than Australia.

The northern and central parts of the USA have much (6) _____ snow in winter (7) _____ anywhere in Australia and generally these two areas have a (8) _____ winter than Australia does. Australia is in the southern hemisphere and doesn't have its winter at the same time (9) _____ countries in the northern hemisphere.

Most people in these countries speak the same language (10) _____ each other, English, but their accents are very different. Some people say that Americans are warmer and (11) _____ friendly (12) _____ the Australians, but I don't see any difference.

8. Complete these sentences using *must*, *should* or *have to*. Sentences can be positive or negative.

1. Jan: I don't like beef.

Bob: That's OK. You can leave it on your plate. You (1) _____ eat it.

2. Jan: I have a very bad toothache.

Bob: You (2) _____ the dentist as soon as you can.

3. Jan: What time is the meeting tomorrow?

Bob: At 10 am exactly. We (3) _____ be late!

4. Jan: Can we go to a movie tonight?

Bob: I'd like to, but I (4) _____ finish this report before midnight. Sorry.

5. Jan: Did you bring the keys for the office?

Bob: No, I thought you had them. We'll (5) _____ climb through the window.

6. Jan: I saw a man robbing a bank today. He got in his car and drove away.

Bob: Really? You (6) _____ report it to the police.

7. Jan: Look at that fat man!

Bob: You (7) _____ talk so loud. He'll hear you and he'll be upset.

8. Jan: CAN YOU TURN DOWN THAT MUSIC!

Bob: You (8) _____ shout, you know! I'm not deaf.

9. Jan: I'm bored. There's nothing to do.

Bob: You (9) _____ read a book or watch a video.

10. Jan: Do the students wear uniforms at my new school?

Bob: It's up to you. You (10) _____ if you don't want to.

SAMPLE

9. Reported speech Report what these people said using the verb in the brackets.

EX: Fred said, "Anne, would you lend me 50 baht, please?"

(ask) **Fred asked Anne to lend him 50 baht.**

1. The teacher said, "You must wash your hands, children."

(tell)

2. The soldier said, "Your family must leave this village before noon."

(order)

3. She said, "Children! Stay away from the river."

(warn)

4. The teacher said, "Students, review your lessons tonight."

(remind)

5. He said, "Can you open the window, please?"

(ask)

SSSNY 14th SJE Program GRAMMAR AND USAGE Sample Practice Test **ANSWER KEY**

SAMPLE

THIS SAMPLE TEST IS FOR YOU TO PRACTICE AND TO BECOME FAMILIAR WITH TEST STYLES USED AT SSSNY. YOU DO NOT HAVE TO SEND IT WITH YOUR APPLICATION.

1. Read the following passage. Write the missing subject and object pronouns in the blank spaces.

My name is Charlie. (1) I have two brothers. (2) They are both older than (3) me / I.

Sometimes they take me to the park and (4) we play football together. I like playing football with (4) them because they are very good. We are going to the park today. Would you like to come with (5) us / me? (6) We can all play together. Afterwards, (7) you can come to my house if (8) you want to. I think (9) you will like my dad. He is very funny and (10) he makes great mohinga. Do you like mohinga?

2. Ten sentences are wrong and two sentences are right. Correct the mistakes where necessary.

0. Last night, I go to bed early. Last night, I **went** to bed early.
1. Sam never take the bus to work. Sam never take**S** the bus to work.
2. Do you go to the office every day? **correct**
3. My motorbike don't work when it is too hot. My motorbike **doesn't** work when it is too hot.
4. What time the movie starts? What time **does** the movie start?
5. Ben's sister don't speak Thai but Ben do. Ben's sister **doesn't** speak Thai but Ben **does**.
6. How many eggs you eat for breakfast today? How many eggs **did** you eat for breakfast today?
7. Is the newspaper delivered every day? **correct**
8. What does do your father work? **What does your father do? Or What work does your father do?**
9. I am not write many letters. I use my telephone. I **do** not write many letters. I use my phone.
10. What Ben usually have for lunch? What **does** Ben usually have / eat for lunch?
11. How much do these mangoes cost? **correct**
12. Ben plays badminton but he doesn't enjoys it. Ben plays badminton but he doesn't **enjoy** it.

3. Re-write these sentences correctly. One sentence is correct.

0. Is this book your? Is this your book?
1. Jan and I have known us for five years.
Jan and I / we have known **each other** for five years.
2. Bob gave me those books. I really like it.
Bob gave me those books. I really like **them**.
3. Some friends of them told they the news from their town.
Some **of their** friends / Some **friends of theirs** / told **them** the news from their town.
4. Nang Thwe gave she brother an MP3 player and him gave she a video.
Nang Thwe gave **her** brother an MP3 player and **he** gave **her** a video.

5. My brother and his wife are not happy together. They don't love themselves.

My brother and his wife are not happy together. They don't love **each other**.

6. John is a good friend of me.

John is a good friend of **mine**.

7. It's your decision, not ours. **correct**

8. Teacher Moe likes to teach grammar, but she talks too fast.

Teacher Moe likes to teach grammar, but **he** talks too fast.

9. I sometimes ask me why I live in a dirty, noisy city.

I sometimes ask **myself** why I live in a dirty, noisy city.

10. The people have to help themselves.

The people have to help **themselves / each other**.

4. Rewrite these sentences using correct punctuation and capital letters.

0. i wont go to Mandalay

I won't go to Mandalay.

1. have you seen mr chen

Have you seen **Mr. Chen**?

2. can i help with the cooking mom

Can I help with the cooking, mom?

3. we went to paris for a holiday

We went to **Paris** for a holiday.

4. do you like my new car asked uncle david

"Do you like my new car?" asked **Uncle David**.

5. we visited rangoon and saw the shwedagon pagoda

We visited **Rangoon** and saw the **Shwedagon Pagoda**.

6. your friend doesnt speak english does he

Your friend doesn't speak English, does he?

7. general aung san signed the panglong agreement in shan state

General Aung San signed the Panglong Agreement in Shan State.

8. he shouted stop and put your hands in the air

He shouted, "Stop and put your hands in the air!"

5. Make one sentence from two sentences.

0. Jan is looking at a man. She thinks she knows him.

Jan thinks she knows the man she's looking at.

1. Sally stayed with some friends. What's their name?

What's the name of the friends (whom / that) Sally stayed with? Or of Sally's friends whom/that she stayed with?

2. I taught in a school. It was called Nor Mai Elementary School.

I taught in a school which / The school I taught in was called Bor Mai Elementary School.

3. I was talking to some people. They are friends of your father's.

The people I was talking to are friends of your father's.

4. You were looking for a book. Did you find it?

Did you _ find the book (that) you were looking for?

5. I went to school with some people. They came from the same village.

The people _ I went to school with came form the same village.

6. I'm listening to some music. It was written 50 years ago.

The music I'm listening to now was written 50 years ago./ I'm listening to music which was written 50 years ago.

7. He's studying History with a teacher. Who is she?

Who is the teacher he's studying History with now?

8. You applied to university. Were you accepted?

Were you accepted by the university you applied to?

6. Look at the two underlined parts of these sentences. *One part is right and the other is wrong.* Circle the wrong part, correct the wrong part and write it on the line after the sentence.

0. When you come home tonight, we go and see uncle Bob in hospital. we will go

1. I'm going to visit Pagan when I'll be in Burma.

I am

2. Are you tell me what happened when you saw him?

Can/Will you tell

3. This small room is useless. If it were bigger, we can put all our furniture in it.

could put

4. If I will see Jan, I won't ask her about her test results.

I see

5. Sam doesn't get up early enough to eat breakfast. If he will get up earlier, he wouldn't be hungry all morning.

he would get up

6. If it won't rain soon, all the plants in the gardens will die.

it doesn't rain

7. I'm sorry I haven't got a bike. If I have one, I would lend it to you.

I had one

8. If I knew the school would give me a dictionary, I wouldn't have bought one.

I had known

9. What will you say to him if you had been able to meet General Aung San?

would you have said

10. When political change comes, we are living in peace.

we will be living OR we will live

7. Read this comparison of Australia and the USA. Complete the gaps with only one word.

The USA has a much (0) **bigger** population (0) than Australia, and American cities are (1) MORE crowded than Australian ones. There are not (2) AS many mountains in

Australia (3) AS in the USA. (4) BOTH countries have deserts and beautiful beaches, but America has many (5) MORE rivers than Australia.

The northern and central parts of the USA have much (6) MORE snow in winter (7) THAN anywhere in Australia and generally these two areas have a (8) COLDER/LONGER winter than Australia does. Australia is in the southern hemisphere and doesn't have its winter at the same time (9) AS countries in the northern hemisphere.

Most people in these countries speak the same language (10) AS each other, English, but their accents are very different. Some people say that Americans are warmer and (11) MORE friendly (12) THAN the Australians, but I don't see any difference.

8. Complete these sentences using *must*, *should* or *have to*. Sentences can be positive or negative.

1. Jan: I don't like beef.

Bob: That's OK. You can leave it on your plate. You (1) don't have to eat it.

2. Jan: I have a very bad toothache.

Bob: You (2) should go the dentist as soon as you can.

3. Jan: What time is the meeting tomorrow?

Bob: At 10 am exactly. We (3) mustn't / shouldn't be late!

4. Jan: Can we go to a movie tonight?

Bob: I'd like to, but I (4) have to finish this report before midnight. Sorry.

5. Jan: Did you bring the keys for the office?

Bob: No, I thought you had them. We'll (5) have to climb through the window.

6. Jan: I saw a man robbing a bank today. He got in his car and drove away.

Bob: Really? You (6) should report it to the police.

7. Jan: Look at that fat man!

Bob: You (7) shouldn't talk so loud. He'll hear you and he'll be upset.

8. Jan: CAN YOU TURN DOWN THAT MUSIC!

Bob: You (8) don't have to shout, you know! I'm not deaf.

9. Jan: I'm bored. There's nothing to do.

Bob: You (9) should read a book or watch a video.

10. Jan: Do the students wear uniforms at my new school?

Bob: It's up to you. You (10) don't have to if you don't want to.

9. Reported speech Report what these people said using the verb in the brackets.

EX: Fred said, "Anne, would you lend me 50 baht, please?"

(ask) **Fred asked Anne to lend him 50 baht.**

1. The teacher said, "You must wash your hands, children."

(tell) _____ **The teacher told the children to wash their hands.**_____

2. The soldier said, "Your family must leave this village before noon."

(order) _____ **The soldier ordered our/my/the family to leave this/the village before noon.**_____

3. She said, "Children! Stay away from the river."

(warn) _____ **She warned the children to stay away from the river.**_____

4. The teacher said, "Students, review your lessons tonight."

(remind) _____ **The teacher reminded the students to review their lessons that night/tonight.**_____

5. He said, "Can you open the window, please?"

(ask) _____ **He asked me to open the window. / He asked if I could please open the window.**_____