A Survey on Sociocultural Awareness of English Specialization Students at Tertiary Level Institutions in Myanmar

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Abstract

In Myanmar, English is the only foreign language taught as a compulsory subject at all levels of formal education. Myanmar learners need the English language skills for academic pursuit, for better job prospect and for international communication. One of the modules that English specialization students at the tertiary level have to take is 'Communicative Skills' which aims at the development of students' all four language skills: listening, reading, speaking and writing. For Communicative Skills classes, language teaching materials written by native speakers of English are generally used. Indeed, due to the differences between the two cultures, English and Myanmar, the sociocultural contents in the coursebooks inhibit the students' comprehension and their language development. Thus, it is necessary to discover how much these contents affect the students' language learning and to find out ways and means to help students understand the language input in the course books. In this study, a questionnaire is set based on the sociocultural contents in Cutting Edge Pre-intermediate, the prescribed text for Communicative Skills of the first and second year students, and given to English specialization students at the tertiary level institutions. According to the data collected, the students' sociocultural awareness is not satisfactory and their lack of sociocultural awareness has significant impact on their receptive as well as productive language use. Among 20 sociocultural factors, the most confusing factors are geographical features, different measuring units, places in the world and free time activities. Based on the findings of this study, it is suggested that an extensive reading programme should be arranged; raising sociocultural awareness of the teachers should be included in teacher training programmes; and teachers should be provided with necessary sociocultural information for the teaching materials.

Key words: sociocultural contents, teaching materials, awareness, tertiary level

Introduction

The world has now become a global village in the 21st century. With technology as well as business becoming widely spread, the English language has become a tool for crossing international boundaries. English is the language of globalization, international communication, and commerce and trade.

In Myanmar, English is the only foreign language taught as a compulsory subject from the primary level up to the tertiary level. The English language serves not only as the language of academic pursuit and the language of science and technology, but also as the language of wider communication as well as the language of trade and commerce. These functions have created the awareness in the general public of Myanmar, of the fact that it is 'not just the skills of reading but also the ability to speak in English with a certain amount of fluency and to write in English correctly and effectively' and consequently, 'there is an increasing interest among the general population in acquiring the communicative skills in English' (Myo Myint and Poe Poe, 2002). Moreover, it is believed that learning a foreign language is not simply mastering the language system, but learning about its underlying culture. Indeed, ELT materials and coursebooks incorporate sociocultural factors to facilitate the language acquisition. However, these sociocultural factors in the coursebook quite often hinder the students' comprehension of the contents due to the difference between the two cultures, Myanmar and English. Without any understanding of the sociocultural contents in the coursebook, there will be lack of motivation or interest on the part of students to learn the target language, let alone to develop their sociocultural awareness.

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Rationale, Aims and Objectives of the Study

Being assigned to teach "Communicative Skills" to English specialization students, the researcher herself faced some difficulties in teaching *Cutting Edge Pre-intermediate* written by Cunningham et al. (2001), a prescribed textbook for the frist year and second year English specialization students. She also found that the students themselves had difficulties in doing the exercises, in reading the passages in the coursebook and in performing the classroom activities. It was difficult to make the students participate in a lively dialogue or group discussion and it always took the researcher a long time to explain the procedure and to brainstorm the ideas before doing those activities. The reason is that it includes a number of sociocultural contents the students are unfamiliar with. For example, the students do not know important celebrations like *Easter, Halloween* in Britain and the USA and national identity like *carnivals, barbecues*.

Holding the rationale that ELT coursebooks will consist of sociocultural contents, and the identification of difficult and confusing sociocultural factors is necessary for developing the communicative skills of English specialization students, this study aims at the identification of the sociocultural factors that will hinder the students' language development. It is also expected to discover why and how the lack of awareness of these sociocultural factors will have an impact on the development of students' communicative skills. This study tries to find out:

1. the significant sociocultural factors that are difficult and confusing for the Myanmar learners of English in the coursebook *Cutting Edge Pre-intermediate*
2. how these sociocultural factors interfere with the students' language use
3. how sociocultural awareness can help or hinder the students in developing communicative skills in English
4. how the sociocultural awareness helps English language teachers to make their teaching effective

Literature Review

Concerning the role of culture in language learning, Brown (cited in Tang, 1999) asserts that "a language is part of a culture and a culture is part of a language". "Language cannot be separated completely from the culture in which it is deeply embedded" (Rivers, 1981:315); "language and culture cannot be separated" (Coupland & Jaworski, 1997). Moreover, Zhang (2006) also states that "due to the inseparable nature of language and culture, when learning a second or foreign language, one will inevitably encounter a new culture, since no two cultures are exactly identical and no language can exist in a cultural vacuum."

Zaid (1999) cited some scholars who advocate this notion as follows:

> "language learners must have knowledge of the cultural and social background and behavioral styles of the members of the target language culture: (Lademann, 1992:13). An EFL program must not only help students become "bilingual"; it must also make them "bicultural" (Chastain, 1976:384).

Therefore, cultural differences have effects on the final outcome of second and foreign language learning and teaching.

Holding these concepts, the writers of language learning materials include sociocultural contents so as to make the learners familiar with them and to raise their sociocultural awareness. Sociocultural contents in the textbooks may help learners to acquire the cultural knowledge, which enables them to engage authentically with the language use of

a particular native-speaking community (Kilickaya, 2004). However, as Chlopek (2008) pointed out, some EFL course books contain texts and activities providing information about world cultures which are presented with no initial preparation of the students. Garbey (2004) also states that culture is necessary for a good understanding of language and language is necessary for an effective understanding of culture. Cultural differences can be obstacles in language learning.

From the above literature, it is obvious that socio-cultural awareness is of paramount importance in language learning and teaching. Thus, it is necessary to pay attention to the socio-cultural points that appear in the course book and to equip learners with socio-cultural knowledge of the target language.

Methodology

To find out the sociocultural awareness of English specialization students, a model must be set for the survey of the sociocultural awareness as well as the procedure of the present study. Therefore, a number of models were studied. Hall (1959) proposed ten primary message systems that include *Interaction, Association, Subsistence, Bisexuality, Territoriality, Temporality, Learning, Play, Defense, a*nd *Exploitation*. Categories in Taylor and Sorenson (1961) model are technology, economy, social organization, political organization, world view (religion, and philosophy), esthetics, and education. There is also a subcultural category including biological, geographical, and historical elements. Murdock, et al. (1971) proposed an extensive model with seven facets as follows:

1. a patterned activity

2. the appropriateness of such an activity under certain circumstances such as time or place

3. the particular subject of the behaviour

4. the object toward which the behaviour is directed

5. some means external to both the subject and the object of the behaviour

6. the purpose of the activity, and

7. the result of the activity

Nostrand's (1974) mentioned 12 themes that each culture has. They are the lifestyle, intellectuality, individualism and civil liberty, realism and good sense, law and order, distributive justice, friendship, love, family, religion, the quest for community, loyalty to the province, patriotism and its objects.

Byram's (1993, cited in Cortazzi and Jin, 1999) list of criteria for textbook evaluation focuses on cultural contents. They are –

- social identity and social groups
- social interaction
- belief and behaviour
- social and political institutions
- socialization and the life cycle
- national history
- national geography
- stereotypes and national identity

Valette (1977) also states that representing the culture element in foreign language teaching in the traditional way includes geography, history, and achievements in the sciences, the social sciences, and the arts. She proposes the aspects that should be included in a culture test as follows:

- Cultural awareness
- Command of etiquette
- Understanding of outward cultural differences
- Understanding of cultural values

Referring to the models mentioned above, textbook evaluation checklists, and test items in a culture test, twenty sociocultural factors are categorized for the analysis of sociocultural contents in the present study. The sociocultural factors that appear very often in the corusebook and those that are assumed to be difficult for the Myanmar learners of English are taken into consideration when categorizing the sociocultural contents in the present study. The sociocultural factors categorized for analyzing sociocultural contents in *Cutting Edge Pre-intermeidate* are as follows:

1. *Social interactions*
2. *Different measuring units*
3. *Personal naming system*
4. *Holiday*
5. *Sports, games and competitions*
6. *Popular brands and names*
7. *Free time activities*
8. *National identity*
9. *Customary traditions and celebrations*
10. *Man-woman relationship*
11. *Social class*
12. *Occupations*
13. *Famous people*
14. *Places in the world*
15. *Places in Britain*
16. *Foods and eating habits*
17. *Differences due to climate*
18. *Different ways of describing people*
19. *Geographical features*
20. *Lifestyle*

The instrument used in this study is the questionnaire for the survey on sociocultural awareness. A questionnaire is set, based on the sociocultural contents in the coursebook. The questionnaire includes closed-response type[1] questions: multiple choice (MCQ) and matching and 'write-in- English' questions. There are three or four choices in each multiple choice questions. As Valette (1977) suggests, the matching items in two columns are kept unequal to minimize the subjects' opportunities for guessing. These closed-response types are used as it is easy for the test takers to answer and for the researcher to analyze and interpret. Two 'write-in-English' questions ask the subjects to write, in English, the seasons in Myanmar and adjectives in Myanmar that are used to describe skin complexion.

The questionnaire is set both in the Myanmar language and the English language to minimize the students' misunderstanding of what is asked in the questionnaire so as to

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[1] questions that can be answered by selecting one from agiven list of options (J. D. Brown, 2001)

increase the validity of the data on the subjects' productive and receptive performance in English.

Table 1. Types of questions and scores in the questionnaire

No.	Groups	Types of Questions				Scores
		MCQs	Matching	Write-in-Eng	Survey[2]	
1	Social interactions	8				8
2	Different measuring units	4				4
3	Personal naming system	4				4
4	Holiday	4				4
5	Sports, games & competitions	4				4
6	Popular brands & names	4				4
7	Free time activities	2			2	2
8	National identity	3	1x3 items			6
9	Customary traditions & celebrations	3	1x3 items			6
10	Man-woman relationship	4				4
11	Social class	4				4
12	Occupations	3			1	3
13	Famous people	1	3x5 items			16
14	Places in the world		4x5 items			20
15	Places in Britain	1	3x3 items			10
16	Food & eating habits	4				4
17	Differences due to climate	1	2x4 items	1x3 items		12
18	Different ways of describing people	3		1x3 items		6
19	Geographical features		4x3 items			12
20	Lifestyle	4				4
	Total	**61**	**18 (70 items)**	**2 (6 items)**	**3**	**137**

The questionnaire is given to 186 first year students, 198 second year students and 268 third year students specializing in English at East Yangon University, West Yangon University and Hinthada University. The students' sociocultural awareness is tested in order to discover the extent of difficulty for them in understanding the sociocultural contents and why and how the lack of knowledge about the sociocultural contents in the coursebook affects the students' language use and language learning. The questionnaire given to the students can be seen in Appendix.

The survey on the sociocultural awareness is carried out during the first week and second week of June 2010. The questionnaire is given to the students by means of group administration strategy. The students are asked to fill in the questionnaire at one sitting at their respective universities and they are not allowed to discuss with each other so as to maximize the reliability of individual's language performance.

The completely responded questionnaires are selected for data analysis. The SPSS (Statistic Package for Social Sciences) software is used for data processing to calculate the means and frequencies of the scores gained by the students.

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[2] The results of the survey are not counted in the calculation of the score.

Results and Discussion

Results of the Survey on the Sociocultural Awareness

The results of 652 students for each sociocultural factor can be seen in the table below. Among the 20 sociocultural factors, the students got high scores for *Social interactions* (69.69%) and *Personal naming system* (69.52%). The students got over 50% of the score for *Sports, games and competitions* (56.86%), *Customary traditions and celebrations* (52.43%), *Man-woman relationship* (53.36%), *Famous people* (51.69%), and *Lifestyle* (53.95%).

The students got quite low scores for *Geographical features* (28.97%), *Places in the world* (29.92%), *Different measuring units* (30.37%) and *Free time activities* (33.21%).

Table 2. Students' results for each Sociocultural Factor

No.	Sociocultural factors	First Year (186)		Second Year (198)		Third Year (268)		All students (652)	
		Score	%	Score	%	Score	%	Score	%
1	Social interactions	931	62.57	1153	72.79	1547	72.15	3631	69.61
2	**Different measuring units**	**199**	**26.75**	**241**	**30.43**	**352**	**32.84**	**792**	**30.37**
3	Personal naming system	449	60.35	559	70.58	805	75.09	1813	69.52
4	Holiday	358	48.12	363	45.83	497	46.36	1218	46.70
5	Sports, games and competitions	387	52.02	438	55.30	658	61.38	1483	56.86
6	Popular brands and names	331	44.49	342	43.18	544	50.75	1217	46.66
7	**Free time activities**	**102**	**27.42**	**146**	**36.87**	**185**	**34.51**	**433**	**33.21**
8	National identity	395	35.39	451	37.96	617	38.37	1463	37.40
9	Customary traditions and celebrations	551	49.37	647	54.46	853	53.05	2051	52.43
10	Man-woman relationship	335	45.03	431	54.42	623	58.12	1389	53.26
11	Social class	294	39.52	324	40.91	433	40.39	1051	40.30
12	Occupations	247	33.20	264	33.33	413	38.53	924	35.43
13	Famous people	1315	44.19	1596	50.38	2481	57.86	5392	51.69
14	**Places in the world**	**899**	**24.17**	**1122**	**28.33**	**1880**	**35.07**	**3901**	**29.92**
15	Places in Britain	680	36.56	777	39.24	935	34.89	2392	36.69
16	Food and eating habits	290	38.98	343	43.31	477	44.50	1110	42.56
17	Differences due to climate	833	37.32	916	38.55	1254	38.99	3003	38.38
18	Different ways of describing people	470	42.11	559	47.05	801	49.81	1830	46.78
19	**Geographical features**	**600**	**26.88**	**690**	**29.04**	**977**	**30.38**	**2267**	**28.97**
20	Lifestyle	323	43.41	460	58.08	624	58.21	1407	53.95
	Total Score	9989	39.18	11822	43.58	16956	46.18	38767	43.40

As seen in the following table, the total mean score of the students is 59.46. The first year students got the lowest score, the second year students gained higher score than the first year students and the third year students got the highest score. It is possible to say that the students have improved their sociocultural awareness after they have learned the coursebook. However, the average score gained by all students is less than 50% of the given score. Thus, it can be concluded that the students' sociocultural awareness is not satisfactory.

Table 3. Total mean scores and the average scores of the students

	First Year	Second Year	Third Year	All Students
Total mean score	53.67	59.70	63.27	59.46
Percentage (%)	39.18	43.50	46.18	43.40

The results of the students reveal that the students were not well aware of the differences in sociocultural factors between Myanmar and English.

Discussion

Almost all the sociocultural factors discussed in this study are found to be significant in the teaching and learning of English in the Myanmar EFL context. Among the 20 factors studied, the factors that have serious effect on the students are *Different measuring units*, *Free time activities*, *Places in the world* and *Geographical features*. The students gained less than 35% of the scores for these factors in responding to the questionnaire. The students seemed to be bound to the measuring units commonly used in Myanmar, and they were found unable to guess the equivalent measurement for the metre in feet, and for the kilometer in miles. The results also reveal that the students were unfamiliar with such free time activities as *going to the gym, going on a picnic, going away for the weekend, going to a disco* and *driving in the country*. The students were also unfamiliar with the expressions relating to the way the British and Americans spend their free time like 'nightlife'.

The students' knowledge about *Places in the world,* is quite limited. No place given in the questionnaire is known by more than 50% of the students. The places almost unknown to the students are Golden Gate Bridge, Siberia, and Greenland.

Regarding *Geographical features,* though many students knew the features which are very popular in the world such as *the Nile River*, the longest river in the world, their knowledge about the lakes in the world such as *Lake Titicaca, Loch Ness, Lake Superior* is very limited.

Other significant factors include *Differences due to climate*, *Holiday*, *Popular brands and names*, *Social class*, and *Food and eating habits*. The *Differences due to climate* are also found out to be obstacles for the students in comprehension as well as in producing correct or appropriate English expressions. For example, a Myanmar student cannot understand an English man's remark 'I want to go somewhere hot' because Myanmar people always long for going to a cool or cold place to avoid hot and humid tropical weather they have almost throughout the year. The students were not able to guess very well what the country in Britain is like in each season. Moreover, many students were unable to write the Myanmar seasons in English. They did not notice that the word 'summer' is not the appropriate expression for the hot season in Myanmar because the hot season in Myanmar is much hotter than the summer in Britain, and so is 'winter' as the cold season in Myanmar is not as cold as the winter in Britain.

The results of the survey also reveal that the meaning of the word 'holiday' itself is confusing for the Myanmar learners of English. To many Myanmar students, the weekends (Saturday and Sunday) were also holiday and they did not know the other meaning of 'holiday' which is 'period or time spent travelling or resting away from home'. Moreover, they were not aware of the fact that going on holiday is popular recreation for people in Britain and many people try to have a holiday every year. Moreover, the students did not know the popular holiday destinations in Britain.

The students' knowledge about *Popular brands and names* is also unsatisfactory. Most of the students did not know much about popular brands and names such as *Harrods Porsche,* and *Rolls Royce.*

The results of the survey also show that the students' knowledge about *Food and eating habits* is also insufficient. They did not know how a European meal is served, which is

the main meal of the British people in a day, and the expressions to order European food in a restaurant.

Furthermore, the expressions that describe a person's physical appearance are confusing for the students. They did not know the correct meanings of the expressions like 'grey hair' and 'fair hair' and the adjectives to describe a person's skin complexion. The practices of 'dating' in Britain and the US and those in Myanmar are quite different and thus, the students find it difficult to understand the expressions relating to this concept such as 'my date', 'go out with', 'separated', 'divorced', 'dating agency', 'speed dating', etc.

Although the students scored high for *Social interactions* and *Personal naming system*, these factors have serious effect on the communication skills because the appropriate social formulas or conversational routines are important for naturalness as well as mutual understanding in real-life conversation. Regarding *Social interactions*, the results showed that the students were not aware of the formulaic expressions, especially for formal greeting and responding to thanks. The students seemed to be confused with the expressions 'How are you?' and 'How do you do?' In addition, they are unlikely to recognize that the expression 'Hi!' is used in formal situation. Moreover, the students were not able to use some formulaic expressions such as 'It's my pleasure' to respond to thanks and 'Sorry?' to ask someone to say something again. The students seemed to communicate in the way Myanmar people speak as they were influenced by Myanmar culture and/ or as they were not aware of the English conversational styles. Moreover, they produced improper responses such as "*Really?, and The hairdresser suggested this style*" to a compliment like "*You've changed your hairstyle – it's really nice, I like it.*" resulting from the influence by Myanmar culture to show modesty.

The students, being confused with address forms, committed such errors as "Mr./ Mrs./ Ms./ Miss + first name" without an 'obligatory surname' and 'Mrs. + the name of a single woman'. Being influenced by Myanmar naming system[3], the students used such inappropriate address forms. Communication can be affected in some way by using those improper addressing terms. Moreover, many students did not seem to know the fact that the title 'Ms.' is used before a woman's name if her marital status is unknown or if she does not want to let other people know her marital status. If the students do not understand the English naming system, they will not know the marital status and the relationships of the people.

The results of the survey proved that lack of awareness on these sociocultural factors not only affects the students' understanding of an input but also inhibits their communicative skills. For example, as the students did not know the free time activities of the British and Americans like going camping, they cannot choose the appropriate question, 'Have you checked if your tent is OK?' to someone who said 'We're going camping'.

In the survey, the students communicated in the ways that Myanmar people speak and they also behave according to Myanmar conventions. For example, many students chose 'Do you like it?' instead of the appropriate expression 'It's my pleasure' to respond to someone who said "Thank you very much for your birthday present". The students had negative or different attitudes towards the jobs such as nightclub singer and babysitter. They did not know the jobs which rarely or do not exist in Myanmar community. It is also found that the students were more familiar with general or more popular information than the specific ones. More students knew 'the Sahara' than any other deserts, 'US open' than other competitions,

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[3] There is no surname or first name in Myanmar and thus, women do not have to change their name after getting married. The title '*Ma* and *Daw*' is used for women in Myanmar depending on the age, and rank or social status, without considering their marital status.

'the Eiffel Tower' than other national identities and 'the Mona Lisa' than other famous names and products.

Lacking the knowledge of the English conversational styles[4], the students cannot produce the appropriate expressions in real communication (e.g. improper responses to compliments, improper greeting) and they will not be understood by their conversational partners. They may face embarrassing or awful situations in communicating with people of different cultures.

The main reason for this interference is the difference between the two cultures: English and Myanmar. Myanmar conversational styles are different from those of English. So do the personal naming systems, traditions, customs, behaviour, value system, and way-of-life patterns. Being in a developing country, the social institutions and Myanmar people's way-of-life patterns are different from those in English-speaking countries which are well-developed countries. Thus, Myanmar students did not fully understand what vending machines, credit cards, insurance, insurance claims, and parking metres are and how they are used.

The mistakes that the students made in responding to the questionnaire show that their lack of sociocultural awareness hinders the students' ability to understand a context and to produce correct language in communication. Moreover, the results and findings in this study also prove that it is necessary to raise the students' sociocultural awareness to develop their communicative skills.

According to Widdowson (1978), learning a language involves not only acquiring the ability to compose correct sentences but also acquiring the ability to appreciate the language input. To make students able to appreciate the language input, the teachers have to make the students fully understand the sociocultural contents. The more the students can appreciate the teaching materials, the more they will be enthusiastic to practise the language and the more motivated they will be in language learning.

To sum up, the survey also shows that though the overall achievement of the students' sociocultural awareness is unsatisfactory due to the cultural and societal differences between English and Myanmar, there is a gradual improvement of the students from the first year to the third year. Thus, it is possible to make a point that the sociocultural contents in the coursebook make students aware of the sociocultural differences to some extent. It is also found that the sociocultural factors are significant in the development of communicative skills of English specialization students and as the awareness of these factors will improve the students' productive and receptive language use and enhance the comprehension skills.

Pedagogic Implications and Suggestions

The results of the survey spotlight the need to raise the sociocultural awareness of the students. Lado (1964: 25) states that one of the goals in learning a foreign language is to be able to understand the speech and writing of native speakers of that language. Moreover, Rivers (1981) points out that language is an integral part of functioning the social system. Therefore, one must have cultural as well as societal knowledge for comprehension in communication.

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[4] Bader Dweik used this term in the article, The role of Culture in EFL Textbook Evaluation
   downloaded from http://www.atel-lb.org/conferences/elt/rolecultr.html

Holmes (2001: 125) asserts that "we adapt our talk to suit our audience and talk differently to different people" (cited in Herawati and Verniranda, 2005). Moreover, Herawati and Verniranda (2005) also state that, to be a successful communicator, one needs to have cultural awareness. However, which culture the learners should be introduced becomes a problem because English today is a language of international communication and no longer viewed as the property of the English-speaking people, particularly Britain and the United States[5] and learners in the EFL contexts need English for international communication, not just to communicate with native speakers of English. In response to this problem, Herawati and Verniranda (2005: 202-3) states that 'it is best to start with knowledge on cultures and society of *the Inner Circle*[6] countries – the Britain, the USA, and Australia'. The learners should also be encouraged to be aware of the use of English in the *Outer Circle*[7] countries. The knowledge about other cultures should also be imparted to make the learners reflect on the local culture and to understand how to use the language appropriately. Thus, it can be concluded that understanding the culture of native speakers of English is more important than understanding the other cultures.

Holding these basic concepts concerning the inclusion of sociocultural aspects in the teaching and learning English, and based on the findings of this study, the following pedagogic implications can be drawn.

1. An extensive reading programme should be arranged using the available resources such as easy readers, newspapers, magazines so as to make the students exposed to the English language to raise their sociocultural awareness. (See Bamford and Day, 2004)
2. Raising sociocultural awareness of the teachers should be taken into consideration in teacher training programmes to improve their professional competence (See Lado 1964[8]).
3. The teachers should be provided with necessary sociocultural information for the teaching materials.

Moreover, the teachers should also check the sociocultural contents in the lesson that may be confusing for the students in advance and think of one of the following ways to present them.

1. Use such teaching aids as pictures (of famous people, important celebrations, etc.), charts, maps, conversion rates, and other information while teaching and put some of them on the wall of the class.
2. Give activities – pair or group work – to find information about sociocultural contents using the internet, the library, or other available resources. The students should share

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[5] Richards (2002)

[6] Inner circle includes the USA, UK, and Australia (Mckay, 2002:10 cited in Herawati & Veniranda, 2005).

[7] Outer circle includes countries such as Singapore and India, where English is used as an official language (McKay, 2002:10 cited in Herawati & Veniranda, 2005).

[8] Lado (1964) states that the students cannot go far into the target language without facing differences in cultural meanings because the meanings expressed in a language are largely culturally determined. To help the students the teacher must have knowledge of specific facts concerning the culture and some understanding of the major patterns of thought, beliefs, traditions and values that account for the way the people live and behave and give significance to their accomplishments. Furthermore, something of the history, geography, and origins of the people who speak the language is necessary for an understanding of the culture and is therefore a qualification for professional competence (pp.9-10).

the information collected by means of group presentation, or putting notes or posters on the bulletin board in the class (See Rivers, 1981, and Hughes, 1984).

3. Activate students' interest by raising questions (e.g. for a product brand name, what it is, how it is used, who values it) whenever a sociocultural point appears in the lesson, even in a grammar exercise.

4. Ask students to locate the places in the lesson on the map posted in the classroom whenever they come across the places they are not familiar with.

5. Ask students to convert a measurement in the unit of one kind into another by using the conversion rates posted on the wall of the classroom or give the equivalent measurement in another unit.

6. Ask students to do contextual analysis of a dialogue or of a reading passage with the modification of the procedure proposed by McConachy (2008) using Hymes's (1972) SPEAKING model[9].

7. Use additional exercises and tasks to widen students' sociocultural knowledge, to activate the students' interest in sociocultural factors and differences, and to make them aware of the sociocultural differences.

8. Collect pictorial materials which will bring many of the lessons to life (Rivers, 1981). Use them to present an authentic cultural setting, and post them on the bulletin board or on the wall as attractive classroom decoration.

In conclusion, extensive reading programme for the students, raising sociocultural awareness of the teachers in the teacher training programme, providing the teachers with reliable resources and additional sociocultural information for a particular coursebook, training the teachers to check sociocultural contents in the courebooks in advance are possible ways to raise the sociocultural awareness of the students.

Conclusion

The results of the survey reveal that the students' sociocultural awareness is not satisfactory. All the 20 sociocultural factors are found to be confusing for the Myanmar learners of English, but the most confusing and difficult factors for the students in this study are *Geographical features*, *Places in the world*, *Different measuring units*, and *Free time activities*.

The lack of awareness on these sociocultural factors has a significant impact on the students' receptive as well as productive language performance and these sociocultural factors significantly affect the students' language use and language learning. The reason may be because of the cultural and societal differences between English and Myanmar.
This research has dual effects: diagnostic and prognostic. It is diagnostic because it discovers the difficulties of Myanmar learners and their inappropriate use of language due to the lack of sociocultural awareness. It is prognostic because the findings highlight the possible problem areas for Myanmar learners of English so that the teachers can find relevant remedial work to be taken into action.

In conclusion, this study highlights the significance of sociocultural factors that most Myanmar learners encounter in comprehending their English language learning materials and in communicating with people from different cultures. It is hoped that the present research

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[9] McConachy (2008) summarizes the components of SPEAKING framework as follows: **S**etting (the physical circumstances), **P**articipants (the speaker, hearer, or other present at the setting), **E**nds (the motives of the participants), **A**ct sequences (types of speech acts and the way they are sequenced according to role relation of the participants), **K**ey (the general tone of conversation), **I**nstrumentalities (the style of speech), **N**orms (rules for interaction) and **G**enre (the kind of speech event)

will be beneficial to some extent for English language teaching and learning situation in Myanmar.

Acknowledgements

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APPENDIX   **Questionnaire**

Name: _____   Class: _____   Date: _____

Socioal Interactions
Tick the most suitable answer from the given list.

1. ညနခင်း လမ်းလျှောက်နေစဉ် အင်္ဂလိပ်လူမျိုး မိတ်ဆွေတစ်ဦးကို တွေ့လျှင် သင် မည်သို့နှုတ်ဆက် မည်နည်း။
(How will you greet an English friend if you meet him/her while you're going for a walk in the evening?)

(a) Where are you going?   (   )

(b) What are you doing here?   (   )

(c) Good evening.   (   )

2. အင်္ဂလိပ်လူမျိုးမိတ်ဆွေတစ်ဦးက သင့်ကို "You've changed your hairstyle - it's really nice, I like it." ဟုပြောလျှင် သင်မည်သို့ ပြန်ပြောမည်နည်း။ (How would you respond to a friend who said to you, ""You've changed your hairstyle - it's really nice, I like it."? You would say:)

(a)   Oh, thanks.   (   )

(b)   Really?   (   )

(c)   The hairdresser suggested this style. (   )

3. သင့်မန်နေဂျာက အင်္ဂလိပ်လူမျိုးတစ်ဦးနှင့် အလုပ်ကိစ္စအတွက် မိတ်ဆက်ပေးလျှင် ထိုသူ ကို သင် မည်သို့ နှုတ်ဆက်မည်နည်း။ (How will you greet a person when your British manager introduces him to you ?)

(a) How do you do?   (   )

(b) How are you?   (   )

(c) Hi!   (   )

4. သောကြာနေ့ ညနေ ရုံးဆင်းချိန် တွင် အင်္ဂလိပ်လူမျိုး လုပ်ဖော်ကိုင်ဖက် တစ်ဦး က သင့်ကို "Have a nice weekend!" ဟု ပြောလျှင် သင်မည်သို့ ပြန်ပြော မည်နည်း။ (How will you respond to a British colleague who says, "Have a nice weekend" on Fridan evening before he/she leaves the office? You will say:)

(a) Yes.   (   )

(b) Same to you.   (   )

(c) OK.   (   )

5. အင်္ဂလိပ်လူမျိုးတစ်ဦး က "Thank you for your birthday present." ဟု ပြောလျှင် သင်က မည်သို့ ပြန်ပြော မည်နည်း။ (How will you reply to an British friend who says 'thank you' for your birthday present to him/her?)

(a) It's my pleasure.   (   )

(b) Yes.   (   )

(c) Do you like it?   (   )

6. သင် လျှောက်ထားသည့် အလုပ်ရသည်ကို သိသော မိတ်ဆွေတစ်ဦးက "I'm so happy you got the job. Congratulations!" ဟု ပြောလာလျှင် သင်မည်သို့ ပြန်ပြောမည်နည်း။ (How will you respond to a friend who congratulates you as you've got the job you applied for? You will say:)

(a) Thank you.   (   )

(b) Never mind.   (   )

(c) Yes.   (   )

7. သင်သည် အင်္ဂလိပ်တစ်ဦး နှင့် စကားပြောနေစဉ် သူပြောသည့် စကားအချို့ကို နားမလည်၍ ယဉ်ကျေးစွာ ပြန်မေးလိုလျှင် သင် မည်သို့ ပြောမည်နည်း။ (What will you politely say to a British friend if you want him/her to repeat what he/he has said?)

(a) What?   (   )

(b) Sorry?   (   )

(c) Repeat!   (   )

8. သင့်ကို လုပ်ဖော်ကိုင်ဖက် အင်္ဂလိပ်လူမျိုး အသိမိတ်ဆွေတစ်ဦး က "I'm getting married." ဟု ပြောလျှင် သင် မည်သို့ ပြန်ပြောသင့်သနည်း။ (Choose the most suitable phrase that you might use to address a Brigish colleague of yours who comes to say to you, "I'm getting married.")

(a) Congratulations!   (   )

(b) Really?   (   )

(c) With whom?   (   )

Different Measuring Units
Tick the most suitable answer from the given list.
1. အလျား ၁.၈မီတာ သည် ပေ၊လက္က အားဖြင့် မည်မျှရှည်သနည်း။ (What is the length in feet equilavent to 1. 8 metres in feet?)

(a) ၆ပေခန့် (about 6 feet)   (   )

(b) ၅ပေ၊ ၆လက္မခန့် (about 5 feet and 6 inches)   (   )

(c) ၅ပေခန့် (about 5 feet)   (   )

2. ၅၅ကီလို သည် ပေါင်မည်မျှ လေးသနည်း။ (What is the weight in pound equilavent to 55 kilograms in pounds?)

(a) ၁၂၅ ပေါင် ခန့် (about 125 pounds)   (   )

(b) ၁၀၅ ပေါင် ခန့် (about 105 pounds)   (   )

(c) ၉၅ ပေါင် ခန့် (about 95 pounds)   (   )

3. အပူချိန် ၃၅ဒီဂရီ စင်တီဂရိတ် သည် ဒီကရီဖာရင်ဟိုက် မည်မျှ ရှိသနည်း။ (What is the temperature in degree Fahrenheit equivalent to 35°C in degree Fahrenheit?)

(a) ၁၀၅ ဒီကရီဖာရင်ဟိုက် (105° F)   (   )

(b) ၉၅ ဒီကရီဖာရင်ဟိုက် (95° F)   (   )

(c) ၈၅ ဒီကရီဖာရင်ဟိုက် (85° F)   (   )

4. ကီလိုမီတာ၃၀၀ ခရီးသည် မိုင်ပေါင်းမည် မျှ ကွာဝေးသနည်း။ (What is the distance in mile queivalent to 300 Kilometres in miles?)

(a) မိုင် ၁၉၀ ခန့် (about 190 miles)   (   )

(b) မိုင် ၁၅၀ ခန့် (about 150 miles)   (   )

(c) မိုင် ၁၀၀ ခန့် (about 100 miles)   (   )

Personal Naming System
Tick the most suitable answer from the given list.
1. Mr. Brown ၏ ဇနီး ကို သင် မည်သို့ ခေါ်မည်နည်း။ (How will you address Mr. Brown's wife?)

(a)   Mrs. Brown   (   )

(b)   Miss Brown   (   )

(c)   Ms. Brown   (   )

2. Susan Smith သည် Charlie Brown နှင့် လက်ထပ်လျှင် သူမ၏အမည် မည်သို့ဖြစ်မည်နည်း။ (Which name do you use to refer to Susan Smith if she has got married to Charlie Brown.?)

(a)   Susan Smith   (   )

(b)   Susan Brown   (   )

(c)   Susan Smith Brown   (   )

3. သင်သည် Kate Carson အမည်ရှိသော အမျိုးသမီးတစ်ဦး ကို အိမ်ထောင်ရှိမရှိ အသေအချာ မသိလျှင် သူမ၏အမည် ကို မည်သို့ ရေးမည်နည်း။ (Which title is the most suitable to refer to a woman named Kate Carson when you don't know whether she is married or single?)

(a)   Mrs. Kate Carson   (   )

(b)   Miss Kate Carson   (   )

(c)   Ms. Kate Carson   (   )

4. သင်နှင့် အလွန် ရင်းနှီးသော မိတ်ဆွေ Mr. Alex Peterson ကို သင် မည်သို့ခေါ်မည်နည်း။ (How will you address your close friend named Mr. Alex Peterson?)

(a)   Alex   (   )

(b)   Mr. Peterson   (   )

(c)   Mr. Alex   (   )

Holiday

Tick the most suitable answers from the given lists.

1. သင့်မိတ်ဆွေတစ်ဦးက "I went on holiday to the Caribbean last month." ဟုပြောလျှင် သင့်မိတ်ဆွေအား အောက်ပါမေးခွန်း (၃) ခုမှ မည်သည့်မေးခွန်းကို မေးမည်နည်း။ (Which question will you ask to a friend who says, "I went on holiday to the Caribbean last month."?)

(a) Did you enjoy sunbathing at the beach?   (   )

(b) Did you see any interesting wild animals?   (   )

(c) Did you have to wear warm clothes?   (   )

2. ပြိုင်ပွဲ တစ်ခု၏ ဆုအတွက် ကြော်ငြာပိုစတာ တွင် "Win a holiday to the Bahamas!" ဟု ရေးထားလျှင် ဆုသည် မည်သည့် အားလပ်ရက်အချိန်အခါအမျိုးအစား ဖြစ်မည်နည်း။ (What kind of holiday can the winner have according to the expression in the advertisement, "Win a holiday to the Bahamas!"?)

(a) Skiing Holiday   (   )

(b) Shopping Holiday   (   )

(c) Beach Holiday   (   )

3. "My last holiday was in South East Asia." ဟူသော စာကြောင်းမှ "last holiday" ကို သင် မည်သို့နားလည်သနည်း။ (What do you understand by the expression "last holiday" in the sentence "My last holiday was in South East Asia"?)

(a) ပြီးခဲ့သော စနေ၊ တနင်္ဂနွေ ပိတ်ရက် (Last weekend)   (   )

(b) ပြီးခဲ့သော အားလပ်ရက်ရှည် ပိတ်ရက် အတွင်းသွားခဲ့သော ခရီး   (   )
      (The trip during last holidays)

(c) ပြီးခဲ့သော အားလပ်ရက်ရှည် ပိတ်ရက် (Last vacation)   (   )

4. "Waking up on a sunny morning **during my holidays** (when I know I have a whole day ahead to do the things I really like doing) makes me feel good." စာကြောင်းတွင် စကားပြောသူသည် မည်သည့်နေရာ တွင် ရှိသည်ဟု သင် ထင်ပါသနည်း။ (Where do you think the speaker is when he/she says the sentence, "Waking up on a sunny morning **during my holidays** (when I know I have a whole day ahead to do the things I really like doing) makes me feel good"?)

(a) အားလပ်ရက်ရှည်ပိတ်ရက်အတွင်း အိမ်တွင် (At home during holidays)   (   )

(b)အားလပ်ရက်ရှည်ပိတ်ရက်ခရီးသွားနေစဉ်ဟိုတယ် သို့မဟုတ်   (   )
     တည်းခိုသည့်တစ်နေရာရာတွင် (At a hotel or somewhere else during holidays)

(c) စနေ၊ တနင်္ဂနွေ ပိတ်ရက် အိမ်တွင် (At home during weekends)   (   )

Sports, Games and Competitions
Tick the most suitable answer from the given list.

1."He won the US Open in 1999." စာကြောင်းတွင် ထိုသူသည် မည်သည့်အားကစား နည်းတွင်အနိုင်ရသနည်း။ (Which kind of sport did the person win, in the sentence, "He won the US Open in 1999"?)

(a) တင်းနစ် (Tennis)   (   )

(b) ရေကူး (Swimming)   (   )

(c) ဘော့စ်ဘော (Baseball)   (   )

2. "He went to Doncaster races." စာကြောင်းမှ "races" သည် မည်သည့်ပြိုင်ပွဲကို ရည်ညွှန်း သနည်း။ (What does the word "races" refer to in the sentence, "He went to Doncaster races."?)

(a) ပြေးခုန်ပစ်ပြိုင်ပွဲ   (track and field sports)   (   )

(b) မြင်းပွဲ (horse racing)   (   )

(c) မာရသွန်ပြိုင်ပွဲ (Marathon)   (   )

3. "I love watching competitons on TV, especially Formula 1 races." စာကြောင်းမှ "Formula 1 races" ကို မည်သည့်ပြိုင်ပွဲ ဟု သင် ထင်သနည်း။ (Which competition do you think "Formula 1 race" is in the sentence "I love watching competitions on TV, especially Formula 1 races"?)

(a) ရေကူးပြိုင်ပွဲ (Swimming competition)   (   )

(b) ကားမောင်းပြိုင်ပွဲ (Motor racing)   (   )

(c) မာရသွန်ပြိုင်ပွဲ (Marathon)   (   )

4. စွန့်စားရသော အားကစားနည်းတစ်မျိုးမျိုးကို ကစားလိုသော်လည်း ရေ ကြောက်တတ် သော သင့်မိတ်ဆွေ ကို အောက်ပါ တို့အနက်မှ မည်သည့်အားကစားကို ကစားရန် အကြံပေးမည်နည်း။ (Which sport would you advise a friend to take up who likes to do advanterous sport but who is really afraid of being drown?)

(a)   You should take up **windsurfing.**   (   )
(b)   You should take up **scubadiving.**   (   )
(c)   You should take up **skydiving.**   (   )

Popular Brands and Names
Tick the most suitable answer from the given list.
1. သင့်မိတ်ဆွေ တစ်ဦးက သူပိုင်ဆိုင်သော ပစ္စည်းများ အကြောင်း ပြောနေစဉ် "This **Posche** is really fast, so I like it very much." ဟု ပြောလျှင် မည်သည့် ပစ္စည်းအကြောင်း ကို ပြောနေသည်ဟု သင် ထင်ပါသနည်း။ (Which possession is your friend talking when he says, "This **Posche** is really fast, so I like it very much."?)

(a) ကား တစ်စီး (a car)   (   )
(b) စက်ဘီးတစ်စီး (a bicycle)   (   )
(c) မော်တော်ဆိုင်ကယ်တစ်စီး   (a motorcycle)   (   )

2. "He is planning to steal the **Mona Lisa** tonight." စာကြောင်း မှ "Mona Lisa" ကို သင်မည်သို့ နားလည် သနည်း။ (What do you think "Mona Lisa" is in the sentence "He is planning to steal the **Mona Lisa** tonight."?)

(a) မိန်းကလေးတစ်ဦး   (a girl)   (   )
(b) ပန်းပုရုပ်တုတစ်ခု   (a statue)   (   )
(c) ပန်းချီကားတစ်ချပ်   (a painting)   (   )

3. "He usually drives a **Rolls Royce**." စာကြောင်း အရ ထိုသူ၏ စီးပွားရေး အခြေအနေ မည်သို့ ရှိသည် ဟု သင် ထင်သနည်း။ (What do you think of the financial status of a person who usually drives a **Rolls Royce**."? He is:)

(a) သာမန်အဆင့် (neither rich nor poor)   (   )
(b) အနည်းငယ်ပြည့်စုံသည် (rich)   (   )
(c) အလွန်ချမ်းသာသည် (very rich)   (   )

4. "We're going to **Harrods** tomorrow!" စာကြောင်းအရ သူတို့ မနက်ဖြန်   ဘာလုပ်ကြမည် ဟု သင် ထင်သနည်း။ (What are the people in the sentence "We're going to **Harrods** tomorrow!" doing?)

(a) ဈေးဝယ်သွားကြမည် (They are going shopping.)   (   )
(b) ပြဇာတ်ကြည့်ကြမည် (They are going to the theatre.)   (   )
(c) ရုပ်ရှင်ကြည့်ကြမည် (They are going to the cinema.)   (   )

Free Time Activities
Tick the most suitable answers from the given lists.
1. သင်သည် မိတ်ဆွေ တစ်ဦးကို သင့်မြို့အကြောင်း ပြောပြနေစဉ် သူက "What about nightlife in your city/town?" ဟု မေးလျှင် သင်မည်သို့ ဖြေ မည်နည်း။ (How would you answer a friend who asked you about 'nightlife' in your town or city?)

(a)   We don't usually work at night, most people don't go out.   (   )
(b)   My city/ town is safe and you can go anywhere even at night. (   )
(c)   There aren't many places to go at night. There's only a
       club and some restaurants.   (   )

2. သင်မိတ်ဆွေတစ်ဦးက "We're going camping." ဟုပြောလျှင် အောက်ပါမေးခွန်းသုံးခု အနက် မည်သည့် မေးခွန်းကို မေးမည်နည်း။ (Which question would you ask to a friend who said, "We're going camping."?)

(a)   Which hotel are you staying at?   (   )
(b)   Have you checked if your tent is OK?   (   )
(c)   Have you arranged a car to go to the interesting places there? (   )

3. သင်၏အားလပ်ချိန် တွင် အောက်ပါတို့အနက်မှ သင်ပြုလုပ်နေကျ အပန်းဖြေခြင်း များကို ရွေးချယ် ပါ။ (Choose the freetime activities that you usually do.)

(a) read interesting books   (   )   (e) listen to music   (   )

(b) play a musical instrument   (   )   (f) exercise or play sports   (   )

(c) work around the house   (   )   (g) watch TV   (   )

(d) drive around in a car   (   )   (h) spend time alone   (   )
   or with friends

4. စနေ၊တနင်္ဂနွေ ပိတ်ရက်တွင် အောက်ပါတို့အနက်မှ သင် ပြုလုပ်လေ့ရှိသည်တို့ကို ရွေးချယ်ပါ။ (Which activities do you do at the weekend?)

(a) go on a picnic   (   )   (f) go to a disco   (   )

(b) drive in the country   (   )   (g) go to the gym   (   )

(c) do housework   (   )   (h) stay at home and study   (   )

(d) go shopping   (   )   (i) go away for the weekend   (   )

(e) attend a class   (   )   (j) go to a concert/ movie/ theatre   (   )

National Identity

A. Tick the most suitable answer from the given list.

1. "People dance Samba at carnivals in my country." စာကြောင်းရှိ "carnivals" ပွဲတော်သည် မည်သည့်နိုင်ငံတွင် ကျင်းပသည့်ပွဲတော်ဖြစ်သနည်း။ (Which country do you think celebrate 'the carvinals' in the sentence "People dance Samba at carnivals in my country."?)

(a) Britain   (   )

(b) Australia   (   )

(c) Brazil   (   )

2. "I'm writing this card from the Eiffel Tower." စာကြောင်းအရ စာရေးသူသည် မည်သည့် နိုင်ငံ တွင် ရောက်ရှိနေသနည်း။ (Where do you think the writer is when he says "I'm writing this card from the Eiffel Tower."?)

(a) Italy   (   )

(b) Spain   (   )

(c) France   (   )

3. " Barbecues" သည် မည်သည့် နိုင်ငံ၏လူကြိုက်အများဆုံး အစားအစာ ဖြစ်သနည်း။ (In Which country is "Barbecues" the most popular food?)

(a) The United States   (   )

(b) Britain   (   )

(c) Australia   (   )

B. Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.

4. အောက်ပါ နိုင်ငံများ နှင့် ၎င်းနိုင်ငံများတွင် လူကြိုက်အများဆုံး အားကစားနည်းများကို ယှဉ်တွဲပါ။ (Match the county and one of the sports which is the most popular there.)

(a) The United States   _____   ၁။ Football

(b) Britain   _____   ၂။ Windsurfing

(c) Australia   _____   ၃။ Baseball

                                       ၄။ Tennis

                                       ၅။ Golf

Customary Traditions and Celebrations

A. Tick the most suitable answers from the given lists.

1. သင့်မိတ်ဆွေ အင်္ဂလိပ်လူမျိုး တစ်ဦး နေမကောင်း၍ ဆေးရုံတက်နေသည် ဟု သတင်းကြားသော်လည်း သင်သည် အလုပ်များနေ ၍ သတင်းမေး မသွားနိုင်လျှင် အောက်ပါ(၃)ခုအနက်မှ မည်သည်ကို သင်လုပ် မည်နည်း။ (What would you do if you heard one of your British friends was hospitalized while your were too busy to go to the hospital? You will:)

(a) ဟော်လစ်၊ အိုဗာတင်း စသည့် အားရှိစေမည့် စားစရာအချို့ ပို့ပေးမည်   (   )
     (send some nuturious food such as Horlicks and Ovaltine.)

(b) ဆေးဖိုးဝါးခ အဖြစ် သင်တတ်နိုင်သမျှ ငွေအချို့ ပို့ပေးမည်   (   )
     (send some money for medicines)

(c) အမြန် နေပြန်ကောင်းပါစေ ဟူသော ဆုတောင်းစာနှင့် ကဒ်ပြားတစ်ခု   (   )

ပန်းတစ်စည်း ပို့ပေးမည် (send a card whishing "Get well soon!" or a card and a bunch of flowers.)

2. အင်္ဂလိပ်လူမျိုး တစ်ဦး က "The bit I really enjoy is the traditional dinner with turkey, roast potatoes and vegetables." ဟုပြောလျှင် အောက်ပါ ပွဲတော်များထဲမှ မည်သည့်ပွဲတော်ကို သူ ရည်ညွှန်းသည် ဟု သင် ယူဆသနည်း။ (Which festival does the speaker refer to in the sentence "The bit I really enjoy is the traditional dinner with turkey, roast potatoes and vegetables."?)

(a) Easter   (   )
(a) Christmas   (   )
(a) Halloween   (   )

3. အင်္ဂလိပ်လူမျိုးတစ်ဦး က "I'm staying at home on that day. I need to keep a bag of sweets and some small change ready." ဟုပြောလျှင် မည်သည့်ပွဲတော်နေ့ ကို သူ ရည်ညွှန်းပါသနည်း။ (Which festival does a British mean in the sentence "I'm staying at home on that day. I need to keep a bag of sweets and some small change ready."?)

(a) Easter   (   )
(b) Christmas   (   )
(c) Halloween   (   )

B. Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.

4. အောက်ပါပွဲတော်များနှင့် ပေးထားသောနေ့များကို ယှဉ်တွဲပါ။ (Match the festivals and the dates on which they are celebrated.)

(a) Christmas   _____   ၁။ 31 October
(b) Halloween   _____   ၂။ 4 November
(c) Easter   _____   ၃။ 25 December
                             ၄။ **the first Sunday** following the 21st of March after the fullmoon

Man-woman Relationship

Tick the most suitable answer in the given list.

1. "Another Friday night without a date! What can I do၊၈ ဟူသောစာကြောင်းမှ ဒိအေနဒ စကားလုံး ကို သင်မည်သို့နားလည်သနည်း။ (How do you understand the word 'date' in the following expression? "Another Friday night without a date! What can I do?")

(a) သူ၏ ကိစ္စတစ်ခုအတွက် အတိအကျ ရက်သတ်မှတ်ထားခြင်း   (   )
        (A fixed appointment to do something)
(b) သူ၏အပေါင်းအသင်းများနှင့် တွေ့ဆုံရန် ချိန်းဆိုထားခြင်း   (   )
        (An appointment to meet friends.)
(c) ရည်းစား (သို့မဟုတ်) အမျိုးသမီး၊ အမျိုးသား တစ်ဦးနှင့်
        ချိန်းတွေ့ရန် စီစဉ်ထားခြင်း   (   )
        (An appointment to meet a boyfriend/ a girlfriend.)

2. ဗြိတိန်နိုင်ငံတွင် "Dating Agency" လုပ်ငန်းသည် မည်သည့်ဝန်ဆောင်မှုကို ပေးသနည်း။ (Which services does a "Dating Agency" offer in Britain?)

(a) First date အတွက် အချိန်၊ နေရာ စသည်တို့ စီစဉ်ပေးသည်။   (   )
        (Arrange place, time, etc. for the first date.)
(b) First date အတွက် ရက်ရွေးချယ်သတ်မှတ်ပေးသည်။   (   )
        (Fix a date for the first date.)
(c) သင့်တော်သော အိမ်ထောင်ဖက်ရှာတွေ့ရန် အကူအညီပေးသည်။   (   )
        (Help to find a suitable partner.)

3. လူတစ်ယောက်က "I'm separated." ဟုပြောလျှင် သင်မည်သို့ နားလည်သနည်း။ (If a person says, "I'm spearated", how do you think his marrital status is?)

(a) ထိုသူသည် ဇနီး (သို့မဟုတ်) ခင်ပွန်းနှင့် တရားဝင်ကွာရှင်းပြီးဖြစ်သည်။   (   )
        (He/She has been divorced legally.)
(b) ထိုသူသည် ရည်းစားနှင့် ကွဲနေသည်။ (He has split up with his partner)   (   )
(c) ထိုသူသည် ဇနီး (သို့မဟုတ်) ခင်ပွန်းနှင့် ကွဲနေသော်လည်း   (   )
        တရားဝင် မကွာရှင်းရသေးပါ။ (He/She has not divorced yet at the court.)

4. အမျိုးသား တစ်ဦး က "I've been going out with her." ဟု ပြောလျှင် ၄င်းတို့နှစ်ဦး မည်သို့ ပတ်သက်သည်ဟု သင်ထင်သနည်း။ (What do you think of the relationship between the speaker and the woman in the sentence "I've been going out with her.?)

(a) သမီးရည်းစားများ ဖြစ်ကြသည်။
    (They are boyfriend and girlfriend / partners.)   ( )
(b) ရိုးရိုး သူငယ်ချင်းများ ဖြစ်သည်။ (They are firends.)   ( )
(c) လုပ်ဖော်ကိုင်ဖက်များ ဖြစ်ကြသည်။ (They are colleagues.) (   )

Social Class
Tick the most suitable answers in the given lists.
1. စားသောက်ဆိုင် (သို့မဟုတ်) ကလပ်အသင်း တစ်ခု၏အဝင်တံခါးတွင် "JACKET REQUIRED" ဟုရေးထားသည် ကို သင် မည်သို့နားလည်သနည်း။ (What does the notice "JACKET REQUIRED" at the enterance of a restaurant or club mean to you?)

(a) အနွေးထည် ဝတ်လာရန် (to wear warm clothes)   ( )
(b) ဂျာကင်အင်္ကျီ ဝတ်လာရန်   (to wear a (leather) jacket)   ( )
(c) အနောက်တိုင်းဝတ်စုံကုတ်အင်္ကျီ ဝတ်လာရန် (to wear a suit)   ( )

2. Night Club တစ်ခု၏ တံခါးပေါက်တွင် "NO JEANS" ဟုရေးထားလျှင် သင် မည်သို့ နားလည်သနည်း။ (What does the notice "No Jeans" at the enterance of a night club mean to you?)

(a) ဂျင်းဘောင်းဘီ ဝတ်မလာရ
        (The person who is wearing Jeans is not allowed.)   ( )
(b) ဂျင်းဘောင်းဘီ ရောင်းရန်မရှိပါ (There is no Jeans to sell.)   ( )
(c) ဂျင်းဘောင်းဘီ ဝတ်လာရန်မလိုပါ
        (It is not necessary to wear Jeans.)   ( )

3. လန်ဒန်မြို့ရှိ "The West End" အပိုင်းသည် မည်သည့်နေရာမျိုး ဟု သင်ထင်သနည်း။ (What kind of place 'The West End' in London is?)

(a) ဈေးဆိုင်၊ ရုံးခန်း၊ ပြဇာတ်ရုံစသည်တို့ဖြင့်စည်ကားသောလူကုံထ
    အများစုနေသောအပိုင်း   (crowded place with theatres,   ( )
    shops, offices, and modern apartments of rich people.)
(b) တိတ်ဆိတ်အေးချမ်းသော မြို့ဆင်ခြေဖုံး လူနေရပ်ကွက် (A silent suburb)   ( )
(c) သာမန် လူတန်းစား အများစု နေထိုင်ရာ လူနေထူထပ်သော အပိုင်း   ( )
    (A place crowded with middle class dwellers.)

4. လန်ဒန်မြို့တွင် လူကုံထ အသိုင်းအဝိုင်းမှ အမျိုးသားများသည် ညနေပိုင်းအားလပ်ချိန်တွင် အပန်းဖြေရန် အောက်ပါနေရာများမှ မည်သည့်နေရာသို့ သွားကြသည်ဟု သင် ထင်သနည်း။ (Where do you think most of the British richman go to in the evenings?)

(a)   a pub   ( )
(b)   a disco   ( )
(c)   a club   ( )

Occupations
Tick the most suitable answer in the given list.
1. "Have you ever had **a holiday job**?" ဤမေးခွန်းမှ **"holiday job"** ကို သင် မည်သို့ နားလည် သနည်း။ (How do you understand the expression "holiday job" in the question, "Have you ever had a holiday job?"?)

(a) သင်အားလပ်ရက်ခရီးစဉ်အတွင်း လုပ်သော အလုပ်
    (the job during your holiday trip)   ( )
(b) အပန်းဖြေစခန်းတစ်ခုရှိ အမြဲတမ်းအလုပ်
    (A permanent job at a holiday camp)   ( )
(c) အမြဲတမ်းအလုပ်သမားများ၏ အားလပ်ရက်ရှည်ပိတ်ရက်အတွင်း
    အစားဝင်လုပ်ရသော ယာယီအလုပ်   ( )
    (A temporary job to replace a permanent staff who is on holidays or vacations.)

2. "I'm doing a **paper round**. I don't get a lot of money. But, I quite like it." pmaMumif;rsm;rS "paper round" tvkyfonf rnfonfh tvkyf jzpfoenf;/(What kind of job is 'a paper round' in the following sentences? I'm doing a **paper round.** I don't get a lot of money. But, I quite like it.)

(a) လက်ကမ်းကြော်ငြာ စာရွက်များ ဖြန့်ဝေခြင်း   (   )
    (Delivering advertisement pamphlets or fliers)
(b) စာရွက်စာတမ်းများ အမြန်လိုက်ပို့ခြင်း   (   )
    (delivering important/ urgent documents)
(c) နံနက်ပိုင်း သတင်းစာပို့ခြင်း   (   )
    (Delivering newspapers in the morning)

3. "Some young people in Britain go to other countries and work as volunteers." နှင့် "After he stopped working, my grandfather was a volunteer in children's hospitals. ဤစာကြောင်းများမှ "volunteer" အလုပ်သည် မည်သည့်အလုပ်မျိုးဟု သင် ထင် သ နည်း။ (What kind of job is a 'volunteer' in the following sentences? Some young people in Britain go to other countries and work as volunteers. After he had stopped working, my grandfather was a volunteer in children's hospitals.)

a. လုပ်ငန်း ကျွမ်းကျင်မှု လိုအပ်ပြီး ဝင်ငွေကောင်းသော အလုပ်   (   )
    (A well-paid job that needs special skills and previous experience)
b. လုပ်ငန်း ကျွမ်းကျင်သူများသာ လုပ်နိုင်သော စေတနာ့ဝန်ထမ်းအလုပ်   (   )
    (An unpaid job that only skilled and experienced one can do)
c. လုပ်ငန်း ကျွမ်းကျင်မှု သိပ်မလိုသော လစာအနည်းငယ်
  (သို့မဟုတ်) လစာလုံးဝမရသော စေတနာ့ဝန်ထမ်း အလုပ်   (   )
    (A low-paid or unpaid job that does not require skilled nor previous experience.)

4. အောက်ပါအလုပ်များထဲမှ လူကြိုက်အနည်းဆုံးဟုသင် ထင်သော အလုပ် ကို ရွေးပါ။ (Which job do you think is the most undesirable?)

(a) နိုက်ကလပ် အဆိုတော် (Night club singer)   (   )
(b) ဧည့်ကြို (Receptionist   (   )
(c) ကလေးထိန်း (Baby sitter)   (   )

Famous People
A. Tick the most suitable answers in the given lists.
2. "I'd put a small statue of Beethoven on my piano." စာကြောင်းမှ "Beethoven" သည် မည်သို့သော ပုဂ္ဂိုလ်ဖြစ်သနည်း။ (What do you think 'Beethoven' is in the sentence, "I'd put a small statue of Beethoven on my piano."?)

(a) ဂီတပညာရှင် (a musician)   (   )
(b) ပန်းချီဆရာ (an artist)   (   )
(c) အဆိုတော် (an artist)   (   )

B. Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.
2. အောက်တွင် ဖော်ပြထားသော ပုဂ္ဂိုလ်များနှင့်၄င်းတို့၏ နိုင်ငံများကို ယှဉ်တွဲပါ။(Match the famous people and their native country in the next column.)

(a) Cleopatra   _____   1. Egypt
(b) George Washington _____   2. Canada
(c) Queen Elizabeth I _____   3. the UK
(d) Christopher Columbus _____   4. the USA
(e) Mahatma Gandhi   _____   5. Greece
                                            6. Italy
                                            7. India

3. အောက်တွင်ဖော်ပြထားသော ပုဂ္ဂိုလ်များကို ၄င်းတို့ နှင့် သက်ဆိုင်သော စာကြောင်းများ ကို ယှဉ်တွဲပါ။(Match the famous people in the first column and the important event in their life in the second column.)

(a) Princess Diana   _____   1. is a famous singer.
(b) Madonna   _____   2. killed herself by allowing a snake to bite her.
(c) Kate Moss   _____   3. is the author and creator of Harry Porter.
(d) Marie Curie   _____   4. died in a car accident in 1997.
(e) Marilyn Monroe   _____   5. is an international model and fashion star.
                                            6. was an actress and died at the age of 36.
                                            7. discovered radioactivity and radium.

4.အောက်တွင်ဖော်ပြထားသောဗြိတိန်နိုင်ငံမှထင်ရှားသည့်ပုဂ္ဂိုလ်များနှင့် ၄င်းတို့ကျွမ်းကျင်သော ဘာသာရပ်နယ်ပယ် အသီးသီးကို ယှဉ်တွဲပါ။(Match the famous people in the first column and the field or study in which they are famous for in the second column.)

(a) William Shakespeare   _____   1. သိပ္ပံပညာ (Science)
(b) Issac Newton   _____   2. စာပေ အနုပညာ (Literature)
(c) John Lennon   _____   3. ဂီတပညာ (Music)
(d) Tony Blair   _____   4. ပန်းချီပညာ (Art)
(e) Alexander Fleming   _____   5. အားကစား (Sport)
                                    6.နိုင်ငံရေး (Politics)
                                    7. ဆေးပညာ (Medicine)

Places in the World
Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.

1. အောက်ဖော်ပြပါမြို့များ ကို တစ်ဖက်တွင် ပေးထားသော နိုင်ငံများနှင့်ယှဉ်တွဲပါ။ (Match the cities in the first column and the countries in the second column.)

(a) Liverpool   _____   1. Australia
(b) Boston   _____   2. France
(c) Melbourne   _____   3. the UK
(d) Barcelona   _____   4. the USA
(e) Venice   _____   5. Italy
                         6. Spain
                         7. Hungary

2. အောက်ဖော်ပြပါ နိုင်ငံများ ကို ၄င်းတို့တည်ရှိရာ တိုက်ကြီးများ နှင့် ယှဉ်တွဲပါ။(Match the countries and the continent where they are situated.)

(a) Egypt   _____   1. South America
(b) Brazil   _____   2. Africa
(c) The Netherlands   _____   3. Asia
(d) Sri Lanka   _____   4. Europe
(e) Mexico   _____   5. North America
                        6. Australia

3. Match the cities in the first column with famous buildings in the second column.
၃။ အောက်ဖော်ပြပါ မြို့များကို တစ်ဖက်တွင်ပေးထားသော ထင်ရှားသည့် အဆောက်အဦး များ နှင့် ယှဉ်တွဲပါ။

(a) Sydney   _____   1. St. Paul's Cathedral
(b) Washington D.C   _____   2. Statue of Liberty
(c) New York   _____   3. the Opera House
(d) San Francisco   _____   4. the Golden Gate Bridge
(e) London   _____   5. the White House
                        6. the Colosseum
                        7. the Taj Mahal

4. အောက်ဖော်ပြပါ ဒေသများနှင့် တစ်ဖက်တွင် ဖော်ပြထားသော ယင်း ဒေသများ၏ ထူး ခြားချက်များကို ယှဉ်တွဲပါ။(Match the regions in the first column and one of the special features in the second column.)

(a) Siberia   _____   1. ပူပြင်းခြောက်သွေ့သောဒေသဖြစ်သည်
                         (The place where it is very hot and dry)
(b) Sahara   _____   2. ရေခဲများအစဉ်ဖုံးလွှမ်းနေသောကျွန်းဖြစ်သည်
                        (An island always covered with ice)
(c) Greenland _____   3. မီးတောင် ပေါများသော ဒေသဖြစ်သည်
                         (The place with many volcanoes)
(d) Alaska   _____   4. အမြဲစိမ်းသစ်တောများပေါများသောဒေသဖြစ်သည်
                        (The place with a large area of ever green forests.)
(e) Middle East _____   5. အလွန်အေး၍ ဝေးလံသော ဒေသဖြစ်သည်
                           (Very far and remote region with terribly cold weather)
                        6. အက်စကီးမိုးလူမျိုးများနေထိုင်ရာဒေသဖြစ်သည်
                           (The place where Eskimos live)
                        7. ရေနံသယံဇာတ ကြွယ်ဝသော ဒေသဖြစ်သည်

(The place rich in oil resource.)

Places in Britain

A. Tick the most suitable answers in the given list.

1. "We're flying from Heathrow Airport late at night and arriving in San Antonio the next morning."
ဤစာကြောင်းမှ "Heathrow Airport" သည် မည်သည့်မြို့တွင် ရှိ သနည်း။ (In which city is "Heathrow Airport" situated?)

(a)   London   (   )

(b)   Bristol   (   )

(c)   Glasgow   (   )

B. Match the items in the first column with the items in the second column and write the answer (the number from the second column) in the given space.

2. လန်ဒန်မြို့မှ အောက်ဖော်ပြပါ နေရာများနှင့် တစ်ဖက်တွင် ပေးထားသော အကြောင်းအရာများကို ယှဉ်တွဲပါ။ သက်ဆိုင်ရာ နံပါတ်များကို ပေးထားသော ကွက်လပ်တွင် ရေးပါ။ (Match the famous places in London in the first column and one of the reasons that make these places famous in the second column.)

(a)   10 Downing Street   _____   1. The famous detective Sherlock Holmes lived there.
(b)   Oxford Street   _____   2. The Hyde Park is situated there.
(c)   The Tower of London _____   3. London's most popular shopping centre
                                          4. The Prime Minister of Great Britain lives there.
                                          5.   The Crown Jewels are kept there.

3. Match the cities and the region in Britain where they are situated.
၃။ အောက်ဖော်ပြပါ မြို့များနှင့် တစ်ဖက်တွင်ပေးထားသော ဗြိတိန်နိုင်ငံမှ ဒေသများနှင့် ယှဉ်တွဲပါ။

(a)   Edinburgh   _____   1. England
(b)   Manchester   _____   2. Wales
(c)   Cardiff   _____   3. Scotland

4. Match the cities in Britain and one of the famous buildings in them.
၄။ ဗြိတိန်နိုင်ငံမှ ထင်ရှားသော မြို့များနှင့် ယင်းမြို့များမှ ထင်ရှားသော အဆောက်အဦး များကို ယှဉ်တွဲပါ။

(a)   Edinburgh   _____   1. The Big Ben
(b)   Liverpool   _____   2. John Lennon Airport
(c)   London   _____   3. The Pisa Tower (the leaning tower)
                                          4. The Castle
                                          5. The Louve Museum

Food and Eating Habits

Tick the most suitable answers in the given lists.

1. သင်သည် ဥရောပ စားသောက်ဆိုင် တွင် ညစာအတွက် "vegetable soup, a meat dish and some rice" မှာထားလျှင် ယင်းတို့ကို မည်သို့တည်ခင်းကျွေးမွေးမည်ဟု သင်ထင်သနည်း။ (If you order 'vegetable soup, a meat dish and some rice' in a European restaurant, how do you think the food will be served?)

(a)   ထမင်းနှင့် ဟင်းပွဲများအားလုံး တပြိုင်တည်း တည်ခင်းကျွေးမွေးမည်   (   )
      (All the food will be served at the same time.)

(b)   ဟင်းတစ် ပွဲပြီး မှ နောက်တစ်ပွဲ တည်ခင်းကျွေးမွေးမည်၊
      ဟင်းရည် ပထမ၊ ထမင်းနှင့်ဟင်း ဒုတိယ   (   )
      (Food will be served one after another; soup first, rice and meat dish
      later.)

(c)   ဟင်းတစ် ပွဲပြီး မှ နောက်တစ်ပွဲ တည်ခင်းကျွေးမွေးမည်၊
      ထမင်းနှင့်ဟင်း ပထမ၊ ဟင်းရည် ဒုတိယ   (   )
      (Food will be served one after another; rice and meat dish first, soup later.)

2. စားသောက်ဆိုင်တွင် "steak" မှာ သောအခါ စားပွဲထိုးကသင့်အား "How would you like the steak?" ဟုမေးလျှင် မည်သို့ပြန်ဖြေ မည်နည်း။ (How will you respond to the waiter's question, "How would you like the steak?" in a restaurant?)

(a)   With rice.   (   )

(b)   Rare, please.   (   )

(c)   With potatoes.   (   )

3. စားသောက်ဆိုင် တစ်ဆိုင်မှ အစားအစာများ အကြောင်းရေးထားသော စာပိုဒ်မှ "To accompany this, we had a bottle of good full-bodied house **red**. We were satisifed with the house "**white**". စာကြောင်းများ တွင် "**red/**

white" သည် မည်သည် ကို ရည်ညွှန်းသနည်း။ (What do the expressions "red and white" in the following sentences refer to? "To accompany this, we had a bottle of good full-bodied house **red**. We were satisifed with the house "**white**".)

(a) ဝိုင်   (Wine)   (   )

(b) ရှန်ပိန် (Champagne)   (   )

(c) အချိုရည် တစ်ခုခု (a kind of soft drink   (   )

4. အင်္ဂလိပ်လူမျိုးတို့သည် တစ်နေ့တာအတွင်း မည်သည့် စားသောက်ချိန်တွင် အဓိကထား၍ စားသောက်သနည်း။ (What is the main meal of British people in a day?)

(a) နံနက်စာ (breakfast) (   )   (c) ညစာ (dinner)   (   )

(b) နေ့လယ်စာ   (lunch) (   )   (d) ညလယ်စာ (supper)   (   )

Differences due to Climate

A. Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.

1. ဗြိတိန်နိုင်ငံတွင် အောက် ပါ လ များ ၌ မည်သည့် ရာသီ ဖြစ်သနည်း။ (In Britain, which season do the following months belong to?)

(a)   ဧပြီလ (April)   _____   1. Summer

(b)   ဇူလိုင်လ (July)   _____   2. Autumn

(c)   အောက်တိုဘာလ (October)   _____   3. Winter

(d)   ဇန်နဝါရီလ (January)   _____   4. Spring

2. ဗြိတိန်နိုင်ငံ၏ ရာသီဥတုများနှင့် တစ်ဖက်တွင် ပေးထားသော အကြောင်းအရာများကို မှန်ကန်စွာ ယှဉ်တွဲပါ။ အဖြေကို ပေးထားသော ကွက်လပ်တွင် ရေးပါ။ (What is the country in Britain like during the four seasons in the first column? Match the seasons and their descriptions.)

(a)   Spring   _____   1.ဆီးနှင်းများကျ၍ရေခဲမှတ်အောက်ရောက်အောင်အေးသော

                                          ရာသီ (the time for snow and frost)

(b)   Summer   _____   2.ပန်းများဝေဝေဆာဆာပွင့်သော ရာသီ

                                          (the time many flowers bloom)

(c)   Autumn   _____   3.ခရီးထွက်ရန်၊ သွားလာလည်ပတ်ရန် အကောင်းဆုံးရာသီ

                                          (the time for outings and holidays)

(d)   Winter   _____   4. သစ်ရွက်များအရောင်ပြောင်းသော ရာသီ

                                          (the time leaves change colour)

B. Tick the most suitable answer from the given list.

3. ဗြိတိန်နိုင်ငံတွင် နွေရာသီကျောင်းပိတ်ရက်သည် မည်သည့်လများတွင် ဖြစ်သနည်း။ (In which months does the summer vacation fall in Britain?)

(a) ဇူလိုင် နှင့် ဩဂုတ်လများ (July and August)   (   )

(b) ဧပြီ နှင့် မေလများ (April and May)   (   )

(c) စက်တင်ဘာ နှင့် အောက်တိုဘာလများ (September and October)   (   )

C. Write the answers in the given space.

4. မြန်မာနိုင်ငံ၏ရာသီဥတု (၃) မျိုးကို အင်္ဂလိပ်လို ရေးပါ။ (Write English words for the three seasons in Myanmar.)

   (a)   _____

   (b)   _____

   (c)   _____

Different Ways of Describing People

A. Tick the most suitable answers from the given lists.

1. "He's got fair hair." ဤစာကြောင်းမှ "fair hair" ကို သင် မည်သို့နားလည်သနည်း။ (How do you understand the expression 'fair hair' in the sentence "He's got fair hair"?)

(a) ဖြောင့်သောဆံပင် (Straight hair)   (   )

(b) နူးညံ့ပျော့ပြောင်းသောဆံပင် (Soft and smooth hair)   (   )

(c) အရောင်ဖျော့သော(ရွှေရောင်အဖျော့)ဆံပင် (light blonde hair)   (   )

2. ဗြိတိန်နိုင်ငံ မှ မိဘများသည် မွေးဖွားလာမည့် ရင်သွေးငယ် ၏ မည်သည့် အရာကို အသိချင်ဆုံး ဖြစ်မည် ဟု သင် ထင်သနည်း။ (Which do most of the British parents want to know first about their newly born baby?)

(a) ကလေး ၏ ဆံပင် နှင့် မျက်လုံး အရောင်

   (The colour of the hair and eyes)   (   )

(b) ကလေး၏ ကိုယ်အလေးချိန် (Body weight)   (   )

(c) ကလေး၏ မျက်နှာ (မျက်ခုံး၊ နှာတံ၊ နှုတ်ခမ်းစသည်များ)   (   )

   (features on the face, e.g. eyebrow, nose, lips, etc.)

3. "He's got grey hair." ဤစာကြောင်းမှ "grey hair" ကို သင်မည်သို့ နားလည်သနည်း။ (How do you understand by the expression 'grey hair' in the sentence, "He's got grey hair."?)

(a) အညိုရောင် ဆံပင်   (hair that is brown in colour)   (   )

(b) မီးခိုးရောင် ဆံပင်   (hair that is grey in colour)   (   )

(c) အဖြူရောင် ဆံပင် (hair that is white in colour)   (   )

B. Write the answers in the given space.

4. အောက်ပါ မြန်မာစကားလုံးများနှင့် အဓိပ္ပါယ်တူသော အင်္ဂလိပ်စကားလုံးများ ကို ပေးထားသော ကွက်လပ်တွင် ရေးပါ။ (Write down English equivalents for the given Myanmar expressions.)

(a)   အသားဖြူသော   _____

      (the adjective to describe the complexion that is pale in colour)

(b)   အသားညိုသော   _____

      (the adjective to describe the complexion that has the colour of earth or coffee)

(c)   အသားမဲသော   _____

      (the adjective to describe the complexion that is black in colour)

Geographical Features

Match the items in the first column with the items in the second column and write the answer (the number of the second column) in the given space.

1. အောက်ဖော်ပြပါ မြစ်ကြီးများနှင့် ၎င်းတို့နှင့် သက်ဆိုင်သော နိုင်ငံများကို ယှဉ်တွဲပါ။ (Match the great rivers and the country they are situated in?)

(a)   The Thames River   _____   1.   The USA

(b)   The Nile River   _____   2.   Britain

(c)   The Mississippi River   _____   3.   Egypt

                                                      4.   Belgium

                                                      5.   Germany

2. အောက်ဖော်ပြပါ တောင်တန်းကြီး များ နှင့် ၎င်းတို့ တည်ရှိရာ တိုက်ကြီးများ ကို ယှဉ်တွဲပါ။ (Match the Mountain ranges and the continents they are situated in.)

(a)   The Rockies   _____   1.   Europe

(b)   The Himalayas   _____   2.   North America

(c)   The Alps   _____   3.   Asia

                                                      4.   Africa

                                                      5.   South America

3. အောက်ဖော်ပြပါ ရေကန်ကြီးများနှင့် ၎င်းတို့တည်ရှိရာ နိုင်ငံများကို ယှဉ်တွဲပါ။ (Match the great lakes in the first column and the country they are situated in.)

(a)   Lake Titicaca   _____   1.   Britain

(b)   Loch Ness   _____   2.   on the border between Canada and

(c)   Lake Superior   _____   the USA

                                                      3.   Peru

                                                      4.   Mexico

                                                      5.   Argentina

4. အောက်ဖော်ပြပါ သဲကန္တာရများနှင့် ၎င်းတို့တည်ရှိရာ တိုက်ကြီးများကို ယှဉ်တွဲပါ။ (Match the deserts and the continents they are situated in.)

(a) The Sahara Desert   _____   1.   Asia

(b) The Atacama Desert   _____   2.   Africa

(c) The Gobi Desert   _____   3.   North America

                                                      4.   Europe

                                                      5.   South America

Lifestyle

Tick the most suitable answers from the given lists.

1. Supermarket တစ်ခုတွင် ငွေရှင်းကောင်တာမှ ဝန်ထမ်းက သင့်အား စံသတ တသကို ပသက‖ငုန အသ စပေၐ ဟု မေးလျှင် မည်သို့ပြန်ဖြေမည်နည်း။ (How will you respond to the shop assistant's qeustion, "How would you like to pay?" in a supermarket?

(a) I'd like to pay in cash / by credit card.   (   )

(b) I'd like to pay in dollars.   (   )

(c) I'd like to pay later.   (   )

2. အလိုအလျောက် ဈေးရောင်းစက် (a vending machine) မှ သကြားလုံး၊ ကော်ဖီ၊ စီးကရက် စသည့်ပစ္စည်းများ ဝယ်ရန် အောက်ပါတို့အနက်မှ သင် မည်သည့်အရာကို လိုအပ်သနည်း။ (What do you need to buy something (e.g. candies, a coffee, a cigeratte, etc.) from a vending machine?)

(a) coins   (   )

(b) credit card   (   )

(c) traveller's cheque   (   )

3. ဗြိတိန်နိုင်ငံတွင် တစ်ဖက်ယာဉ်မောင်း ၏ အမှား ကြောင့် သူ၏ မော်တော်ကား ပျက်စီးသွား သော မိတ်ဆွေတစ်ဦးကို သင်မည်သို့အကြံပေးမည်နည်း။ (Which advice would you give to a British friend who got an accedent because of the other driver's mistake and whose car was seriously damaged?)

(a) You should make an insurance claim.   (   )

(b) You should ask for enough money from the other driver to
     repair your car.   (   )

(c) You should ask the police to make the other driver give you
     some money to repair your car.   (   )

4.ʾ"If you want to buy a house, you have to talk to your bank manager." စာကြောင်းအရ သင် အိမ်ဝယ်ရန် အတွက် အဘယ်ကြောင့် ဘဏ်မန်နေဂျာနှင့် တိုင်ပင်ဆွေးနွေးရန် လိုအပ် သနည်း။ (Why do you need to talk to your bank manager to buy a house in Britain?)

(a) အိမ်ဝယ်ရန် အတွက် စုဆောင်းထားသော ငွေများ ပြန်ထုတ်ရန်   (   )
      (to withdraw the money you have saved in the bank)

(b) အခြားပိုင်ဆိုင်သော ပစ္စည်းများ(ခြံမြေ၊ စက်ရုံ၊ အခြားအိမ်တစ်လုံး   (   )
      စသည်များ) ကို အပေါင်ထား၍ အိမ်ဝယ်ရန် လိုသော
      ငွေကိုချေးရန် (to borrow the money needed to buy the house)

(c) ယခုဝယ်မည့် အိမ်ကို အပေါင်ထား ၍ ဘဏ်မှ ချေးငွေဖြင့် အိမ်ဝယ်ပြီးမှ (   )
      လစဉ် အရစ်ကျ ပြန်ဆပ်ရန် အတွက် စီစဉ်ရန်
      (to apply for house mortgage)